

GLO CER '21

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Editors:

Dr. Wayne B. James

Dr. Cihan Cobanoglu

Dr. Muhittin Cavusoglu

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Co-Editors

Dr. Wayne James, University of South Florida, USA

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Preface

Welcome, Hoşgeldiniz, Willkommen, Bienvenue, Добро пожаловать, لهسوﻻها, 歡迎光臨, Bienvenido, Καλώς Ορίσατε, Benvenuto, ようこそ, 환영합니다, ยินดีต้อนรับ, אבהקורר to the 4th Global Conference on Education and Research (GLOCER 2021) virtually hosted by the University of South Florida, Florida, USA. *The Association of North America Higher Education International (ANAHEI)* is very honored and excited to host the 4th GLOCER Conference.

GLOCER 2021 received 360+ abstracts/papers for the conference from 650+ authors. One hundred seventy-six of these abstracts/papers are accepted to be presented at GLOCER 2021. GLOCER is truly an interdisciplinary and global conference as we will host presenters from 36 countries and from different fields of studies. We would like to thank each author for submitting their research papers to GLOCER 2021.

As GLOCER 2021 was a peer-reviewed, double-blind review conference, we would like to thank our Research Chair, Dr. Alia Hadid, and each and every reviewer who ensured that the paper review process was high quality and smooth. We would like to thank Bradenton Area Visitors and Convention Bureau for being the presenting sponsor for GLOCER 2021 and all GLOCER conferences in the past. We also would like to thank the University of South Florida M3 Center for virtually hosting GLOCER 2021. Without their support, this conference would have not been possible. Also, we would like to extend our gratitude to our panelists and moderators: Sir Dr. Adam Carmer (Moderator), Dr. Chong Guan, Dr. Anjala S. Krishen, Dr. Alexis Nicole Mootoo, Dr. Shawn Murray, Dr. Rinat Rosenberg-Kima, Mr. Daniel Schiff, Dr. Robert K. Toutkoushian, Dr. Janelle Wells, and Dr. Deanne Williams-Bryant (Moderator). We also thank conference coordinators: Zahra Alrushdy, Anudari Munkhtuya, Luana Nanu, Abraham Terrah, and Dr. Gozde Turktarhan. We also thank all other volunteers.

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Adult Education

Adapting Teacher Life Cycle Developmental Theory in Adult Education

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Abstract

The U.S. Air Force (USAF) created a new leader development course for future leaders of USAF squadrons. The course is two weeks long with 14 iterations/year and is taught in-part by seven graduated commanders with varied teaching experiences aside from a four-week faculty development program with follow-on support. Using instructor self-assessment instruments and interviews conducted in a focus group setting, this study, when fully finished, will reconceptualize teacher life-cycles theory to enable its application to course of varying lengths to inform faculty and program development. It will also provide specific recommendations for program improvements. In 2018, based on guidance from the Chief of Staff of the USAF and a follow-up publication on “Improving the Effectiveness of Air Force Squadron Commanders” (Ausink et al., 2018), the USAF created a leader development course aimed at revitalizing the organization at the squadron level. The Leader Development Course for Squadron Command (LDC) is a two-week course that trains military and civilian leaders to effectively lead USAF people and organizations. LDC is taught by active duty, recently graduated squadron commanders who are paired with academically trained civilian subject matter experts to teach in a mixed large and small group setting. Because the military instructors have little to no teaching experience, the civilian faculty created a three-week faculty development program in summer 2019 to provide pedagogical training and continual follow-on support throughout the military instructors’ 12-month teaching assignment. This study’s purpose is to examine how military instructors develop during their tenure and what improvements can be made to the faculty development program to improve program effectiveness.

Keywords: instructor development, stages of development, US air force, teacher-life-cycle development theory

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Smartphone Use and Personal Discomfort in Italian Adults During COVID-19 Pandemic

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Abstract

Smartphone use has constantly increased among children, adolescents, and adults, with uncertain consequences on their lifestyle. This study had a dual purpose, on the one hand, it aimed to assess the prevalence of smartphone use and addiction in a sample of Italian adults and its relationship with personal distress during the COVID-19 pandemic, on the other hand, it aimed to verify gender differences. Three hundred nine adults completed the Smartphone Addiction Scale (SAS), and Somatization (SOM), Interpersonal sensitivity (INT), Hostility (HOS), and Sleep Disturbance (SLEEP) subscales of Symptom Checklist-90 Revised (SCL-90R). Overall, 72.5% of study participants declared to use the smartphone more during the COVID-19 Pandemic than before. Females reported spending more time on the smartphone, and to feel higher SOM, INT, HOS, and SLEEP than males. Smartphone use correlated with SOM, INT, HOS, and SLEEP. Moreover, to test the effects of smartphone addiction on personal well-being, regression analyses were conducted. In conclusion, given the increase in smartphone use during the pandemic and the possible negative effects associated with it, it is important to sensitize adults to be aware of the risk of developing smartphone addiction or related problems.

Keywords: smartphone use, adults, COVID-19 lockdown, psychological distress, gender gap

Teaching for Knowledge Transfer: Best Practices From a Graduate-Level Educational Psychology Distance Learning Program

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Abstract

One measure of effective instruction is the ability to solve authentic real-world problems by effectively transferring and applying classroom and textbook knowledge. While many students can productively earn high grades and learn course content, they are not always able to apply the knowledge they gain. As such, this quasi-experimental study compared the comprehensive exit exam results of learners across instructional modalities who completed a prominent graduate-level educational psychology program. ANCOVA revealed superior knowledge transfer for blended-learning students compared to those who completed distance education and significantly greater transfer of declarative, procedural, and self-regulatory knowledge by the blended-learning students. This paper briefly summarizes the study results while highlighting evidence-based programmatic and course level modifications that were implemented to specifically address transfer of learning and practical application of educational psychology knowledge.

Keywords: assessment, distance learning, educational psychology, knowledge transfer

A Study on the Teachers' Lifelong Learning Competences and Their Reading Motivation: Sapanca Sample

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Abstract

In this research, the relationship between the teachers' lifelong learning competences and their reading motivation was examined. The study sample consisted of 326 teachers working in the district of Sapanca in the province of Sakarya. The research data was collected through The Scale of Key Competences for Lifelong Learning developed by Şahin, Akbaşlı, ve Yelken Yanpar (2010) and through Adult Reading Motivation Inventory developed by Schutte ve Malouff (2007) and adapted to Turkish by Yıldız, Yıldırım, Ateş ve Çetinkaya (2013). As a result of the research, it was determined that teachers' lifelong learning competence perceptions and their reading motivation were high. The obtained findings revealed that the gender, age, service duration, branch and school type demographics of the teachers are not an effective variable on their lifelong learning competence levels. On the other hand, it was detected that the level of education affects teachers' lifelong learning competence levels significantly. It was found that the teachers who have a graduate degree have higher lifelong learning competences compared to the undergraduate teachers. It was ascertained that teachers' motivation towards reading differs significantly by their gender but did not differ according to age, educational status, duration of service, branch and school type variables. In addition, it was concluded that there was a moderate positive relationship between the lifelong learning competence and reading motivation. Lastly, 22% of the total variance related to teachers' lifelong learning competences was explained with their reading motivation.

Keywords: teachers, lifelong learning competences, reading motivation

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The Perceptions of ESOL Preservice Teachers About Developmental Stages of Teachers

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Abstract

Second and foreign language researchers have always been in pursuit of the developmental stages of teachers. Researchers have exhausted hypotheses and theories on the developmental stages of teachers. The existing hypotheses and theories failed to depict a comprehensive portray about the mentioned stages. All prior models were hierarchical and linear. Khoshnevisan (2017) held that the developmental stages of preservice teachers could be considered as nonlinear and multilayer. Expressed another way, teachers experience a variety of stages. Nevertheless, they can reexperience a stage to accommodate their needs. Thus, based on a model put forth by Khoshnevisan (2017) regarding the developmental stages for preservice teachers. The developmental stages of teachers is an interesting topic deserving more attention. Notwithstanding the proposed theories regarding the developmental stages for teachers, this article provides the readership with an account of the proposed theories and juxtaposes them with Khoshnevisan's (2017) multilayer and cyclical model. This article aims to depict the developmental stages of teachers as mentioned in the literature. Then, it reports the perceptions of 20 ESOL preservice teachers who participated in this study to juxtapose their perceptions with the tenets of the developmental stages of teacher's theories.

Keywords: cyclical, developmental stages for teachers, nonlinearity, teacher education

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Curriculum and Instruction Development

Steeping in McLuhan's "New" Technological Environment: Riffing and Posthumanizing Education

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Abstract

Marshall McLuhan (2003), the Canadian public intellectual who coined the aphorism “the medium is the message” during the 1960’s, early anticipated the features of a society that would imminently become reliant on machines and technologies. Alongside his then sought after opinions on media, McLuhan also prognosticated about the changing nature of education and learning during the rapidly altering conditions that he was observing in what he considered a “new environment” (Wolfe, 1967). “Collaborating in the Electric Age: [onto]Riffological Experiments in Posthumanizing Education and Theorizing a Machinic Arts-Based Research” is a 2021 dissertation based on a collaborative study aimed at posthumanizing educational approaches during technological conditions created in “the electric age” (Stevens, 2021). Posthumanizing education, by decentring the human entity, broadens human perspectives beyond the anthropocentric myopia presently determining much heedless human activity causing deleterious effects to humans’ host planet, Earth (Grusin, 2015). The dissertation introduces methods as “riff” and its study, [onto]Riffology, as postqualitative inquiry that is technologically facilitated—between humans and machines and between machines—and infused by the tangentiality of curiosities. This paper introduces a study attempting to posthumanize education by engaging technological and nonhuman relationships characteristic of the “new environment” foreseen by McLuhan, and the dissertation chronicling the study.

Keywords: Marshall McLuhan, the posthuman, riff, [onto]Riffology, posthumanizing education, figure/ground analysis

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Fostering Meta-Cognitive Skills in Young Children

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Abstract

This research report is on fostering preschoolers' metacognitive skills. Metacognition is the ability to think about one's own thinking. While metacognitive research has paid more attention to children in upper grades, younger children are only beginning to attract interest in this area. Being primarily hands-on in their approach to new concepts, preschoolers require concrete objects and adults to aide their thinking about what they are experiencing. Even though preschoolers may not know that they are engaging in meta-cognition, they nevertheless develop an understanding of their own approaches to learning and achieving goals. The current research focused on teacher strategies that might help preschoolers think about their own thinking and articulate it. The study was conducted at a private early childhood education center in a Midwestern city in 2020. The researcher used a mixed approach research design that incorporated Time Series experimentation, naturalistic observation, teacher child verbal interaction and teacher interviews. Children aged 3-4 years were exposed in alternating weeks to pre-read-aloud prompts that were developed for the purpose of the research. The prompts were aimed at engaging children in their own thinking about the story that was about to be read to them. Teachers followed a specific protocol outlined in the prompt. Children were asked to formulate their own thoughts about the specific story (before it was read) and hold the thought until after the story was read to them. Children were also asked to make predictions about the story. After the story was read, the children were assessed on their abilities to think about what their thoughts and predictions were before they heard the story. Data were collected for a total of 11 weeks from two large groups of 20 children each, and one small group of 6 children. Analysis and comparison of the data from the alternating weeks revealed systematic differences between the treatment and non treatment weeks. The research results are discussed and implications for further research are drawn. Recommendations for teachers and parents are also provided.

Keywords: metacognition in early childhood, young children's thinking skills, teaching metacognitive skills, young children thinking about thinking

Research on the Integration of Project-Based Learning of Innovative Teaching Methods Into the Curriculum of Creative Teaching Aid Design

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Abstract

In the modern technological era, high-intelligence products enter campuses, and the probability of people using the Internet is increasing. It is said that a smart phone in hand has become a normal product used by students. Students use it to collect information and communicate with others. Streaming and building a social platform... etc. Li Peiyu (2015) research pointed out that the impact of long-term use of smart phones will cause (1) Inattention and reduced thinking ability, (2) affects work and rest and leads to irregular life. Because of this, college students don't leave their mobile phones. Personally, such an environment surrounded by 3C products can't help but worry that the "problem-solving ability of college students" has dropped significantly.

In the past five years of teaching experience, researchers have found that most students are addicted to mobile phone addiction and traditional Taiwanese teaching in the past. Learning, often emphasizes the development of students' cognitive abilities, knowledge-based lectures on the teacher's podium, high-pressure education methods, and achievements. The oriented education method gradually loses the enthusiasm of college students in class, and also reduces the opportunities for students to solve problems.

Researchers have also found in the past teaching experience that students' learning motivation has declined and their own teaching courses are not innovative enough. The content of the course emphasizes on knowledge learning, and college students have lost interest in learning such courses, leading to the need to spend time preparing and attending classes. Work harder to improve the learning motivation and effectiveness of college students. In addition, researchers are more involved in interdisciplinary courses taught by themselves. It is found that most of the students taking cross-field courses come from different departments, also because students from different departments gather in one course. In the middle school, the characteristics of students and the attributes of the department are also different. Therefore, the teaching of cross-field courses cannot only use a single teaching model.

The method of teaching or teaching in class should be combined with the current innovative teaching and the topic-oriented learning method to achieve the appropriateness of each student. The theme of this teaching practice research project is the use of innovative teaching methods to incorporate topic-oriented learning (A-PBL) into creative teaching aids Design course, the project is mainly aimed at the existing children's potential and creative design, the required course "Creative Teaching Aid Design", which is the interdisciplinary course of study Curriculum for the development of teaching toys and breakthroughs in teaching methods, this project will use the seven C of the topic-oriented learning (A-PBL) Skills, including critical thinking and action, creativity, cooperation, cross-cultural cognition, communication, computer skills and work autonomy, Take the initiative to learn, and adjust the learning style according to the different

characteristics of students, so that college students can learn the characteristics of problem-solving, communication skills, self-management and other abilities, hoping to effectively arouse students' learning motivation and goals, and then enhance students' learning intentions hope and achieve good learning results.

“Project-Based Learning “ is a process that starts with a problem and works as an outcome. This teaching method covers many steps and procedures, such as exploratory questions, data collection, topic setting, interaction and introduction, verification of answers and achievement scores enjoy waiting. In addition, Shen Zhong wei and Huang Guo zhen (2012) also proposed that topic-oriented learning contains six educational features, including Including: (1) Self-directed learning (2) Discovery learning (3) Meaningful learning (4) Integrated learning (5) Cooperative learning (6) Open Let's study, the details are as follows:

- *Autonomous Learning*
 - The Project-Based Learning method is mainly a strategy for cultivating students' autonomous learning. Facing “Living to be old, learning to be old “With the advent of generations, we must continue to use the rolling revision learning method to respond to the rapid changes in society and knowledge accumulation.
- *Discovery and Learning*
 - Traditional teaching methods are often limited to the time of class, and the instructor will not wait to pass the knowledge directly to the students. Students, let students have less chance to discover and explore the answers to questions on their own. The Project-Based Learning method is different from the transmission.
 - The system is to let students choose their own interests to conduct special research, according to Bruner's discovery learning theory. The teaching strategy constructed by Discovery Learning Theory corresponds to the topic-oriented learning method. In this, let students conduct research on topics or questions of interest, and find out the results or answers of the inquiry.
- *Meaningful Learning*
 - The Project-Based Learning method emphasizes whether the topics discussed by the students are related to real situational social issues. Color can stimulate students' learning motivation, and it is also meaningful learning for students.
- *Integrated Learning*
 - The Project-Based Learning method can help students to conduct integrated learning. A topic research usually requires interdisciplinary and or Cross-domain integration of knowledge is more complete. Integrated teaching refers to the combination of learning domains and scientific and technological knowledge. Technology is integrated into various fields.

- *Cooperative Learning*
 - The Project-Based Learning method is mostly carried out in groups, through discussion to cultivate team spirit and interpersonal relationship. Communicate with peers to promote collaborative learning with peers.
- *Open Learning*
 - Project-Based Learning is a course of open learning, and it is also a teaching strategy that can give full play to open learning. From topic selection, data collection, data analysis, to presentation of the final results, etc., it is an open learning process.

Based on the above, in the modern technological environment, the trend of high-intelligence products, and the trend of “ability-oriented”, learn the student’s performance does not represent the student’s achievement, but rather it needs to focus on whether the student has the “practical” ability. It is important, and only through the “Project-Based Learning “ can the problem-solving ability of college students be demonstrated.

This research question is mainly about whether the Project-Based Learning of innovative teaching method is integrated into the curriculum, and whether it can effectively enhance the learning motivation of students and effectiveness? The research project is a one-year course for the “Creative Teaching Aid Design” course in the interdisciplinary study of children’s potential and creative design. It extends to the TOP MAKER competition on the actual entrepreneurial platform to design and implement the design and implementation of innovative teaching and topic-oriented learning methods. This planned curriculum adopts the “A-PBL” topic-oriented learning teaching method to organize the students’ learning mode, design and problem solving, decision-making or research activities, so that students have the opportunity to carry out longer-term, student-centered activities, Finally, the actual finished product or presentation report is completed, so the goal of the “Creative Teaching Aid Design” course is to lead students to explore what is creative. New, through visits, field investigations and data collection, data sorting and analysis, multimedia methods to produce thematic results, and publish special

The results of the questions and creative ideas are used to allow students to complete the design of innovative teaching aids. The research object of this project is to study children’s potential and creative design in our school’s interdisciplinary (Asian University Interdisciplinary Program) Junior students with interdisciplinary studies. The characteristics of students in cross-disciplinary programs are different because of the differences in cross-departments and fields. Most students are the concept of design and development of toys for teaching is weak, and they are more resistant to rigid teaching methods. In addition, this research is based on previous studies. The implementation of post-test questionnaire to understand whether students’ learning motivation and learning interest can be effectively improved. The research evaluation is divided into form to explore in two aspects: qualitative assessment and summative assessment. Formative assessment is the assessment of a course unit, which is determined by the on-site course process tests and online assignments, in conjunction with the design of the peer-evaluation mechanism, to understand the learning situation of students in each unit reference to the situation, and moreover, the summary evaluation is the production of the topic, including schedule planning and discussion,

etc., which is more effective. Understand whether students can use the skills they have learned to complete the development of the project. Therefore, through this teaching research plan. Painting, integrate the change of teaching method into the innovative topic-oriented learning method, change the curriculum activities, and make the curriculum novel, During the implementation process, students' preference for the course is clearly reflected in their learning motivation and learning effectiveness, and they can also be During the process, I saw students improve their learning motivation and learning effectiveness.

Researcher in the interdisciplinary courses taught by himself, most of the students taking interdisciplinary courses come from different departments, also because students from different departments gather in one course, and the characteristics of the students and the attributes of the department are also different. Therefore, through this teaching learn the practical plan, and better understand that the teaching of cross-domain courses can not only use a single teaching mode or teaching method in class. It should be combined with the current innovative teaching into the Project-Based Learning method to achieve the appropriate learning for each student.

Keywords: project-based learning, creative design, innovation teaching method

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Social Studies Pre-Service Teachers' Views of Environmental Justice

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Abstract

The idea of social justice has been in a rapid development process throughout the world in recent years. The emergence of this concept goes back to the Ancient Greek period. After various stages of development, the current understanding of social justice deals with many social facts and events. Some of these are racism, sexism, homophobia, xenophobia, class discrimination, and environmental issues. The environmental issues, which is one of these subjects, also constitutes one of the three basic dimensions of social justice education in social studies (Wade, 2007). One of the concepts associated with social justice is environmental justice. Strengthening of social justice will provide strengthening of environmental justice. The understanding of environmental justice develops with the rapid increase of the human population around the world, as well as the increase in consumption of natural resources and industrialization. These situations increase environmental damage and cause people to live in unhealthy environmental conditions. Accordingly, the concept of environmental justice is defined as: "Equal access to a clean environment and equal protection from possible environmental damages regardless of race, material income, class or another socioeconomic status" (Cutter, 1995, p.111). In other words, the concept of environmental justice can be defined as the equal protection of everyone from harmful environmental effects regardless of their age, culture, ethnic origin, gender, and race. Therefore, the right to live in a safe and healthy environment is the main emphasis of environmental justice. In addition, the participation of citizens in decisions to be taken on environmental issues and taking into account the concerns of citizens about environmental issues are also important elements of the concept of environmental justice. The place and importance of education in gaining an understanding of environmental justice to individuals cannot be denied. The social studies course has an important place in providing environmental justice. Because besides environmental issues, citizenship issues such as social justice are among the important parts of the content of the social studies course. For this reason, the inclusion of environmental justice in social studies education is considered important for both pre-service teachers and secondary school students. Therefore, social studies teachers are expected to be aware of the concept of environmental justice and to do activities that can improve this concept in their students. This study aims to determine the environmental justice views of social studies pre-service teachers. This study was conducted in accordance with the basic qualitative research design (Merriam, 2009). This pattern, of how to interpret the lives of individuals, to create what they mean to them and the experience they bring to focus (Merriam, 2009). The data of the research were collected through semi-structured interviews. The interview questions were prepared by the researcher in line with the literature and questions examined by 2 experts. In line with these questions, interviews were conducted with 11 social studies pre-service teachers studying in the 3rd grade of the social studies teacher undergraduate program in the 2021-2022 year. The data obtained from the interviews were analyzed inductively using NVivo 12 package program. Thus, research findings were obtained.

Findings were reached by inductively analyzing the research data. In this direction, it is seen that most pre-service teachers define social justice with the concepts of equality, non-discrimination, and justice. It is noteworthy that during their education in secondary school, their experiences regarding social justice are quite limited. It is seen that most of these experiences consist of studies conducted for students with special needs, independent of social studies course. About the relationship of social justice with the environment, almost all of the pre-service teachers think that the concept of social justice is related to the environment. Pre-service teachers define environmental justice as fair distribution of resources, protection of natural resources and animals, high quality of life, and being equidistant from dangers. The pre-service teachers, who stated that conscious and environmentally friendly individuals will be raised with environmental justice education, think that this concept is directly related to social studies. Most of the pre-service teachers stated that their undergraduate education gives concepts such as justice, equality, and multiple perspectives, but they are insufficient in terms of concepts such as environmental justice and social justice. Similarly, most of the pre-service teachers find their undergraduate education inadequate in providing theoretical knowledge on environmental justice and social justice. Considering that the social studies course is directly related to environmental justice, the pre-service teachers stated that they wanted to include this concept in their teaching experience. They stated that they will achieve this through social projects, NGO collaborations, and activity-based practices. In line with the results of the study pre-service teachers suggested adding the concept of environmental justice and examples of activities about this concept to the social studies curriculum.

Keywords: social studies, environmental justice, social justice

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Views of Postgraduate Students on Distance Education During COVID-19 Pandemic

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Abstract

The information age we live in causes changes in technology, communication, social and economic fields as well as the field of education. While distance education is an alternative system in education that has continued for years in the world and has been constantly changing with technological developments; through the Covid-19 pandemic, which emerged in the last days of 2019 and affected the whole world in a short time, distance education has become a “basic learning resource” within the entire education system, rather than serving as an alternative model. In this context, education has also been affected by the pandemic, and distance education practices have played a very active role in the continuation of education worldwide and in Turkey. Similar to many countries in the world, Turkey ceased face-to-face education at all levels in March 2020, and it’s been decided that all educational processes should continue online (MEB, 2020). It can be argued that having the necessary infrastructure required to maintain distance education at universities has made it easier to adapt to the emergency situation caused by the pandemic. However, due to the transition to the distance education process, all developments in the field of education have started to be investigated. In this context, as there are studies in the literature that report advantages of distance education since it is beneficial and economical in terms of time and cost (Kaysi, 2020; Kalman, Esparza and Weston, 2020); there are also studies revealing that distance education is not effective; and technical problems and limited interaction cause problems (Evişen, Akyılmaz and Torun, 2020; Serçemeli and Kurnaz, 2020). The number of studies on distance education applications carried out during Covid-19, which the whole world was unprepared for, is still very limited. In this period, most courses have been provided to students through distance education, and more student views are needed on whether this process is carried out in a healthy way. It can be said that the views of the students who experience the process not only constitute an important data source but also shed light on the measures to be taken regarding the future of the process. Universities that have interrupted education due to the pandemic have also ceased face-to-face education at the postgraduate level, which is an optional level of education and requires more interaction (student-student interaction, student-instructor interaction). Therefore, in this context, opinions of postgraduate students about distance education are of great importance in terms of maintaining effective education, determining the deficiencies and taking measures, and increasing the quality of education. For this reason, in this study, the opinions of

postgraduate students about distance education during the pandemic were examined. Accordingly, the following questions were sought in the study:

- What are the factors that students who continue their postgraduate studies through distance education find important in this process?
- What are the views of postgraduate students on distance education?
 - What are their positive views?
 - What are their negative views?
- What are the conceptual perceptions of postgraduate students towards distance education?
- How do postgraduate students evaluate distance education in general?
- What are the postgraduate students' suggestions regarding distance education?

Keywords: distance education, COVID-19 pandemic, postgraduate students

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The Performance of Elementary Preservice Student Teachers Based on Interdisciplinary Curriculum Design

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Abstract

The study was aimed at exploring the performance exhibited by preservice student teachers in interdisciplinary curriculum design for elementary science in Taiwan. The subjects are eighty elementary preservice teachers from the National Metropolitan University. They designed integrated science curriculum and instruction by incorporating what they learned from the Elementary Science Methods course. The lesson plans, mind maps, artwork and feedback performed by the preservice student teachers were collected for data analyses. The findings indicated that eighty percent of preservice student teachers exhibited a high degree of interest in science instructional planning across different disciplines. They presented science lesson planning with interest, inquiry-based and multi-dimensional. Their performance exhibited in a graceful and artistic way with clear explanations of science concepts and theories. For cultivating the preservice student teachers' curriculum planning and science instructional capabilities, it is recommended to put an emphasis on integrating language arts of science reading, writing and cross-disciplines in the preparation courses of science teaching and learning.

Keywords: preservice, student teachers, curriculum design, interdisciplinary, science methods, inquiry

Teacher Perspectives on Educational Music for Strings in the Canadian Context

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Abstract

The purpose of Sound Connections: Composing educational music was to obtain an in-depth understanding of the relationship of music composition to music learning through the collaborative efforts of composers and teachers. This is a pragmatic study concerned with what works and solving problems related to the relationship of music composition to music learning. Findings indicate that the composers most often wrote several movements, each which could be performed as an independent work and with themes that appealed to young people. The pieces were rated by the teachers as easy to medium level with some of them having particularly challenging sections which required additional rehearsal time. Overall, students were able to follow the development of musical ideas and understand the structure of the compositions. Several performance skills were developed such as preparing the entry, hand positioning, fingering, plucking and bowing. Musical elements were also developed, including an understanding of dynamics, form, texture, timbre, pitch, and duration, in addition to melody, harmony, and rhythm. To promote learning, the teachers employed a variety of instructional strategies, including listening, demonstration, sub-dividing learning tasks, isolating difficult note patterns, marking the bowing, using the metronome, variations in tempo, repetition, rhythmic exercises, memorization, guided practice, improvisation, and self-reflection.

Keywords: educational music, music creativity, pedagogical music, music education

The Relationships Between Instructional Clarity, Classroom Management and Mathematics Achievement: Mediator Role of Attitudes Towards Mathematics

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Abstract

The purpose of this study is to investigate the relationships between teachers' classroom management and instructional clarity skills, and students' mathematics achievement as well as the mediator role of students' attitudes towards mathematics in these relationships. The sample consisted of 3536 fourth grade and 3678 eighth grade students who participated in TIMSS 2019 from Turkey. Based on theory, a saturated model was created, and it was focused on estimates and R squares. According to the results, for both fourth and eighth grades, all paths were statistically significant. That means direct effects of attitude, instructional clarity, and classroom management, along with indirect effects of instructional clarity and classroom management on math achievement are statistically significant at .01 significance level. Attitude partially and significantly mediates instructional clarity and classroom management. As teachers' instructional clarity and classroom management skills and students' attitudes towards mathematics increase, mathematics achievement also increases. For fourth grades, the model explains 27% of the variance in attitude ($R^2 = .271$), and 9% of the variance in mathematics achievement ($R^2 = .094$). For eighth grades, the model explains 20% of the variance in attitude ($R^2 = .202$), and approximately 8% of the variance in mathematics achievement ($R^2 = .078$).

Keywords: attitudes towards math, classroom management, instructional clarity, mathematics achievement, TIMSS 2019

Intercultural Competence in Teacher Preparation Programs in the United States and Canada: A Meta-Synthesis Study

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Abstract

With a growing linguistically and culturally diverse population among our student demographics, it has become a necessity for teachers to create culturally responsive and sustaining classroom environments that can value and leverage students funds of knowledge. Teacher preparation programs are tasked with helping pre-service teachers develop intercultural understanding and competence as a means to aid in preparing them for culturally responsive and sustaining teaching. This meta-synthesis systematic review explores how pre-service teachers enrolled in teacher preparation programs in the United States and Canada progressively develop their intercultural competence skills. The findings highlight a progression of seven stages, across eight studies, that pre-service teachers experience when interacting and working with those that are linguistically and culturally different from themselves. Although many of the pre-service teachers progressed through these stages in study abroad programs, others were able to follow similar progression stages in their local communities, thus pointing to the need of teacher education programs reevaluating a dependency on study abroad programs as mechanisms for intercultural competence development.

Keywords: intercultural competence, meta-synthesis, teacher preparation programs, qualitative studies, United States, Canada

How the COVID-19 Pandemic Offers a Paradigm Shift for Creativity in Education

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Abstract

Following the characterization of COVID-19 as a global pandemic in March 2020, the closing of all US schools and many countries across the globe, and the lockdowns caused by the virus, education around the world has changed in rapid and responsive ways. Research surrounding all aspects of the virus continues to emerge, almost as quickly as the virus, itself, as scholars focus on the creative responses taken by schools. Of particular interest to me are the following: Kapoor and Kauffman (2020) note heightened showcasing of creativity during the pandemic. Kapoor and Kaufmann (2020) suggest that engaging in creative acts provides some sense of control and stress management as action. Helzer and Kim (2019) consider the possibility that engaging in creativity for well-being can lead to long-term changes in stress responses. Beghetto (2021) sees crisis as a catalyst for creative and innovative outcomes, and Henricksen et al. (2021) present a literature review citing the lack of international common ground to infuse creativity in classrooms. And Carrillo and Flores, (2020) have created an extensive literature review about teaching practices resulting from Covid-19. In light of studies on creativity during the pandemic, I began to make observations between my personal and professional life and the increased creative problem-solving that was occurring as a result of the virus. Immediately, the world's focus was on dealing with the emergency: helping those who were impacted by the virus, keeping others safe, maintaining a food and supplies for basic needs, etc. while finding ways to prevent others from becoming ill. These included issues such as manufacturing and distributing PPE, contact tracing, developing testing kits and making these available, distribution of medicine and medical care, alternatives to transportation, finding a cure/vaccine, dealing with ways to reduce of fear, financial, physical, and emotional worries, and delivery/distribution of basic needs, such as food and cleaning supplies. Taking action on a personal level started with the creation of a blog full of activities for children (ages 5-12) and their families, to help with the unprecedented amount of time spent at home, during lockdowns and closed schools. This blog, readingrhinoceros.blogspot.com is available in English, with simple directions and resources, and materials that might typically be found at home, including, many materials that could be reused in a variety of activities. This was followed by two presentations (Marciano 2020A, Marciano 2020B). My own creativity expanded as I was more in tune with social media learning opportunities such as YouTube, Pinterest, and recipes friends posted on Facebook, for instance. I tried some of these taste treats, as I learned to locate items and refined my skills at online grocery shopping. I used the internet as my teacher, with a plethora of topics, videos, and step-by-step guides available on any topic. All of these new activities increased my own creativity, which I continued to share with my graduate students in the remote teaching of my university level courses. I found ways for these teachers to try new methods and approaches from their remote teaching, as well as providing the blog as a recreational activity for their own children and students. No matter what jobs we hold, we all made numerous creative adjustments to our use of time, space, and materials. All our experiences are part of a wider and different global learning environment. And all experiences were based on a creative nature, trial and error, in new

a Zone of Proximal Development - the New ZPD (Vygotsky, 1980). Despite immense difficulties, confusion, fears, challenges, and lack of materials, the world absolutely became more creative during the pandemic. Divergent ideas (ANY possibility) merged into convergent ideas (ones that could actually be put to use). Might this period of increased creativity in all areas of life be what Vygotsky (1980) referred to as ‘the bridge from imagination to creative product in our post-pandemic learning environments? How has the pandemic been stimulus for creative problem-solving and creative behavior for your profession? How has your teaching been more creative? How have you created stress-relieving tasks for your students? How has your teaching been more problem-based? What will you keep or change when the pandemic is over? This is the time for educators to reflect on their own adjustments, discoveries, and balancing acts used during the pandemic, to find spaces to build creativity (divergent and convergent) into their own teaching to enhance opportunities for creative student experiences. The circumstantial creativity experienced during the past year and a half MUST result in a paradigm shift on the international level for co-created research, action, and reflection regarding the infusion of creativity in our classrooms. Let’s explore how the new wave of creativity (seen in medical responses, front-line workers, keeping the world fed, and teaching our students) may be a positive result for a paradigm shift in how we might creatively educate in the post-pandemic era. NOW is the time.

Keywords: post-COVID-19, creativity in education, paradigm shift, autoethnography

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Education in Other Specialties

Which Young Adults Are More Satisfied? An Investigation of the Effects of Higher Education and Parental Expectation and Support

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Abstract

Under the global expansion in higher education, young adults nowadays follow more diversified and less predictable pathways than before. These different educational pathways may have a profound impact on their well-being. This study investigates how young adults' life satisfaction is affected by the higher educational pathways they take, and how family background and parental expectation and support may have an impact on this relationship. By using structural equation modeling, this study attempts to unravel the interrelationships between family background, higher education, parental factors and well-being.

Keywords: life satisfaction, young adults, higher education, parental expectation, parental support

Perceived Employability of Young Adults: Do Higher Education, Career Adaptability and Career Decision Self-Efficacy Matter?

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Abstract

In view of the fast-changing labor market in the 21st century, there has been a paradigm shift from lifetime employment to lifetime employability in career studies (Duarte et al., 2017). The present study investigates to what extent perceived employability of young adults is affected by their individual and family background, the transition pathways they take, and the career-related capabilities they possess. By making use of the data from a longitudinal study in Hong Kong, this study may shed light on the relative importance of the different antecedents in the cultivation of employability among young adults.

Keywords: employability, young adults, higher education, career adaptability, career decision self-efficacy

Reference

Duarte, M. E., da Silva, J. T., Paixão, M. P. (2017). Career adaptability, employability, and career resilience in managing transitions. In K. Maree (Ed.), *Psychology of career adaptability, employability and resilience* (pp. 241-261). Cham: Springer. https://doi.org/10.1007/978-3-319-66954-0_15

Undergraduate Degree Programs in Tourism, Hospitality, Leisure and Recreation: A Chicken and Egg Problem

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Abstract

‘What faculty tourism, hospitality, recreation and leisure programs belong to?’ is one of those questions that has no clear answer yet. The department of tourism, for example, is used to be under the faculty of management and economics. Recently, due to the increase in the number of students, tourism departments which were previously under the faculty of management become a separate faculty or school. The departments of recreation are under the faculty of sports sciences, kinesiology, health or tourism. While some universities include tourism, recreation and parks under the same department, some others separate the tourism and hospitality and recreation and parks. There is no explanation available for the reasons of this ambiguity about the position of the tourism, hospitality, leisure and recreation departments. All of these majors are interdisciplinary in nature and are nurtured by various different disciplines, such as management, economics, psychology, sociology, geography and many other sub disciplines. The purpose of this study is to compare the tourism, recreation, hospitality and leisure undergraduate degree programs in the major universities located in United States, Europe and Asia, and provide a map of the relationships between the concepts of leisure, recreation and tourism based on the programs offered worldwide.

There are still controversial arguments in the literature regarding to the relationships between the concepts of leisure, recreation and tourism. Therefore, the programs offering degree in these subject areas are under different schools and faculties around the world. Content analyses will be used for analyzing the data. Content analyses is the study of recorded human interactions, such as books, magazines, webpages, etc.’ (Babbie, 2010, p.356). The webpages of major universities located in the USA, Europe, Asia and Australia offering either one of the following undergraduate degrees; tourism, hospitality, event management, recreation and leisure.

Table 1 demonstrates sample programs on tourism, hospitality, recreation and leisure in the United States, Europe, Asia and Australia. In the United States, the degrees in parks and recreation is under social science or other (Talmage, Searle, and Wilson, 2017). Mostly, while Parks, Recreation and Tourism Managements Departments are under the Faculty of Health and Human Development, the hospitality and event management departments are under hospitality colleges or schools. Recreation departments on the other hand, are also seen under the Kinesiology or Sport Management departments. Seven of the best tourism related programs in Europe, according to Shanghai rating, are located in the UK. In the universities in UK, tourism departments are listed either under the business management school or hospitality and tourism management schools. The other two programs listed in Shanghai Rating, are taught in the universities located in Spain. In these two universities, in one of them tourism is under the faculty of economics, business and tourism. In the other one, the programs are listed under the faculty of tourism. The programs which

under the name of tourism, leisure and events are also seen mostly in the universities located in Europe.

One of the best hospitality schools Hong Kong Polytechnic, is located in Asia. The tourism department is under the school of Hotel and Tourism Management in Hong Kong Poly. In the other cities in China, tourism and hospitality departments are listed either under the Faculty or School of tourism or business management. The tourism education is taken more seriously in popular tourist destinations, like Macau or Taiwan, as there are tourism institutes and even there is a Hospitality and Tourism University in Taiwan. In Turkey, tourism management departments used to be under the faculty of management or the school of applied sciences. In the last decade, tourism and hotel management departments have separated ways from the faculty of management and become the faculty of tourism. Under the faculty of tourism, there are four departments: Tourism Management, Gastronomy and Culinary Arts, Tourist Guidance and Recreation Management. However, there is also recreation department under the Faculty of Sports sciences which creates confusion and conflicts between these two faculties.

Before coming up to a conclusion about where do tourism, hospitality, recreation and leisure programs belong to, it is necessary to understand the nature of each concept. Tourism, recreation and leisure are different concepts with a lot of similarities as a research subject. The most common definition leisure is 'the time free from work and other obligations'. An average individual spends 8 hours for sleep, 8 hours for work and the concept of leisure deals with the rest of 8 hours. One can participate in recreational activities, events or take a vacation in his/her leisure time. However, we cannot define tourism as a simple leisure activity, as it is a very complex system which has many different aspects. Fesenmaier and Uysal, (1990) divide tourism system into 3 subsystems: cognitive, physical space and economic space, according to the authors recreation based tourism programs as lack of direct relationship with tourism industry and add 'they do not speak the same language.' Tourism system includes human, geographical and industrial elements (Leiper, 1990). The focus in the leisure and recreation research, on the other hand is mostly on the individuals. While tourism research is dominantly industry specific, leisure and recreation research reflects the welfare of the society (Moore, Cushman, & Simmons, 1995). On the other hand, the difference between recreation and tourism become blurry because of the change in the public and private responsibilities changed in leisure and recreation (Hall, & Page, 1999).

Family, work and leisure parts of the human life could be integrated in 'motivational matrix' of tourists (Moore, Cushman & Simmons, 1995). Carr (2002) points out the difference in leisure behavior and tourist behavior due to the change of environment. According to Mannell, and Iso-Ahola, (1987) leisure activities occur within the daily life, on the other hand tourist activities are rare like religious activities, contributing to personal development., Moore, Cushman and Simmons (1995) state that tourism is becoming the part of everyday life with frequent trips, excursions, talking about travel experiences and even watching TV. 'Travel undertaken in relative freedom as a pleasurable, intrinsically-rewarding activity falls within most conceptualizations of leisure or recreation' (Smith, & Godbey, 1991). Understanding leisure behavior provides valuable inputs for tourism research, as it will not only provide theoretical basis for understanding tourist experience, but also managerial implications, such as a better understanding of leisure behavior of tourists will be helpful in segmentation (Poria, Butler, & Airey, 2003).

The increase of the number of people working online recently had already combined work, leisure and travel for some. However, due to the recent pandemic while work and leisure is zipped in a home environment, travel is restricted. Under this changing environment, even defining the concepts of leisure, recreation, and tourism and understanding relationships between these concepts is a challenge. Furthermore, the research in tourism and recreation borrows theories from other disciplines, such as psychology, phycology, management, sociology and so on. Under these circumstances it is not easy to get a clear answer for the question ‘Where tourism, hospitality, recreation and leisure programs belong to?’

Keywords: tourism, recreation, leisure, hospitality, education

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The Research of Correlation Between Administrative Allowance and Teachers' Willingness to Become Administrators

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Abstract

A school director plays an important role in a variety of school administrative missions, such as policy development, implementation, and evaluation. They also have to guide and assist teachers with their teaching duties, enhancing the interpersonal relationships among faculty members; dealing with school finance, school building construction, and equipment maintenance and purchase; and being responsible for student guidance, counseling, and discipline. In addition, they are often in charge of student recruitment and public relations. In other words, they are middle managers in the school organization, linking the top managers and lower levels of the organization. Accordingly, school directors in elementary school are the ones who can greatly assist the principal (Lee, 2008), and therefore, a high quality administrative team is the sine qua non to the success of a school (Brown et al., 2000). Recently in Taiwan, school teachers have not been willing to take on administrative positions. School administrators' turnover rate has increased dramatically in recent years, and many administrative positions are reluctantly taken on by novice teachers or part-time teachers, especially in schools located in remote areas. In Chiayi County, Taiwan, for example, nearly 35.8% are acting school directors without formal qualification (Tsai, 2015). As a result, this phenomenon has dramatically deteriorated the already inefficient and vulnerable school administration in Taiwan.

An overwhelming workload without commensurate compensation is the major factor hindering teachers from taking on administrative positions. School administrators in Taiwan have to not only deal with the administrative routines mentioned above, but also teach classes. As a result, they often have to work overtime, which in turn dramatically decreases their quality of life (Chen, 2013). This phenomenon was also noted by Lo (2020) who pointed out that nearly one-third of school directors in Taitung County (a county of Taiwan) intended to quit the job due to the continuing increasing workload. Given such heavy responsibilities, the allowance for a school administrator is 5300 NTD (145 USD) per month, or approximately 10% of their salary. This allowance is just a little higher than a homeroom teacher, who receives an allowance of 3000 NTD (100USD) per month.

The new pension system for school members that the Taiwanese government implemented in 2018 has further deteriorated the situation. Teachers used to have a greater willingness to become school administrators because a retired school administrator could enjoy a much higher pension than a normal retired school teacher. However, the new system terminated this benefit for school administrators and mandated that administrators get the same amount of pension as their teacher counterparts, which has further deterred school teachers from becoming school administrators (Bu et al., 2019). School administrators' lower work satisfaction level is not a problem only in Taiwan; this problem is also very serious in many other countries. Collier et al. (2002) conducted a worldwide research on school administrators' satisfaction level and found that the satisfaction

level is very low in a variety of countries, including the USA, the UK, Australia, and New Zealand. Many scholars have argued that it is important to ensure an adequate salary if the aim is to recruit a high quality workforce (Guillen & Saris, 2013; Monusova, 2009). It is also essential to ensure that those who contribute more gain a commensurate salary (Odden, 2000; Sclafani, 2010).

Based on the problems mentioned above, the following questions were examined in this research: (a) What is the degree of satisfaction perceived by elementary school teachers with the current allowance for school administrators? (b) Are there significant perception differences among school teacher groups on the current allowance for school administrators? (c) What is the relationship between the allowance amount and teachers' willingness to become administrators?

A self-developed questionnaire was adopted as the major research instrument and consisted of three sections. The first section aimed to elicit participants' demographic information, including gender, education level, seniority, current position, administrative experience, school location, and school size. The second section focused on respondents' satisfaction level toward current allowance policy for school administrators; satisfaction level was measured using a 5-point Likert scale, where 1 represents totally unsatisfied and 5 represents totally satisfied. The third section was designed to analyze the correlation between the allowance amount and teachers' willingness to become a school administrator.

The questionnaire was reviewed by one scholar and two school administrators to ensure that it was valid and adequate for data collection. The population of this research is elementary school teachers, and convenience sampling was adopted. Twenty schools were selected based on the researcher's personal connections, and one faculty member was recruited as the contact for delivering the questionnaire to 10 school members in each school, resulting in a total sample size of 200. To ensure anonymity, participants were asked to send the questionnaire back using a pre-paid envelope attached to the questionnaire. Ultimately, 183 valid questionnaires were received, resulting in a response rate of 91.5%.

Several valuable results were gained from this research. First, the average score of satisfaction toward current allowance was 1.81 on the 5-point Likert scale, indicating that the satisfaction level was very low, and teachers perceived that the current allowance was by no means commensurate to the overwhelming load associated with administrative duties. Second, a t-test and one-way ANOVA were adopted to investigate the variation in perceptions among different teacher groups. Firstly, the results indicated that male teachers were less satisfied than female teachers. The reason for this phenomenon could be males usually endure higher economic pressure than females in Taiwan; as a result, male teachers often have a stronger expectation toward higher salaries. Secondly, teachers with administrative experiences were less satisfied than those without administrative experiences, and this result might derive from the overwhelming workload underwent by the former ones during their administrative terms. However, the research could not identify any significant differences among teachers with different educational levels, seniority, positions, school locations, and school sizes.

The authors were also interested in exploring the relationship between allowance amount and teachers' willingness to become an administrator. The author set a sequence of allowance amounts from 5,000 NTD (167 USD) to 10,000 NTD (333 USD); the current allowance amount is close to 5,000 NTD (167 USD), and the author assumed that the government could not afford an allowance

higher than 10,000 NTD (333 USD). Meanwhile, the corresponding willingness level set for this part ranged from 0 to 10, where 0 indicated “not willing at all” and 10 indicated “having a strong willingness.” The results implied that, when the allowance amount is 5000 NTD (167 USD), the willingness level is 2.14 out of 10. The more the allowance increased, the higher the average willingness was. The willingness level did not pass the threshold of willingness of 5 until the allowance amount increased to 9,000 NTD (300 USD). Finally, the willingness level was only 6.62 when the allowance amount was raised to the ceiling of 10,000 NTD (333 USD). Male teachers showed a greater willingness to take on extra administrative work than female teachers, which might be a reasonable explanation for the lower satisfaction level indicated by male teachers than their female counterparts.

A variety of recommendations can be concluded from the research results. First, the allowance for administrative duties should be increased because almost all participants in this research indicated that the current amount of allowance is way too low when compared with the overwhelming workload imposed on school administrators. Second, merely raising the allowance is not very efficient for increasing teachers’ willingness to assume the administrative positions; therefore, it is crucial for the government and schools to develop more attractive non-monetary strategies if the aim is to recruit enough qualified teachers to become administrators. Finally, the research found that teachers’ willingness to become administrators is still lower even when the allowance is increased to the ceiling of 10,000 NTD (333 USD). Therefore, this research strongly recommend that the factors leading to teachers’ lower willingness should be researched deeply in the future in order to develop new strategies that might be more effective and efficient than the old allowance strategy used in school administrator recruitment.

Keywords: elementary school administrator, school finance, administrative workforce, administrative allowance

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Challenges Affecting Teaching-Learning Processes in Multi-Grade Classes: A Comparison of Pre-Pandemic and Peri-Pandemic Periods

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Abstract

The purpose of the present study is to explore challenges faced by classroom teachers in multi-grade classes from a comparative perspective of pre-pandemic and peri-pandemic processes. The qualitative case study was employed as the research design. Nine classroom teachers working in multi-grade classes in a district of southeastern Turkey were recruited using the criterion-based sampling technique. Three focus group interviewing sessions, three teachers in each session, were carried out to gather data. The researchers utilized a semi-structured interview protocol including eight open-ended questions. Data were analyzed using thematic analysis. The themes produced were categorized as challenges before the pandemic, challenges faced in distance education during the pandemic, and challenges faced in face-to-face education during the pandemic. The challenges accentuated most, in the pre-and peri-pandemic periods, were parents' indifference, students' approaches to learning, inappropriate learning materials, frequent electric and water outages, a lack of internet infrastructure, difficulties to ensure social distancing in the classroom, and difficulties to teaching under the pandemic conditions.

Keywords: multi-grade classes, COVID-19 pandemic, classroom teachers, challenges

A Pedagogical Framework for a Paradigm Shift in Emergency Paramedic Training: Rescue Service Schools Between Requirement Conflicts and Learning Culture Development

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Abstract

The discussion around changing the culture of teaching and learning with a stronger focus on competence-oriented teaching within a framework of self-development and self-appropriation is not a new discussion in pedagogy. It is apparent that a competence-oriented learning paradigm is required, the need for its implementation has been clearly recognized, however the way to achieve it remains unclear. This paper outlines the paradigm of competence-oriented teaching and learning based on the understanding of constructive alignment. This is the basis for demonstrating, from a system-theoretical perspective, contradictions and conflicting requirements between the entities of the health care system, which can only shape action (action-shaping) and the entities which are able to act (action-capable). A Framework model of field transformation for a paradigm shift in paramedic training has been developed in order to highlight starting points for everyday changes in the learning culture.

Keywords: emergency paramedic education, competence orientation, field transformation, learning culture, person-related development

Gender Stereotyping in the Eyes of Preschool Teachers and Teacher Candidates

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Abstract

The purpose of this study was to discover what male preschool teachers and preschool teacher candidates face in the field of early childhood education. It was a qualitative study involving interviews with 10 volunteers: Five were preschool teachers and five were preschool teacher candidates. Four main themes emerged from the results: responses of participants' parents, difficulties at the university, difficulties in the profession, and prejudices of children's parents. The results of the study also showed the following: (a) Teachers faced gender stereotypes, and teacher candidates believed they would eventually face them; and (b) if male teacher candidates could not perform their jobs easily or if they experienced any difficulty, they and their parents thought pursuing careers as a vice-principal or principal at a school was an acceptable option.

Keywords: early childhood education, male teachers, bias

An Entrepreneurship Innovative Curricular Module for Non-Business Students

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Abstract

With growing popularity of start-ups and entrepreneurial businesses in various sectors and the government's support towards graduate entrepreneurship, entrepreneurship education for non-business disciplines has been expanding in higher education institutes. To infuse entrepreneurial skills among non-business students, entrepreneurship education should be more specific and discipline-based. The relevant medium in the teaching and learning process is a module, which is a resource that contains materials, methods, limitations, and evaluation systematically arranged to best capture the student's interest. In this paper, we will describe an innovative curricular model that was tested in developing an entrepreneurship module for students of social sciences. The module was designed, developed and conducted for social science students in transforming learning of entrepreneurship, increasing the students' entrepreneurial intentions and investigate the effect of the designed course on the students' attitude towards entrepreneurial behavior. This module supports the existing teaching materials by providing opportunities for students to learn independently the concepts described within the module, improve competencies and foster entrepreneurial spirit. This paper discusses a summary of the design process, delivery method, and teaching and learning activities that were implemented.

Keywords: entrepreneurship education, innovative curricular module, entrepreneurial intentions, entrepreneurial behavior, entrepreneurial attitude

Using Mnemonic Illustrations in First Reading and Writing: The Case of Turkish Alphabet

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Abstract

This study aims to create mnemonic illustrations for the letters in the Turkish alphabet to be used at the stage of first reading and writing in the first grade. The principles of Pavio's Dual Coding Theory and Sweller et al.'s Cognitive Load Theory were used in the creation of mnemonic letters. This study was designed as a qualitative research in which photo-elicitation method was used in data collection. The study group of the research consists of 25 classroom teachers and 300 students who completed pre-school education and were about to start primary school. The data collection process of the research was carried out in two steps, the first one being data collection from classroom teachers, and the second one is gathering data from students who were about to start the first grade. As a result of the analysis of the data obtained from the research, visuals of objects whose name begins with each of the 28 letters of the 29 letters in the Turkish alphabet were determined based on certain criteria and mnemonic illustrations were created. Since there is no word in Turkish which begins with (ğ), the remaining letter, an object whose name ends with this letter was used as a mnemonic illustration. As a result, mnemonic illustrations were created for all of the lowercase letters of the 29 letters in the Turkish alphabet and 28 of the uppercase letters except one. In the findings section of the study, mnemonic illustrations for two uppercase and two lowercase letters were presented to provide an example.

Keywords: mnemonic illustration, first reading and writing, primary school

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Interpreting School Neuropsychology Reports for Educators

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Abstract

School neuropsychology is a discipline that is growing in popularity in universities and subsequently in schools. School neuropsychology assessments are substantially more extensive than traditional psychoeducational assessments reports. The reports are discussed at the student's Individual Educational Plan (IEP) meeting and school educators need to be present at the meeting. It has however, been a very difficult field of study for educators to understand. It is often viewed as too overwhelming and too complex to grasp. The purposes of this paper are to help educators understand the information that comes from a school neuropsychology assessment report, and to apply that knowledge to assist in planning appropriate supports for the student.

Keywords: education, psychology, school neuropsychology

Efficacy of Mental Imagery Training Strategy for Enhancing Athletic and Sport Performance: Effects of Internal Visual Imagery Perspective, External Visual Imagery Perspective and Kinesthetic Imagery on the Learning, Retention and Transfer of Motor Skills

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Abstract

The present study was intended to: (a) compare the effects of mental imagery and specific physical practice on the learning and transfer of basketball skills and techniques; (b) to identify the mental imagery modality which has the most impact on basketball basic skills and performance; and (c) to explore the correlation between mental imagery ability, based on the Vividness of Movement Imagery Questionnaire (VMIQ-2, Roberts, Callow, Hardy, Markland, & Bringer, 2008), and motor performance. Sixty undergraduate students (cadets) were selected from the United States Military Academy (USMA), West Point, New York. Although the participants had previous experience with basketball as part of their training schedule at the USMA, they were all novice players (less than two years of basketball experience), they had never been exposed to formal mental imagery preceding the experiment and were unfamiliar with the experimental protocol of the present study. Participants were subjected to five different training strategies. The experimental task took place in the USMA, West Point Arvin Basketball Gymnasium. This task consisted of a set of basic basketball skills and techniques entailing both speed and accuracy. The results revealed that motor performance (mean response times) produced by each physical practice combined with mental imagery group was, during the acquisition or retention phase, equivalent to that obtained by specific physical practice group (SPPG), however significantly higher during the transfer phase. Moreover, performance achieved by physical practice plus kinesthetic imagery group (PPKIG) and physical practice plus internal visual imagery group (PPIVIG) was equivalent but each significantly better than that attained by physical practice plus external visual imagery group (PPEVIG). Overall, these results demonstrated the efficacy of different modalities of mental imagery as efficient training strategies designed for the enhancement of acquisition, retention and transfer of sport skills and techniques. Such results could be substantiated by five hypotheses inherent in the sport and exercise psychology field, namely (a) the psychoneuromuscular; (b) the symbolic learning; (c) the psychological skills; (d) the bio-informational theory; and (d) the Triple Code Model. Besides, with respect to Holmes and Collins' (2001) as well as Feltz and Landers (2007) arguments, the equivalence between each of mental imagery groups (PPIVIG, PPEVI and PPKIG) and specific physical practice group (SPPG) may be corroborated by three crucial research proofs, namely neurological (central), physiological (peripheral), and behavioral.

Keywords: external visual imagery perspective; internal visual imagery perspective; kinesthetic imagery; specific physical practice; motor skills and performance; learning, retention and transfer

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Use of Improvisation Techniques to Aid New Instructors in Increasing Self-Confidence and Overcoming Imposter Phenomenon

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Abstract

Initial results are promising and positive that indicate improv training improves self-confidence and self-trust, and aids in overcoming the imposter phenomenon (IP). When fully finished, this research will more fully examine how applied improvisation training in an instructor development program influenced participants to overcome IP. The full mixed methods study will collect and statistically analyze answers on pre-/post-surveys and qualitatively analyze interview transcripts followed by cross-case analysis to measure to what extent applied improvisation training helped participants overcome the feeling described by new instructors as “imposter phenomenon”. The study aims to understand participant voices and provide recommendations for training improvements. The impact of this study provides a deeper understanding on applied improv methods used for teaching and learning in relation to overcoming the IP.

The Leader Development Course (LDC) is an educational program that trains and teaches military/civilian leaders in the responsibilities of leading USAF organizations. Over the one year that military cadre serve as LDC Instructors, they complete programs in faculty development and coaching certification. From AYs 18-20, participants reported successful use of teaching, learning, and coaching techniques with students, yet in interviews conducted throughout the year, they still felt like an imposter in their instructor roles. “The impostor phenomenon is a pervasive psychological experience of perceived intellectual and professional fraudulence” (Mak, 2019, 1). While the AY 21 program added training on IP, instructors still reported feelings of being an imposter and questioning self-confidence and value as an instructor. Consequently, based on advantages described in the literature, improvisation training was added to the faculty development program. The purpose of this paper is to examine how improv training in an instructor development program influenced instructors in overcoming the IP.

Of 31 papers in a key literature review (Eastman, 2019), 26 focused on the developmental growth, professional learning, the leadership development of educational leaders, or on developing coach and student skills. Collectively, the papers and the International Coaching Federation (2021) revealed that key components of a coaching program should emphasize concepts of trust, confidence, self-efficacy, and coaching competencies that impact coach and client development, which align with other studies (Rogers, 2016; Silsbee, 2008). Yet, improvisation was not listed as a key component of training.

Like coaching, improvisation is an excellent tool for strengthening communication and social skills, improving teacher self-efficacy, increasing flexibility and spontaneity, and integrating sensory information—all while having fun! (Felsman, 2020; LaPolice, 2021; Schwenke, 2020). Improv exercises align with best practices for supporting students’ different learning styles, including Universal Design for Learning (UDL), instructional scaffolding, and task/relationship

analyses (Alana & Ansaldo, 2018; Rossing & Longtin, 2016). Coaching and improvisation techniques employ similar constructs for instructors in their roles.

There was no scholarly work on how improvisation improves confidence in the role as instructors, nor how coach or improv training could aid instructors in overcoming the IP. There is a need for such studies. The two research questions that guide this study are: (a) To what extent does improv training increase instructors' self-confidence?; and (b) To what extent does improv training help instructors overcome the IP? Only data collected from instructors in the LDC from AY 21-22 will be used as the study only focuses on military instructors and the students they teach. A four-phased mixed methods approach will be used. An explanatory approach was selected so that results from the quantitative phased could be explained and more fully understood using follow-up informal interviews with participants along with cross case analysis. This design attempts to connect ideas to understand cause and effect, and, perhaps to create models that explain the relationship between 1) improv training and self-confidence and 2) improv training and the imposter phenomenon.

Phase 1 used an informal improv training session of six hours conducted by an outside organization who trained 14 instructors in basic improv skills. Based on the findings, a literature review was conducted to help determine the connections between improv and IP. Phase 2 will employ a pre- and post-survey asking participants to use a five-point Likert scale to rate their levels of confidence on selected coaching and improv skills and completion of the Clance Imposter Phenomenon Scale (2001; 2013). Data analysis in Phase 1 will involve descriptive and inferential statistics that determine the correlation and cause and effect that the coach and improv skills (independent variables) had on instructors' feeling of imposter phenomenon (dependent variable). Phase 3 will collect data via informal instructor interviews using a discussion-based format or semi-rigid interview structure and that has follow-up questions based on analysis of data collected in Phase 1. Manual coding and NVivo Software will be used to analyze data and develop codes, categories, and themes from interviews. Phase 4 will compare data from previous phases using cross-case analysis to aid in answering the research questions. To address impartiality and positionality, two qualified researchers will collaboratively conduct the analysis with emphasis placed on intercoder agreement and interpretive convergence (Bernard, 2016; Saldana, 2013).

The full study will be completed in July of 2021, but initial findings can already be reported. From Phase 1, the group discussed how the concepts of trust, confidence, and competence were key in relation to their feeling like an imposter in their roles of a teacher. Hence, a follow-on literature review was conducted to find linkages between trust, confidence, and competence with improv training and coaching training. The coaching element was added as there were several areas of overlap between the two training domains. A set of 10 core skills were derived from the literature review that map to the concepts of trust, confidence, and competence as reported by instructors in relation to the IP and will be used as independent variables in follow-on phases.

Five Key Coaching Skills:

- **Maintains Presence:** Fully conscious and present with clients, employing a style that is open, flexible, grounded, and confident; comfortable working in a space of not knowing.
- **Cultivates Trust and Safety:** Partners with clients to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

- **Listens Actively:** Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression
- **Evokes Awareness:** Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor, or analogy.
- **Facilitates Client Growth:** Partners with clients to transform learning and insight into action. Promotes client autonomy in the coaching process (International Coaching Federation, 2021, pp. 40-41).

Five Core Improv Skills:

- Listening actively coupled with a holistic way of listening to what is occurring in the situation and with/from others involved, nonverbal communication, and to “the song beneath the words”
- Accepting what is given and the “reality” of others that means letting go of own limitations and leaning into what is being offered by others in the moment.
- Supporting others in the moment, which is the second part of a “Yes, And” approach that provides a joining with others that continues the conversation and/or experience.
- Taking Risks with others knowing that there are times to get it right and times to be good enough for the situation by moving into the unknown space of learning for self and others.
- Letting Go of Mistakes and giving grace in the moment that allows the healthy failures to advance knowledge and experience.

In follow-up informal discussions with participants after the training sessions, participants informally reported feeling less like an imposter after the training. Additionally, participants reported feeling a lesser association of professional and intellectual fraudulence that are supported by previous studies (Mak, 2019). Participants reported that the concepts of trust, competence, and confidence could be key areas of growth in relation to overcoming IP. So, initial indications support continued research.

The 10 core skills could be used as either foundational concepts that align with best practices for supporting students’ different learning styles, including Universal Design for Learning (Alana & Ansaldo, 2018) and instructional scaffolding skills and task/relationship analyses (Rossing & Longtin, 2016). As elements of professional development, trust, competence, and confidence as instructors are paramount, which supports instructor development and overcoming IP as critical to developing instructors in their role and identity. The development of 10 core skills already adds a novel element to the field. When fully completed, this study will add a deeper understanding using quantitative and qualitative research methods and data triangulation on how coaching and improv training in an instructor development program influenced instructors in overcoming the IP.

Keywords: improvisation techniques, imposter phenomenon, instructor development, US Air Force, leader development course

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Educational Technology

Student's Online Learning Experience During COVID-19: Integrating Behavioral and Technological Factors

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Abstract

The current study attempts to find out the impact of behavioral and technological factors on student's online learning experience during the COVID-19 pandemic. By integrating the technology acceptance model (TAM) and Innovation Diffusion Theory (IDT) the study tries to measure the student's online experience with attitude and intention. The findings of the study confirm that TAM and IDT significantly impact the student's learning experience. Only Computer self-efficacy and relative advantage were found to be insignificant in creating an impact on the online learning of the students during the pandemic. The findings of the study implicate that the shift of student's learning from traditional to online learning has been due to new technology and innovations and the dependency of student's success in the course work using online learning has increased due to the COVID-19 pandemic. Although, the diffusion of innovation and technology among Pakistani students has been challenging due to lower computer literacy levels. The usefulness and ease of use of online learning have been the strongest predictive factors in the online learning experience. Institutes and higher education commission should further invest in enhancing the quality and effectiveness of these factors to improve the overall learning outcome of students.

Keywords: online learning experience, COVID-19, TAM, IDT

Between Information and Guidance – Social Service’s Utilization of Digital Media for Connecting Refugee Parents With the Early Childhood Education and Care System

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Abstract

The three-year qualitative research project ‘Digital and analogue media for the addressing of refugee parents as target-group of ECEC’ (duration: 02/2019-01/2022) at Leuphana University Lüneburg addresses refugee parents as a target group of early education. The project asks about the role of digital interaction and communication media regarding the guidance and dissemination of information about ECER they provide for refugee parents. The study comprises three parts: a) 12 qualitative guided interviews with refugee mothers and fathers, b) 12 qualitative guided expert interviews (cf. Helfferich 2014, p. 570) with professionals from migration and family-specific counseling institutions as well as organizations of the social economy, each conducted from March 2019 to June 2020, and c) a media analysis of information media for addressing refugee parents. This abstract presents results of the analysis of the expert interviews. The analysis was carried out by means of structuring qualitative content analysis (cf. Kuckartz, 2018).

Compared to local families, mothers and fathers with a refugee background are gaining access to offers of early childhood education and care in Germany more seldom (cf. Gambaro et al., 2017). Insecurities regarding the German pedagogical ideals of early education can make the parents resign from giving their children to kindergartens or day nurseries. And also the complicated processes of applying for a spot in the ECEC institutions hinder the parents from an utilization of education and care offers (cf. Vandenbroeck et al., 2014 pp. 229f. & 331). Anyhow, an institutional day care of the children would give the families several advantages regarding their social inclusion: The parents could use their new-won free time to search work or organize the asylum procedures. Their children could make new friends in the institutions and learn about life and culture in Germany. Different public social service institutions like migration- and family guidance-bureaus (cf. Gögercin, 2018) but also organizations from the private sector address refugee parents with offers of guidance and information regarding the German system of ECEC. These processes can be supported or fully implemented by digital information and communication media (cf. Perron et al., 2010). The associated hope from an educational point of view is that by implementing digital media in work processes of social services, pedagogic professionals can support the parents in an efficient way and raise their knowledge regarding the German system of ECEC which could lead to a higher use of early childhood care offers by the parents.

Technologies like Chat-Apps or Email can be used as an “adjunct” (Mishna, 2016) to regular guidance processes. By using them, guidance appointments carried out in attendance with professionals like social workers can be arranged. In other cases, these media are used as a tool for guidance transmitted directly via media (cf. Sitter, 2016). Questions about the ECEC system or practical aspects like how to apply for a care spot at the institutions are discussed via the technological devices. Moreover, websites or videos are used as a one-way kind of interaction,

which addresses the parents with informative facts regarding the idea of ECEC in Germany. Reasons for this relevant role of digital media in the described field vary. First of all, refugees in Germany often use digital media to orientate in their new surroundings (cf. Emmer et al., 2019; Friedrichs-Liesenkötter et al., 2020; Fujii et al., 2021). Therefore, they are efficiently addressable via these technologies. A second reason is the possibility of a time-space-embedded interaction via digital media (Giddens, 1992): Refugee families often are living in decentral places and are too busy to go to a fixed guidance appointment in town (cf. Plafky 2018, 540). Accordingly, the option to communicate and to access information via media at a time of choice is attractive for them.

In the perspective of the interviewed professionals, information media fit well to the aim of an effective addressing of the refugee parents. In many cases, either time-space-embedded aspects or moments of linguistic presentation of information are noted. As refugee parents are familiar in using their smartphone in everyday life, the dissemination of information via this technology works well. The interactional advantages especially of digital media are used further in the multi-lingual subtitling of a movie. Here a special potential of digital media in the context of social services shows up: By investing a relative low amount of resources, a wide audience can be addressed (cf. Benton et al., 2016). Accordingly, the inclusive character of digital media does not only lie in saving the parents a journey to the guidance institution and transmitting them information in an easy way to understand. Additionally, a bigger amount of parents can be addressed in the first instance. The options of implementing digital media to guidance processes varies with the special needs of the parents. Anyhow, the functionality of information media is restricted to problems, where a mere submission of information is enough to answer arising questions. In other cases, the parents need further help, as the existing information media does not fit to their special problem. Here, as mentioned above, digital media can be used for an individual guidance of parents. For example, regarding our study, a refugee mother wants to visit a kindergarten, before her children are taken care of there. Because of her low language skills, the social worker is asked to accompany her. Accordingly, the inclusive character of digital media shows up in an indirect way. The refugee parents are faced with a problem in access to an ECEC spot. The regarding problem is not solved via smartphone but a support in face-to-face manners. All in all, our findings show a strong splitting of the problems the two different types of media might solve: Information media address common information deficits that a wide audience of refugee parents share. Communication media add the possibility of making further inquiries. They are also used to arrange for support in cases, where a just medial-supported interaction cannot solve the arising questions. Anyhow, sticking to digital technologies can lead to problems regarding an efficient addressing of the target group as well as for the inner-organizational process of the guidance and media production institutions (cf. Steiner 2020, p. 11). The parents again can persist on a direct guidance. Because giving away their children to institutions of ECEC is a sensible manner and just relating to information media may demand an extent of trust, being too big for the mothers and fathers (cf. Roberts 2017). Not at last varying media-practices between refugee parents (cf. Leung et al. 2009, pp. 26ff.) may lead to the need of adapting media strategies to a diverse audience. Also problems like different native languages, analphabetism and interactions between socio-economic living conditions and the associated habitus of the parents, which leads to (digital) inequalities have to be considered (cf. Alam & Imran, 2015).

Keywords: ECEC, refugee and media, refugee parents, digital media, social inclusion

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Exploring OER Repositories Using Web Analytics Tools

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Abstract

The current covid-10 crisis forced many educational institutes to lockdown. Thus, the only way to continue education was via online teaching and learning. However, most publishers' educational materials were not available online. Open Educational Resources (OER) could help overcome this problem. OER are stored in Repositories of OER (ROER) and are openly and freely available to users. This paper examines thirteen well-known ROER for teaching and learning to picture their reputation, popularity, and usage. Using three web analytics tools (Semrush, SpyFu, and Alexa) the following metrics were measured for each ROER: Authority Score, Referring Domains, Backlinks, Linking Sites into, Monthly Visits, Traffic Distribution per Country, Percentage Visits by Direct, Referral or Search, Number of Unique Visitors, Number of Pages per Visit, Daily Pageviews per visitor, Average Visit Duration, Daily time on site, and Bounce Rate. It seems that MIT OpenCourseWare and Commons are the most successful ROER. Administrators and managers of ROER should collaborate among themselves, promote their ROER to librarians, teachers, and students, populate their ROER with quality and useful ROER, support and empower the visitors with effective tools in order to increase their reputation, popularity, and usage.

Keywords: Alexa, learning object repositories, open educational resources, repositories of OER, ROER, Semrush, SpyFu

Peer Review of Writing Assignments in Online Learning Environments

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Abstract

This overview discusses the importance of peer review, guidelines for peer review, and how technology can improve the process and develop workplace and digital skills through online learning. One of the most critical skills in today's workplace is the ability to collaborate and interact effectively with others. Developing the ability to work with others requires competent communication, decision making, problem solving, and conflict resolution skills. These soft skills can be an important part of the learning process in any course. Although imperative, development of these skills requires educators to integrate them into the curriculum through course assignments, and use of a variety of teaching strategies. One such instructional strategy that we consider in this paper is peer review enhanced by the use of technology.

Research has found that students who receive feedback and are taught to understand the process of revision perform better on writing assessments (Walker, 2015; Wanner & Palmer, 2018). Numerous studies have highlighted the value of constructive feedback as an essential tool for guiding revision, which is an especially important aid for inexperienced writers (Li & Gao, 2019). Peer review is one method to provide constructive feedback on student writing assignments. Peer feedback has long been recognized as a valuable practice for students. One recent meta-analysis analyzed the impact of peer review on academic performance and found significant support for peer assessment in the curriculum (Double et al., 2020). However, peer review and evaluation of writing assignments can present challenges for students.

Productive revision of writing requires thoughtful input by the reviewer. The ability to analyze others' work is a learned skill, though, and needs to be developed through deliberate teaching strategies. Today, there is a high need to ensure that students gain these feedback skills in a culture of 280-word limited communications on social media. As students now routinely use technology outside the classroom as part of their everyday lives, though, integration of technology into the classroom is essential. Thus, academic institutions have responded to writing and communication development by introducing various writing models (Greenhow et al., 2019). Under these approaches, the task to provide writing and reviewing skills falls on instructors in the discipline. For those of us in disciplines outside of literature-related areas, teaching writing can often be as daunting for us, as it is for our students. Fortunately, for instructors who wish to help students improve their skills at reviewing and providing feedback on writing, a variety of technology tools are available that enhance the process (Williams & Beam, 2019). These peer review tools, especially in the online learning environment, provide assistance in structuring feedback, and help streamline the process of assessing technical writing issues both of which improve student performance (Williams & Beam, 2019).

A number of online resources exist that assist in analyzing both the grammar and sentence structure of a student's writing. Examples include simple add-ons like Google Docs® or MS Word® Track Changes, to more standalone programs such as Grammarly®, and AnalyzeMyWriting®. Each of

these technology programs provide important revision feedback and can be used as teaching aids in a variety of courses. However, most programs do not go beyond the simple editing process. Moreover, they are not designed specifically to facilitate learning by peer review. The main benefit of receiving peer feedback on writing assignments is the ability for the student to revise and improve. The peer review process also benefits the student conducting the review. In fact, reviewers develop better writing habits through exposure to other student examples, by the process of conducting the review, and by developing the critical thinking skills through making specific comments (Carless, & Boud, 2018).

ELI Review® (ELI) is just one technological approach that offers a robust software program specifically created for online peer review (ELI Review, n.d.). The authors have utilized this peer review technology in their adult education courses and we highlight it as the technology example in this paper. ELI allows the instructor to create and structure peer feedback on assignments in several different areas, including content and style commenting. One illustration on the value of peer review using ELI comes from a course recently conducted by one of the authors. Students were asked in their course progress report to articulate the area most impactful to their learning. Specifically, what lecture, reading, resource, activity, or discussion had the most meaning or was most helpful in the weeks covered during the progress report. A majority of the students indicated that ELI Peer Review Process was the most meaningful and valuable part of the course for their project revision plans.

ELI provides guidance and resources that allow students to experience the benefits of peer learning, including rating the quality of peer feedback they receive, and encouraging instructors to give students feedback on their feedback (Lafren, 2020). This improves students understanding, as they rarely know where to begin when providing feedback on their peers' projects and assignments (Carless, 2020). The technological structure of ELI allows for robust criteria such as trait identification, checklists, rating scales, and contextual comments (ELI Review, n.d.). These criteria provide for a structured rubric that requires the student to read the peer work submission, evaluate it, and provide constructive feedback. This peer review cycle is important, as it not only allows for the student who receives the feedback to revise and improve, but the critically thinking involved in the peer review process improves the student's own work (Wanner & Palmer, 2018). For instance, the authors have used a comments section in ELI Review in their courses. Students are asked to structure their comments with an analysis that summarizes the concern, explain what is missing or needs improvement, and give the writer a specific strategy to correct the problem. This requires the peer reviewer to go beyond the simple YES or NO answer in providing feedback and to develop a more comprehensive response. The use of critical questions leads to actions that are ideal in the peer review process to reinforce learning (Li et al., 2010).

The formative assessment of peer review is a powerful tool in any classroom but enhances the online classroom in terms of student-to-student interaction (McCarthy, 2017; Kim & McCarthy, 2020; van Popta, 2018). Furthermore, since students conduct additional peer reviews on the same assignment in the authors' online classes, their learning is reinforced, and they gain confidence in the process, providing more useful feedback on revisions (Ion et al., 2019).

When technology integration in the classroom is seamless and thoughtful, students not only become more engaged, but they also begin to take more control over their own learning (Eos Trinidad & Radley Ngo, 2019). Thus, effective technology integration such as peer review

encourages student-centered learning. We recommend that online peer review be considered for curriculum to create active learning environments and engage students with technology to develop the critical thinking and digital skills needed in today's workplace.

Keywords: peer review, online learning, educational technology

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Insights From Students on Using Videos and Webcams in the Times of COVID-19: The Role of Gender, Age, and Culture

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Abstract

During the COVID-19 pandemic, universities have been forced to switch to online classes, despite the fact that usefulness of using technology devices in teaching practices has been questioned. The aim of this work is to understand students' opinions on using videos and webcams during online classes in the times of COVID-19 pandemic. In addition, the role of age, gender, and culture is also considered, as these variables are found to influence university students' behavior. To address these research goals, an empirical research was conducted at the end of 2020 and beginning of 2021 at the University of Valencia in Spain. The sample consisted of 208 students from the Faculty of Economics, following courses taught or coordinated by the author. A structured online questionnaire was employed, upon conducting a qualitative research with some students. Different aspects of using videos and webcams for e-learning were measured then through a five-point Likert scale. Results from the quantitative analysis show that students don't seem to welcome the use of videos and webcams during online classes (the obtained mean values scored between 2.23 and 3.69 points), although they highly appreciate online classes being recorded ($M=4.62$). Age and national culture do not have any significant role in students' opinions. The role of gender is found to be significant only in the case of the item "teachers should ask students to turn the camera on during online classes", which scored significantly higher among female students.

Keywords: videos, webcams, online classes, COVID-19 pandemic, students, gender, age, culture

Impact of Educational Technology on Faculty Performance: A Case Study on AIUB During the Pandemic

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Abstract

Indeed, the dissemination of knowledge in a more impactful way during the pandemic is a prime concern for the faculty members at the tertiary level in Bangladesh. Globally, the acceptance of various e-learning platforms has been increased a lot owing to the disruption caused by the pandemic. Generally, those platforms are embedded with modules which can be used to conduct classes, assess performance, arrange webinar/meeting, etc.,. Lately, the importance of deploying e-learning platform has been much stressed by academicians, the government of Bangladesh, and civic society. Dealing with disruptions caused by COVID-19, and opening up the doors for the dissemination of knowledge, the American International University – Bangladesh (AIUB) took an initiative in mid-march 2020 to conduct all academic and administrative activities online through the use of Microsoft Teams Application. The usage of modern technology has a positive impact on student learning while also improving student interaction (Raja & Nagasubramani, 2018). However, the transition from face-to-face teaching to online has been well adopted by the institutions at the tertiary level availing resources related to various educational technologies, such as MS Team, Google Classroom, Moodle, Cisco Webex, etc., but the role of these platforms in enhancing the performance of the faculty members at the tertiary level is largely unexplored as many attempts have been undertaken to measure students' performance only. During the pandemic where teaching and learning usually take place online, measuring faculty performance is essential. According to Stosic (2015), the appropriate use of technology in teaching may increase faculty members' performance. The faculty members should be more concerned with the techniques of pedagogical learning during the crisis while interacting online with the students as a short amount of time is allocated to transfer skills (Rezbin, Foyasal, and Farheen, 2020). Through the study, we wanted to gauge whether there was a statistically significant change in faculty members' overall performance, which was measured using three instruments: Teacher's Performance Evaluation (TPE), Faculty Performance Evaluation by the management (FPE), and Self Evaluation (SE). The Teacher Performance Evaluation (TPE), Faculty Performance Evaluation (FPE), and Self Evaluation (SE) are matrixes comprising scales ranging from 1 to 5. These matrixes are centered on several aspects of teaching and learning, such as knowledge of the subject matter, instructional strategies and motivation techniques, personality traits, student-faculty relations, and routine matters, etc. About 70% of the full-time FBA faculty members' performances were investigated by the study using secondary data kept in the Dean office as the evaluation is regularly conducted using the questionnaires (both the electronic and hard copy) filled out by the students, by the teachers themselves and by the management. A total of 54 faculty members' documents (e.g. TPE, SE, and FPE) were analyzed to mark the change. A paired-samples t-test was opted for to gauge the difference between the means of the two designs estimated from two different occasions: Time 1 (before the pandemic) and Time 2 (during the pandemic). Each of the measures was assessed at Time 1 (early March 2020) and then again at Time 2 (late September 2020), after exposing the teachers to the newly introduced licensed e-learning platform, named MS Team. Results estimated

a statistically significant decrease in the TPE scores from Time 1 to Time 2. Similarly, results indicated a statistically insignificant increase in both the FPA and SE scores from Time 1 to Time 2. The study has a meaningful impact on academia as it reveals the process of measuring faculty members' performance during the pandemic. The study also contributes to the literature in the field of performance measurement, adoption of education technologies. The study can further be extended to signify the factors causing the decrease in performance during the pandemic.

Keywords: e-learning, performance measurement, performance matrix, educational technology, global pandemic

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Spatial Cognition on Learning Metaverse Environments in eSports

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Abstract

The expansion of augmented reality and virtual environment technologies has accelerated the metaverse experiences of environments or products through a wide range of media and technologies. This paper discusses how individuals perceive spatial cognition of metaverse experiences in eSports. The main purpose of the study was to develop a conceptual framework for future metaverse spatial cognition studies. This research explores key determinants of metaverse spatial cognition and creates a conceptual framework based on various studies in eSports, virtual reality, augmented reality technology, and spatial cognition. The conceptual framework can be applied to examine ways in which individuals experience a metaverse environment through their spatial learning processes. Using this framework, researchers, and practitioners can evaluate the design of metaverse applications and spatial learning programs. Improved metaverse applications are expected to provide enhanced spatial learning experiences to students.

Keywords: e-sports, spatial cognition, metaverse, virtual technology, STEM

Personalized Autodidacticism in the Age of Online Learning: Individual Differences and Differential SLA

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Abstract

With the rise of data analytics in education, personalized technology has received a lot of attention in language instruction. Given the ongoing pandemic, there has been an acceleration of stay-at-home pedagogy implemented through the use of online platforms. This is particularly important given the rapid increase in online learning and personalized self-directed learning. The purpose of this conceptual paper is to examine the current state as well as the future of language learning within the context of online technologies. Specifically, it discusses aspects of autodidacticism and personalized learning in second-language learning while highlighting the importance of differential SLA given learners' individualized needs. Individual nature of language acquisition is intrinsically autodidactic and online lessons can provide the right environment to foster autodidacticism through learning modules that are tailored and personalized to fit the individual learner rather than made to fit a group average. For example, learning styles and language aptitude can be exploited by digital technologies and online systems can respond to individual differences unique to each learner. Several theories are referenced to support the paper's call for the need to see learners as individuals and cater for their differences. In turn, the paper highlights how to best cater to students and promote self-learning.

Keywords: adaptive assessment, adaptive e-learning, automated scoring, idiodynamic methods, personalized learning

Unfolding the Role of Social Media Platforms in Creative Writing

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Abstract

Creativity in literature along with enthusiasm and passion has always been evident in one's writings. Yet in the last few years, the stimulation of one's literary mind into writing has shifted. Instead of reading a literary piece to create an imaginative world, it has shallowed down into the reading of summaries or synopses easily provided by the different social media platforms. This is what the online world brought and has even changed drastically due to the phenomenal expansion of social media and its users. Though there was an evident positivity, corresponding disadvantages were also brought along. Studies of Qayyum, Mahmood & Rasool (2015), Yousaf and Ahmed (2013) in Pakistan; Tamayo & Dela Cruz (2014); and Remoto (2017) in the Philippines showed the effects of social media on the users and their academic performance. Thus, it led to the conduct of this study to devise an in-depth understanding of the topic.

This qualitative-phenomenological study navigated through the perceptions of the students in UM Tagum College. The purpose of this study was to explore and unfold the experiences and the perceptions of the Third year BSED-English and AB-English students on the role of social media platforms in Creative Writing wherein the research questions delved deeper into the perceptions of students on the role of social media platforms in creative writing, and as to how social media exposure influence students' creative writing skills. This study was gleaned through the theories of Bandura's Social Learning Theory, Atkinson's Socio-cognitive Theory, Bronfenbrenner and Morris' Ecological Theory of Writing, and in the study of Cheng (2010) which stated that writing is a process of social interaction which is also influenced by the computer and ICT roles in the online or the social networking environments.

This study followed a qualitative design specifically applying the phenomenological approach which involved data collection consisting of individual in-depth interviews and a focus group discussion. Purposive sampling was used in determining the participants. There was a total of fourteen students (14) both from the BSED-English and the AB-English courses among whom seven (7) participated individually in the in-depth interview and another seven (7) participated in the focus group discussion. The methodology section which consists of the research design, research participants, role of the researcher, data sources, data collection procedure, data analysis, the trustworthiness of the study, and ethical consideration were properly observed.

As to the participants' perceptions on the role of social media in creative writing, five major themes emerged: serves as a reference, provides easy access of use, serves as an enrichment tool, exposes one to unreliable sources of information, and must be used responsibly. Initially, it revealed that millennials utilize and rely on social media and Google for referencing, to access and share information, to discuss challenges and topics, and to receive feedback and advice (Sharma,2016). Secondly, it provides ease of access since it is available anytime and anywhere. The time-saving and ease-of-access features of social media invite the students to undeniably rely on it in searching for information, resources, and functions such as collaborating, interacting, and working together

online while sitting or even working in different places and countries (Seo, 2013). Thirdly, it serves as an enrichment tool such as blogs which help the students add more ideas into their writing, online tools which help improve their writing skills and provide them with better planning tools before writing (Vurdien, 2013). Nevertheless, it does not save us from being exposed to unreliable sources of information. Social media provide firsthand data; its pressing problem heavily lies in distinguishing true information from misinformation and rumors. There are cases when social media user-generated information can be biased, inaccurate, and subjective because some people use it to spread rumors and misinformation instead (Abbasi & Liu, 2013). Furthermore, the study showed that one must responsibly use social media because its excessive use compromises or mitigates actual learning since it hinders the absorption of critical information. As a result, educational information is failing due to these technological distractions (Lineman, 2016).

Lastly, with regards to the influences of social media exposure in creative writing, five major themes emerged: enriching students' ideas, having poor diction, affecting writer's originality, diminishing creativity, and committing plagiarism. Indeed, it revealed that social media enrich the students' ideas as chats or instant messaging can also be used as a way to extend classroom discussion or review. Although these take time for the teachers in terms of reading and monitoring, the benefits to students' learning both for the classroom and for their future business success make the time worthwhile (Kessler, 2010). However, this also revealed the students' poor diction because of the use of informal and inaccurate terminologies in a language like a dialect, a lot of abbreviations, acronyms, spelling mistakes, and also emoticons in their writings as observed in social networks communication (Morceau, 2016). With the availability of information throughout the social media platforms, it cannot be denied that it has also affected the writers' originality for students just select over, copy and paste from the generated exchange of ideas from social media platforms and even in applications (Sakkir, Rahman & Salija, 2016). Another negativity revealed is the diminishing creativity due to the use of simple sentences, informal words, characters, and short form of words which all of these make a concise and sometimes a monotonous output without elaboration of the students' ideas (Belal, 2014 & Risto, 2014)). Lastly, it has been revealed that students could not avoid plagiarizing due to such instances of laziness and lack of time resulting to copy and paste information which has been easier in finishing their writing tasks (Strain-Moritz, 2016).

This study may serve as an avenue for the tertiary education authorities, teachers, and students that despite the changes brought by the social media platforms in the lives of the learners, they may hope to improve their creative writing skills. For the teachers, it may serve as an indicator and enlightenment to study different strategies to better teach the subject and how the teachers should address the present condition on how students respond and value creative writing in its entirety. Though social media platforms provide information with its myriad of literary theories, genres, masterpieces, and the likes, the academe must see to it that the students need to be educated on the proper selection and usage of platforms considering that they are presented with different information without proper identification and selection which can either improve or hamper their creative writing skills. Lastly, students should learn how to help themselves in applying techniques and practices of creative writing to develop a critical mind in being a mature learner surpassing the effects of the social media platforms.

Undoubtedly, social media platforms have been playing an important role in the society nowadays. People of all ages use it for different purposes such as for entertainment or academic purposes.

However, through this study, the negative effects of social media on creative writing were also pointed out. Hence, this study showed the importance of language and literature teachers' integral role in guiding the students to become effective creative writers. This is the role of not failing the students but helping them reach their maximum potentials by integrating appropriate creative writing activities and by assessing their proficiency level.

Keywords: education, social media platforms, creative writing

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Examining Digital Divide From the Perspective of Rural School Teachers During COVID-19 Pandemic

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Abstract

COVID-19 pandemic has, one more time, shown that territories play important role in reaching digital opportunities and literature refers this difference in accessing information and communication technology and technology-related products among different territories as digital territorial divide (Esteban Navarro and others, 2020). Boonaert and Vettenburg (2010) described digital territorial divide as “unequal access to the ICT and its use that is influenced by territory”. Digital territorial divide does not only occur between countries but also between regions and even cities in those countries. Accordingly, the place of residence determines the ICT access and quality of internet connection regardless of the demographic and socioeconomic situations of the individuals or user groups living in those residences. Rural residences are the ones who suffers from digital divide at most, and digital divide causes a gap which is not easy to close especially for those who are young and in their education period (Czerniewicz & Brown, 2010).

It is important to understand digital divide concept properly. Digital divide concept also covers the ability to use ICT efficiently according to individual needs besides the ICT access and quality of internet services. Rural areas do not only face problems of not reaching internet connection and technology products. They also struggle to adapt and understand the technology they use (Pandey and Pal, 2020). According to Riggins and Dewan (2005) people with better socio-economic conditions are able to use information and communication technology for their professionals better. Thus, people who are not affected from digital divide can utilize ICT productively than people who suffered from its absence (Yu, 2011).

This divide also alters the shape and the type of the education which is provided to the students. Education field is no exception to the digital divide fact and is really delicate to the concept. Therefore, it is more important to fill in the gap in education which is occurred because of digital divide (Czerniewicz & Brown, 2010). For decades, educators in rural areas argued that rural students have been ignored and considered as a forgotten minority (Azano & Stewart, 2015). Likewise, teachers in rural schools also must deal with problems like crowded classrooms, lack of infrastructure and poor support. Addition to these challenges that made teaching quite difficult, digital divide and insufficient funding that exist between urban schools and rural schools have caused disappointment for teachers (Lei & Zhao, 2008,).

Many countries tried to solve the digital divide problem with different kinds of implementations. Turkey is one of the countries who tried to deal with this problem. FATİH (Movement of Enhancing Opportunities and Improving Technology) project was carried out to meet with the challenges of digital divide between urban and rural areas (fatihprojesi.meb.gov.tr), yet the project was criticized by many because of not enough technology products have been given and necessary educations have not been provided by experts about the technological devices distributed, thus

digital divide problem still goes on in Turkey(Pamuk and others, 2014), yet there are many inspirational teachers that challenges to digital divide in order to maintain better educational background for students (Altın & Kalelioğlu, 2015).

This study aims to understand the challenges that rural teachers face about the digital divide and what are the ways they use to solve the problems about this issue. Therefore, sub questions have been formed to understand the main aim of this study as below: 1.Do teachers in rural schools think Turkey's education politics enough to cover digital divide problem? 2.Do teachers in rural schools believe they get enough support from authorities about digital divide? .What kind of technological challenges do teachers in rural schools' face? 4.What do teachers in rural schools personally do in order to solve digital divide issue in their schools? 5. What are the motivations of the teachers when facing with digital divide challenges?

This research which aims to understand the challenges that teachers face about digital divide was carried out according to qualitative method. As this research tries to understand situation of teachers who face with digital divide in rural areas, case study design was adopted. Case studies requires to examine a case which is in a specific context or environment (Creswell, 2013). Case studies also enables to collect data in depth about a case. Data of this study was acquired by personal interviews and focus group technique which are face-to-face techniques, yet data were collected online because of the COVID 19 pandemic (Johnson and Christensen, 2014)

This study was carried out in Kars province. It is important to describe the Kars Province to understand the context of the study better. Kars province is located in the east side of Turkey. East side of Turkey often referred as less developed than the west side of Turkey. Nearly two thirds of the population of Kars province lives in rural areas which makes it quite good resident to examine digital divide in this province. Kars is also a city which is in the third place in immigration rates in Turkey. This shows that Kars Province does not have economical, educational, and other required standards to prevent immigration. Therefore, immigration rate of Kars is quite high among other provinces in Turkey (Demir ,2015).

Participants of this study are 8 rural school teachers. Those teachers were selected from residents who are in rural areas such as villages outside the city center. Selection of teachers were done according to criterion sampling in purposeful sampling methods (Creswell, 2016). Criteria of the study sampling was teaching in rural schools and teaching in urban schools. All of the teachers in the sample was also carried out their teaching services in urban areas like Istanbul and Bursa which are the most developed cities in Turkey. These criteria made it available for teachers to compare the digital divide between rural and urban school territories and developed better understanding of the differences between urban and rural territories from the perspective of digital divide.

As a data collecting tool, a semi constructed interview form and personal information form to collect personal information were developed, aiming to explore the opinions of rural school teachers about digital divide context in rural areas. Semi-structured interview form was prepared as a draft form and handed to experts in the educational sciences field for taking their opinions about the questions in order to carry out the interviews. Experts were asked to assess whether questions are serving the purpose of the research or not. The necessary adding, exporting and adjustments were made according to the opinions of the experts. Form was shaped as 12 questions form to identify the opinions of rural school teachers about the digital divide and then it became

and developed into a final form which contains 9 question after the necessary process were carried out. After personal interviews, focus group interview was applied to deepen the research data and utilize group dynamic to reveal more information about the digital divide that rural teachers experience.

Data analysis were done according to content analysis method which enables researchers to analyze the data in depth (Johnson and Christensen, 2014). As a result, teachers found the politics enough yet not convincing. They do not have required support from local authorities and ministry representatives in their province. They have difficulty both in finding ICT equipment and necessary understanding to use these materials by students or their parents. They also complained about not enough infrastructure for internet and electricity which makes it really hard even if they or students have ICT materials. Finally, they show good amount of personal effort to close the digital divide for their students and provide them with necessary tools and knowledge to close the digital divide. As implication, it can be expressed that the weak infrastructure, especially in rural areas, should be strengthened by the local and central government in order for more students to easily access education and families should be educated about distance education and digitalization.

Keywords: digital divide, rural schools, teachers

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Students' Metaphorical Perceptions on the Concept of Digital Game-Based Education

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Abstract

The main goal of this research is to reveal the perceptions of 8th grade students towards game-based EFL utilizing metaphors by analyzing their academic achievements. A total number of 69, 8th grade students aged between 12 and 14 were enrolled. A web 2.0 tool named “Quizziz” was applied to observe the accuracy of the students on game-based tests. Their academic achievements were recorded weekly and their perceptions based on their results were gathered via a data collection tool. Data were analyzed using content analysis; obtained metaphors were divided into categories and the frequencies were calculated. The reliability of the study was found to be 96%. Concludingly, positive perceptions were produced by the participants on digital game-based EFL by expressing that this process was utterly effective, by stating that their motivation was increased through in-game power-ups, competing with other students, and having immediate feedback. So far, studies have been conducted analyzing the effectiveness of game-based EFL on the achievements of students varying of different ages in a number of subjects. Nonetheless, no research has been carried out on this subject, therefore revealing the importance of utilizing digital game-based EFL on students' academic achievements has been a requirement.

Keywords: education and technology, metaphors, distance learning, games and EFL (English as a foreign language), academic achievement, secondary school students

Determining the Effects of Student-Content Interaction, Instructor-Student Interaction and Student-Student Interaction on Online Education Satisfaction Level

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Abstract

The aim of this study to determine the factors that affect the online education satisfaction level. The related data was obtained from 208 people via online platforms using the random sampling technique. To determine the dimensions Exploratory factor analysis was performed in the analysis of the research data. Then, multiple linear regression analysis was used to determine the factors affecting the online education satisfaction level. As a result of the analysis four dimensions of online education satisfaction were determined and it was concluded that student-content interaction, instructor-student interaction, and student-student interaction have a significant effect on online education satisfaction. These findings provide an insight to literature and new directions and suggestions for online education system how interaction can be raised during the online course.

Keywords: student, instructor, content, interaction, online, education

Analyzing the Students' Intention to Use Online Learning System in the Context of COVID-19 Pandemic: A Theory of Planned Behavior Approach

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Abstract

COVID-19 caused universities to close their doors and compelled the switch toward online education system. Although this option was the best and the only way that guarantees the continuity of studies, yet students were not satisfied, in front of this situation exploring the key factors that affect students' intention to accept online education is of vital importance, and that is what the study seeks to pursuit. To empirically test the intentions to use online learning, the theory of planned behavior (TPB) was applied to Algerian university students. Data were collected using a structured questionnaire from 213 college students of six universities in northern Algeria. Results showed that attitudes, subjective norms, and perceived behavioral control (PBC) have positive and significant effects on students' intentions to use online learning systems. The obtained results validate the TPB framework which emphasizes the importance of TPB constructs to predict and explain intentions in the context of COVID-19 pandemic and online learning, which can have major implications for future researchers, policymakers, and practitioners in developing an effective online learning system for educational institutions in the context of health crises.

Keywords: COVID-19, education, online learning, technology, theory of planned behavior

Power in the Cyberspace Using Online Discussions Boards

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Abstract

Recent technology has afforded both teachers and learners to interact in a rather safe online environment. Given the cutting-edge technology used in education, online discussion boards are being used in distance education. Wide permeation of online discussion boards in online education has been inevitable. It is then important to uncover aspects that contribute to a quality discussion in order to fashion a sound learning experience for students. While our understanding of the benefits of face-to-face and online discussions to engage students is well developed, the data do not apply to pre-service teachers' perceptions of engagement who participate in the online discussions. Several researchers explored online engagement in higher education in multiple studies. However, few researchers have addressed pre-service teachers' engagement in English for speakers of other languages (ESOL) courses (Khoshnevisan, 2017). In this literature review, we revisit the theoretical framework that underpins different aspects and active players of online asynchronous discussion boards. We then present the results of the related research regarding agency, power, and the role of instructor. Finally, drawing on online/offline power transfer, and COI model, we tie the term "power" to the concept of engagement while participating in online discussion boards. To address the issue, we give some advice to both practitioners and students in the field of education.

Keywords: asynchronous online discussions (AOD), cyberspace, offline power

Reference

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Overarching Themes of MOOCs: An Integrative Literature Review

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Abstract

Massive open online courses (MOOCs) represent a growing means of offering mass instruction to students separated across distances and countries. MOOCs provide a flexible platform for instruction across numerous disciplines via the Internet. By incorporating a variety of online environments and discussion formats, MOOCs enable learners to engage with content and instructions in new ways. As MOOCs continue to evolve in design and involve more students, it becomes important to determine overarching themes in the literature discussing MOOCs. Such an investigation offers the potential to reveal new connections and ideas pertinent to the successful design and running of online courses. This article will offer a discussion and review of themes in the educational literature common to MOOCs, starting with an introduction to the current state of the MOOC space and the review process employed. This article will then provide a review and discussion of how these concepts and themes relate to the design of MOOCs.

Keywords: MOOCs, online learning, distance learning, technology in training, adult learning

Synchronous Sessions During the COVID-19 Pandemic: The Good, the Bad, and the Ugly

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Abstract

COVID-19, for sure, was the most pervasive test to the use of technology in education. In the last few decades, a barrage of technological tools was crafted and developed in pursuit of ameliorating the learning process for learners across the world. The efforts to find the best technology and the most effective modus operandi to integrate technology into teachers' practice in and out of classrooms was still immature that the pandemic struck and exacerbated the situation. Now, the once-deemed-useful technologies become the refuge for learning. Today, distance education is no luxury, but an urgent need. The students who do not have a reliable internet connection with an advanced device to study would lag behind their peers. Albeit technology is a must here, having access to these technologies does not guarantee learning for a variety of reasons. The widespread use of online learning (re)surfaced the very many constraints of hybrid courses. To not only survive but thrive, many academic institutions decided to adopt hybrid courses. A hybrid course includes a face-to-face session as well as synchronous and asynchronous sessions. Many educators are already familiar with these courses but synchronous sessions inherently impose constraints on teachers and learners alike. In this article, we will detail the nature of nature of hybrid classes. Beginning with how to manage a hybrid course, we will put forth the modus operandi of how to tackle the issues while teaching online in synchronous sessions.

Keywords: COVID-19 pandemic, synchronous sessions, face-to-face sessions

Systematic Review of Artificial Intelligence in Higher Education (2000-2020) and Future Research Directions

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Abstract

The goal of this study is to synthesize the findings, methodology and research themes of peer reviewed studies on Artificial Intelligence in higher education, published between 2000 to 2020. Twenty-nine articles were selected for review by following the PRISMA approach. The demographical and thematic trends suggest that most research is skewed towards few geographical locations (USA, Europe, India, China, Hong-Kong) and recent time periods (2018-2020) and scattered across publications from varied disciplinary traditions. Taiwan and United States contributed most to the number of studies, with 2017 being the most fruitful year. Vectors as well as decision trees were the most often used machine learning algorithms. Mechanization, cognitive process assessment, prediction models, integrated learning systems, and tackling potential problems in the use of big data and learning analytics were among the most commonly explored topics. Expanding geographical variety, adopting advanced algorithmic approaches including Bayesian as well as fuzzy logic techniques in educational machine learning work; applications for knowledge-based systems, and personalized learning were suggested for future search. Conclusions are drawn and future research directions identified. Potential research recommendations emphasize the expansion of geographical, topical, and methodological variety.

Keywords: machine learning, educational data mining, learning system

The Effect of Authentic Task-Oriented Applications on Problem-Solving Skills in Robotic Programming Teaching

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Abstract

The purpose of this study is to examine the effect of authentic task-based practices in group programming education on the problem-solving skills of secondary school 5th grade students. A weak experimental single-group pretest-posttest model was used to gather data. The study participants consisted of 56 5th grade students, 25 girls and 31 boys, studying in a private secondary school in the 2018-2019 academic year. In order to collect data, the “problem solving skill scale” was applied as a pre-test and post-test in order to determine the problem-solving skills of the participants. Related (dependent) samples t-test results do not show a statistically significant difference in students’ problem-solving skills ($p = 0.657$). According to the effect size results ($d = 0.06$), authentic task-based practices in group programming education have a moderate impact on secondary school 5th grade students’ problem-solving skills. According to the unrelated (independent) samples t-test results, students’ problem-solving skills do not show a statistically significant difference by gender ($p = 0.212$). According to the effect size results ($d = 0.09$), authentic task-based practices in group programming education have a great effect on middle school 5th grade students’ problem-solving skills by gender.

Keywords: group programming, robotics programming, problem-solving skills, authentic tasks, authentic learning, lego mindstorms EV3

The Learner's Engagement and Mobile Learning Environment: A Proposal of an Integrated Model

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Abstract

The emergence of mobile technology has changed the way humans behave and act. Learning behavior is an essential aspect that required investigation regarding this technology. Since its inception, mobile technology in the learning context has yet to receive enough attention. The idea of employing the least effort or least energy to fulfill a need is a crucial notion in mobile learning. The lazy user model illustrates that the user selects a fulfillment based on the identified user need, user state, and overall effort related to the use of technology. According to the model, the user will most often choose the solution that fulfills a need with the least effort. This paper aims to enrich research in this field and propose an initial framework that considers achieving learning outcomes by enabling learners' engagement within the design characteristics of the mobile learning environment. The paper identifies existing shortcomings in the literature and paves the way for advanced research to better understand how mobile learners act based on the lazy user model to achieve mobile learning engagement.

Keywords: lazy user model, principle of least effort, user's need, learning outcome

When Left to Their Own Devices: Exploring Teacher Preference for Digital Learning Tools

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Abstract

Every day, technological proficiency is becoming an increasingly essential skill in almost every career field. Those of us who have been called, as teachers and educational researchers, to guide the scholarship of the next generation, understand the importance of helping students succeed in today's world. It would be difficult to find an educator who does not want their students to excel in their educational endeavors and future professional lives. However, many teachers are just not equipped to translate this increased integration of technology into their everyday classroom practices, which is necessary for the success of this new generation of students. These 21st century students enjoy and engage with well-designed technology-based learning experiences, practices which also improve teacher effectiveness. However, teacher training and classroom practices have not kept pace with the rapid changes in technology. This paper shares the results of our original research on the specific technology tools used by teachers in remote instruction forced by the COVID-19 pandemic. Additionally, we analyzed teacher questionnaire data from the 2018 International Computer and Information Literacy Study (ICILS). Our purpose in both studies was to determine factors which may influence the use and perceptions of technology as a teaching tool. Our conclusions argue that new teacher training should, by default, standardize the use of educational technology in schools, and emphasize the need for meeting students in the digital learning space where they exist.

Keywords: educational technology, teacher training, 21st century, quantitative, survey

English as a Second Language

One Size Does Not Fit All: An Analysis of English Language Textbooks in Terms of the Notion of English as an International Language

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Abstract

The increasing spread of English around the globe challenged the native-speakerism ideology pervasive within ELT. Recent studies have revealed a visible shift in ELT textbooks from inner circle orientation towards a more pluralistic view of English use and users. The present study aims to evaluate two global ELT textbooks popular in Turkey, namely Language Hub Elementary and English File Fourth Edition Elementary, in terms of their adherence to the notion of EIL depending on Kachru's framework of Three Concentric circles Model of English. The findings reveal that there has not been much change in these two recently published materials with regard to the representations of inner, outer, and expanding circle varieties and cultures. A marked bias towards native speaker standards and Anglo-Saxon culture still existed in English File Fourth Edition Elementary. Language Hub Elementary seemed to incorporate users, nonnative accents, and cultural elements from expanding circle countries. However, there were not sufficient reference to English users and uses from outer circle in any of the books, and cultural elements pertaining to Turkey remained somewhat neglected. The implications of these findings for material designers and ELT educators are discussed.

Keywords: English as an international language (IEL), expanding circle, inner circle, outer circle

Implementation of the Plotagon Application in EFL Speaking Lessons: Its Effect on Speaking Anxiety and Student Motivation

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Abstract

Teaching speaking in foreign language education has been a controversial issue because of the anxiety and motivation. Although the issue has been investigated by many researchers, it remains unclear how to decrease the speaking anxiety, and there is no study on the impact of the Plotagon, which is an interactive digital storytelling application that allows its users to create avatars, choose among scenes and shoot a film by recording their voices, on student motivation and speaking anxiety. The present article examines whether implementing Plotagon affects speaking anxiety and student motivation. 103 high school students studying in a large school in Turkey were chosen via purposive sampling, and concurrent mixed-methods research was conducted to achieve a better understanding of the target phenomenon. The quantitative data were analyzed via SPSS, and the content analysis of the qualitative data was realized via MAXQDA. Results show that implementing Plotagon in speaking classes decreased the level of speaking anxiety and motivated the students in the speaking activities by providing avatars and preparation time, contextualizing speaking, making students content creators, and allowing self-correction. The study has significant pedagogical implications for teachers who aspire to decrease speaking anxiety and motivate their students in speaking classes.

Keywords: speaking anxiety, student motivation, Plotagon, flipped classroom, English language teaching

Affective Variables in Foreign Language Learning as Well as in Teaching: Empathy and Personality

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Abstract

The signification of English in today's global environment cannot be ignored, since English is the most widely spoken foreign language in the entire world. However, many scholars believe that both empathy and personality have positive effects on foreign language teaching and learning. Personality traits can lead to certain differences in learners' learning styles and strategies together with their ultimate success. Personality and empathy have also always been important in achieving a better situation in learning and teaching a foreign language. Learning a foreign language is a real-life background that reminds us that learning English as a foreign language is a challenge to the integrity of the basic identifications of people who move geographically from one culture to another. The purpose of this study is to identify some possible characteristics that influence empathy and personality traits in learning and thriving in a foreign language. The study also shows that speaking is the most psychologically difficult of the four main components of language mastery for foreign language learners: reading, writing, listening and speaking. Speaking a foreign language is hard to deal with a task, but not impossible, especially if the student develops empathy for the target language. An empirical study of 50 bilingual students was conducted in a Language Teaching Centre in Van, Turkey, to determine the relationships between empathy, personality traits, and foreign language acquisition and instruction. Personality, empathy, social background, habits, and culture are some of the elements that were investigated. It was found that empathy - rather than the social background, culture, or habits - had the strongest relationship with foreign language acquisition. In addition, there were significant differences in factors between groups. The results suggest that personality and empathy have a significant impact on language learning.

Keywords: empathy, personality, foreign language, culture, bilingual

Are Student Teachers Ready to Teach? What Do Different Stakeholders Think?

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Abstract

Teaching practice is one of the most important components of teacher education programs, yet (it) has been frequently criticized for including various problems. The curriculum changes in 2018 included significant changes improving the applications in Turkey. These changes - ranging from limiting the number of student teachers to having a centralized evaluation system - had significant effects. Yet, how the system change impacted the applications and how this is perceived by the stakeholders have not been studied much. This study aims to identify the perspectives of three stakeholders. Opinions of 63 academics, 24 mentor teachers and 56 student teachers stated positive and negative opinions in three main variables influencing the implementation process, academic development of student teachers and their readiness on the teaching process.

Keywords: teacher education, student teaching practice, English language teaching, curriculum change, perspectives of stakeholders

Comparing Three Different Vocabulary Teaching Techniques for Retention

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Abstract

In relation to all languages, communication is the key concept, so vocabulary and grammar are the basis of communication. There have been conducted some studies considering the effect of different techniques on vocabulary retention. However, these studies are mostly limited not to integrate skill-based activities to language teaching techniques for effective vocabulary retention. Based on this gap, the present study aimed to discover the differences among three vocabulary learning and teaching techniques integrated with skill-based activities (reading only, pictured reading with writing, and video watching with speaking) for vocabulary retention. Pre-experimental research was carried out, and the treatment based on two children's books lasted 10 weeks in total. The results of the data analysis showed there was a significant difference between reading with pictures combined with a writing activity and the other two techniques in terms of vocabulary retention. The target vocabulary from pictured reading and writing was retained more than the other two techniques, and the least effective one was found as video watching. The detailed results were discussed.

Keywords: vocabulary, retention, reading, multimedia, writing

Frequency and Development of Collocations in Turkish EFL Learners' Essays

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Abstract

The aim of the present study is to analyze the frequency and development of collocations found in the essays of Turkish learners of English as a foreign language (EFL) across different proficiency levels. The learners were enrolled in the English Preparatory School of the School of Foreign Languages at a government university in Turkey. The study compared 25 intermediate, 25 upper-intermediate, and 25 low-advanced level EFL learners in terms of using adjective+noun and verb+noun collocations in essays and determined whether or not there would be an improvement in using such collocations as the learners' proficiency developed over time. The results of a multivariate analysis of variance showed a statistically significant difference among the groups with respect to the use of collocations and a statistically significant difference between intermediate and upper-intermediate students as well as between intermediate and low-advanced students when the adjective+noun collocations were considered. Although the students seemed to improve their use of verb+noun collocations as their proficiency level increased, no statistically significant differences were observed among the proficiency levels.

Keywords: formulaic sequence, proficiency, adjective, noun, verb

Learning EFL Online Through Blogger and Flipgrid in Higher Education: A Collaborative Project in Times of Pandemic

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Abstract

A methodological online approach for learners of English as a Foreign Language (EFL) in a higher education context is presented in this paper. The pedagogical experience is described and examined following a mixed-methods approach based on bibliometric analysis, content analysis, and categorization. The participants were a group of undergraduate students (n=17) at CETT Barcelona School of Tourism, Hospitality and Gastronomy, from the University of Barcelona (Spain), who had to switch to virtual learning due to the outbreak of the Covid-19 pandemic and the subsequent lockdown. They were required to work on a collaborative project arranged in four stages using a combination of two tools, namely Flipgrid and Blogger. Therefore, the underlying theoretical framework draws on previous studies on class blogging and on a document search of academic publications on these two instruments carried out across the core collection of Web of Science (WoS). At the end of their EFL course, students submitted their final portfolio questionnaires, where they expressed their satisfaction with this new approach. However, their comments also put a spotlight on a number of concerns, like anxiety deriving from digital pressure and technological difficulties.

Keywords: Flipgrid, blog, EFL, higher education, foreign language learning

What's Wrong With My Pronunciation? Pronunciation Difficulties Experienced and Strategies Employed by Pre-Service Foreign Language Teachers in Turkey

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Abstract

Foreign language teachers are expected to have mastery of the phonological system of the target language. Since they are often (mis)judged on the basis of their pronunciation, the perceived pronunciation difficulties and strategies of teacher candidates deserve an in-depth exploration prior to practicum. With the aims of identifying (i) the pronunciation problems preservice teachers experience, (ii) the strategies they use to overcome these difficulties and (iii) whether having an extra year of language studies before starting undergraduate courses contributes to their perceived beliefs about pronunciation skills, data from forty-two teacher candidates will be reported. The participants responded to a questionnaire along with some open-ended questions about pronunciation problems and strategies in an EFL setting in Turkey (adapted from Derwing & Rossiter, 2002). The results indicated that difficulties in speaking a foreign language arouse from a lack of grammatical, lexical and phonological knowledge of that language. Paraphrasing, repeating, slowing the speech rate and self-check through online resources were the most frequently utilized strategies. The role of doing an extra year of language studies before starting undergraduate courses was not a significant factor determining the pre-service students' beliefs. The study offers implications for policy makers and curriculum developers in higher education institutions.

Keywords: pronunciation difficulties, pronunciation learning strategies, student beliefs, EFL

Reference

Derwing, T. M., & Rossiter, M. J. (2002). ESL Learners' Perceptions of Their Pronunciation Needs and Strategies. *System*, 30, 155–166.

EFL Instructors' Occupational Wellbeing During COVID-19 Pandemic in Turkey: A Study of Burnout and Work Engagement

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Abstract

The COVID-19 pandemic and the accompanying distance education caused unexpected changes in teachers' working conditions and brought extra stressors. Depending on Job Demands-Resources (JD-R) Theory, this study investigated the wellbeing of EFL instructors practicing online teaching in Turkey during the pandemic. Data were collected from 69 English as a foreign language (EFL) instructors through an inventory and semi-structured interviews. Findings revealed an average level of burnout and engagement in the study sample. Uncertainty and limitations of technology emerged as two recent job demands. The findings also provided evidence for the possibility of adding another dimension to the JD-R: personal demands. E-teaching readiness and openness to interaction as personal resources and security as a job resource emerged as three novel resources specific to the online mode of teaching. Student-related factors commonly addressed as the causes for poor wellbeing before emerged as resources that fostered higher wellbeing among instructors. Important implications for school leaders and teacher educators are discussed.

Keywords: burnout, JD-R theory, occupational wellbeing, teacher wellbeing, work engagement

Global Competence

Teachers With Growth Mindset Needed: Revisiting Prospective Teachers' Perceptions of Diversity and Globalism

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Abstract

Global competency as one of the most prevalent skills attributed to 21st-century skills needs to be cultivated, redefined, and revisited as academic content both in physical and virtual exchanges to create a more justice-based education system (Rensink, 2020). Global competency needs a growth mindset in everyday life attitudes, knowledge, skills, and relationships. To build a socially just, peaceful, and inclusive world, educators should feel a critical need to include the growth mindset in their curriculum and design and redefine social justice for future generations. The misconceptions of social justice and narrowly defining it in teacher candidates and teacher educators' practices, will generate superficial, biased, and ineffective domain of social justice and global competence (Grant, 2008). To examine the level of global competence in current and prospective educators, this study analyzed some pre-existing data and literature with the current protocols of some education courses in one of the Southeastern universities of the United States. The in-depth literature review on teacher education and accountability shows an agreement among the majority of practitioners on teachers' global knowledge and pedagogical practices to promote student achievement (Cooper, 2003). The purpose of the study is to investigate the level of global competence that the prospective teachers gain during the courses offered in their teaching education programs. The study examined the syllabi and pedagogical approaches applied in several different courses in curriculum and teaching programs. The findings indicated the increasing level of global competency in courses including global perspectives of the educational foundations and courses provided for language certifications. The study revealed the limitation of this competence to ESL certification courses only, and the increasing level of misconceptions and bias among some other courses requiring preparation towards global accountability.

Keywords: attitude, global competency, perception, professional development, social justice, teacher candidate

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How Platforms and Gamification Have Infiltrated Popular Culture?

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Abstract

Platforms and Gamification have assumed great importance in academic literature based on the volume of journal papers written over the last decade. As a basic definition, gamification is "the application of typical elements of game playing (e.g. point scoring, competition with others, and rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service" (Oxford Learning Dictionary, n.d.). From another point of view, gamification is "the practice of incorporating game mechanics into nongame environments such as a website, online community, learning management system, or business intranet in order to increase participation" (Huotari, & Hamari, 2017, p. 22). Gamification is designed to engage users, coworkers, and stakeholders in order to encourage participation, networking, and engagement. According to Robson, et al., (2015), the terminology important to gamification is still in flux, as with any developing field of activity, and is frequently employed fluidly, without categorical separations. Companies nowadays can access and create heretofore inaccessible amounts of data about individuals' ideas, emotions, and behavior. The diversity and clarity of the generated viewpoints are only now being used to mass-produce gamified workforce or shopping habits, which will generate additional data. Robson et al., (2015) describe the functions of games developers, users, watchers, and investigators to improve the area of gamification practice and research. In the line with this study, we followed three gamification principles (mechanics, dynamics, and emotions). The objective is to make these forms of media more productive since they are so deeply ingrained in our culture. It is possible to say that, the challenge is to develop and test frameworks to maximize their benefits, which can be done by researching their infiltration into popular culture. For this purpose, in this study we focused on gamification and the most related fields with it such as, business, human resources, marketing, tourism, etc. First content analysis has been used to quantify and analyze key concepts such as behavior modification, social interaction, engagement, meaningful experiences, and habit formation. Then it has been explored that how platforms, gamification and the MDE framework utilize the themes identified above to implement marketing concepts such as the 4 P's in popular media, or education and tourism. The Web of Science (WoS) core collection was used as the study's data source on May 7, 2021. WoS is one of the world's most well-known academic citation index databases. We searched "gamification" and business, education, human resources, marketing, sport, and tourism. VOSviewer (Visualization of Similarities), a frequently adopted free bibliometric analysis software, had been used to evaluate and show the associations between authors, nations, journals, co-citations, and phrases. VOSviewer provides an appealing user user interfaces that rapidly studies these maps because it is difficult to find clusters in mapping and extract themes from them.. As a result, four clusters (software, education, business and user experience) in gamification and business visualization; three clusters (training, project and trainer experience) in gamification and education visualization; four clusters (application, technology, training and data) in gamification

and human resources; three clusters (education, application and technology) in gamification and marketing; four clusters (game, system, training and student motivation) in gamification and sport; and lastly three clusters (experience, augmented reality and student education) in gamification and tourism were identified. Based on the findings of this research', it is possible to say that one main dimension of all six different fields related to gamification in the literature is training/education. Educational gamification is a growing trend in the education field (Turan, et al., 2016). According to the findings of the study, there is a growing interest in the fields of education and gamification. Other new areas of interest in marketing, technology, data, and user experience, on the other hand, could be combined with education/training.

Keywords: MDE framework, content analysis, themes, network charts, practical applications

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Cultivating Global Teaching Competencies: Year One Findings From a School-University Partnership

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Abstract

Global teaching competencies are an important consideration in teacher education (Schonert-Reichl, Kitil, & Hanson-Peterson, 2017) and continuing educator professional development (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). Strong, collaborative school–university partnerships present one opportunity for supporting educators’ professional development. This abstract describes the design and year-one findings of one school-university partnership targeting professional development to address teaching social emotional learning (SEL) skills in elementary schools and development of global teaching competencies. There is limited research on how professional development that supports teacher knowledge and practices in SEL may also support global teaching competencies. The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) defines SEL as the “process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” Schools and districts are increasingly adopting SEL programs and professional development (Hamilton, et al., 2019). A free tool for developing SEL and empathy is Empatico (Empatico, 2020). Empatico promotes empathy and kindness on a global scale by providing students opportunities to learn about different perspectives and practice interpersonal skills crucial for building cross-cultural relationships later in life. The focus of this research study was understanding the cultivation of global teaching competencies. The research was conducted as part of a formal school-university partnership implementing Empatico and the related professional development to support implementation. The research question for this study was: What is the impact of professional development and implementation of Empatico on educators’ global teaching competencies? The Globally Competent Learning Continuum (GCLC) (Cain, et al., 2017) was administered at the beginning of the year (n=145), before completion of a three-hour professional development on SEL skills and the implementation of Empatico in classrooms. The GCLC and an additional postsurvey were administered at the end of the year. The GCLC which “identifies the dispositions, knowledge, and skills that educators need to teach students from diverse backgrounds and prepare all students to thrive in a global society, ... is a tool for self-reflection, used by educators wishing to reflect on their own level of global competence and to learn the characteristics included in higher levels to advance along the continuum”, p. 1. This study analyzed GCLC survey data for participants (n=14) who completed Empatico professional development and two Empatico classroom video exchanges with classrooms from across the country and the world. The scores on the overall educator GCLC (measuring educator dispositions, knowledge, and skills) increased from pre-training (M = 2.77, SD = 2.51) to post-training and two Empatico exchanges (M = 3.23, SD = .85) using a paired-

samples t-test, $t(13) = 2.3$, $p = .036$. Findings suggest statistically significant growth. Further analysis of postsurvey data suggests educators who completed the professional development and used the Empatico lessons and exchanges a minimum of two times are likely to continue using Empatico. Continued study of this school-university professional development program is needed to explore the design and impact of teacher professional development, characteristics of educator knowledge and development of global teaching competencies, and the intersection of SEL and global teaching competencies.

Keywords: school-university partnerships, social and emotional learning, global teaching competencies

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Financial Threat and Financial Literacy on Willingness to Change the Financial Behavior

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Abstract

Grounded on “Theory of Planned Behavior” (TPB), this study analyzes the influence of financial threat and financial literacy on ‘willingness to change’ the financial behavior. The ‘primary data’ collected from the university students by using convenience sampling technique. Multiple regression results shows that financial literacy and financial threat has significant influence on willingness to change the financial behavior of the university students. This implies that increase in the financial threat leads to change in the financial behavior, which supports the fact that investor’s intention to invest is affected by different factors. Employing TPB thus offer researchers to enhance understanding in forecasting an individual financial behavior. Limited researchers have used TPB to analyze the influence of financial literacy and financial threat on the ‘willingness to change’ the financial behavior of students. Therefore, this study may help the university students to understand the concept of financial threat and those who aid students in coping with emotional or behavior disorders interrelated to the financial issues.

Keywords: financial threat, financial literacy, willingness to change, behavioral finance, theory of planned behavior

Indigenous Women in Science: A Proposed Framework for Leadership, Knowledge, Innovation, and Complexity

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Abstract

Indigenous engagement in tertiary education has been contentious in Australia for many years. This was brought sharply into focus with the 2012 review into higher education, which highlighted a lack of parity for Indigenous Australians. One of the solutions to a lack of parity in participation could be the concept of a dual academy. A dual academy approach to higher education would incorporate both Indigenous and Western knowledge systems equally. Conversations and thinking about Indigenous participation and engagement in higher education led to an opportunity to coordinate a series of workshops. These workshops, conducted in Darwin, Alice Springs, and Galiwin'ku in the Northern Territory of Australia, were attended by Indigenous women with definite views about links between their own cultural knowledge and education. The combined knowledge addressed diverse areas of science, including midwifery, educational design, linguistics, and drone piloting. After listening to the participants, a list of themes emerged together with a proposed implementation framework requiring testing and possibly paving the way for a future research project.

Keywords: Indigenous engagement, higher education, dual academy, knowledge systems, Indigenous women, science

Intercultural Development in Preservice Teacher Study Abroad

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Abstract

International teacher education study abroad programs have been proposed as a way to instill intercultural competence in pre-service teachers and help them consider their own cultural identity and the cultural identities of their students. Yet, questions remain about the effectiveness of these programs. This study aims to examine how international teacher education study abroad programs designers consider intercultural competence development. In this review, 14 studies centered on pre-service teacher education with a focus on international experiences for US students are analyzed in order to discover how international teacher education study abroad programs define, describe, and measure intercultural competence in their participants. Drawing on the Council of Europe's Competences for Democratic Citizenship Model, participant growth was examined in four areas: attitudes, values, skills, and knowledge and critical understandings. This study highlights the need for researchers to explicitly consider issues of culture and intercultural competence development along with carefully planned and scaffolded opportunities for critical reflection.

Keywords: intercultural competence, pre-service teacher study abroad, culture, international teacher education, global education

Teachers as Change-Makers: International Volunteering as Enabling or Hindering Their Capacity to Teach Global Development

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Abstract

Teachers role in educating and preparing learners for global challenges assumes their competence and capacity to understand and engage with these challenges. This paper examines the potential of overseas volunteering to enhance teachers' understanding of global development and to motivate them as global citizenship educators. The findings illustrate a translation dynamic between their experience and professional practices. This analysis is informed by practice theory where changes in dispositions are mediated within constraining or enabling factors of habitus. Habitus is viewed as the site of negotiation of between individuals' agency and dispositions within social structures. This dynamic is demonstrated in two ways: how volunteer-teachers integrate relevant knowledge into their professional practices and teaching work, and how some volunteer-teachers struggle with their understanding of global development. There are clear professional gains in capacity for the volunteers from their work overseas, as it is clear and purposeful with applicability. However, they also witness global development challenges and their translation of learning is not as successful due to several hindering factors. This in turn affects their capacity and confidence in engaging with global education in their classrooms and affects their ability to become the necessary change-makers in moving towards sustainability and just behaviors.

Keywords: teachers, global citizenship education, international volunteering

Using a Virtual Format to Support Student Learning Across Cultures, Countries and Disciplines

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Abstract

Today, an increasing number of higher education institutions are recognizing the importance of preparing students to communicate, live, and work effectively with others from different cultural backgrounds (Appiah-Kubi, 2020; Eliyahy-Levi, 2020; Iuspa, 2019). Providing opportunities for students to travel abroad has been an integral part of the higher education experience for many years. However, with the global pandemic resulting in limited travel, universities are developing new and innovative ways to provide international experiences for students. The purpose of this project was to explore an international virtual student collaboration between two universities, one in the United States and one in Australia. Eight students were matched across universities to examine how each of their countries approached identification, treatment, educational placements, and societal attitudes for children with disabilities. Each two-person team focused on one of these areas. Students worked together, using their choice of a social media platform, to conduct research and organize their own approach to completing the project. For the final product, students developed a presentation of their findings to share with the virtual class. Although it is important to have input from the faculty on the success of this project, it seems more relevant to hear from some of the student participants and their reflections on the international collaboration.

Keywords: culture, international, collaboration

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Whose Crisis Is It? Reconsidering the “Migrant Crisis”

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Abstract

In 2015, the world witnessed a “refugee crisis” when millions of Syrians, but also Afghans, Iraqis, Somalis, and others, fled their countries for Europe. That exodus continues today. A similar “migrant crisis” is happening in North and Central America, where thousands of Central Americans are fleeing their countries for the United States. The response by Europe and the United States has been dominated by fear. Instead of looking at this crisis as a humanitarian one--as a global issue that needs collaboration and forward-thinking-- we are responding with knee-jerk, defensive measures like building higher walls and detention centers that resemble prisons. The paper begins with a description of why people must flee. I describe the multiple factors at play that cause people to flee from violence (that often is tied to the U.S. or other global powers and their interventions) to persecution to civil war. Sharing three stories of refugees, I highlight why it is critical to see these situations not as a “migrant or refugee crisis” but as a “humanitarian crisis.” Finally, I discuss smarter solutions than walls, sharing both micro and macro-level solutions for the world over.

Keywords: migrant; refugee, humanitarian crisis

Higher Education & Educational Leadership

Higher Education Financing Analysis Based on the Examples of Selected Countries

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Abstract

Higher education institutions are seen as the center of scientific activities. Thanks to these institutions, which fulfill the task of conducting scientific and technical research by following the developments of the era, countries develop and have a say in the world. Undoubtedly, it is very important that higher education, which has such a valuable place, is adequately financed. With the globalization, countries that increase their scientific studies by developing higher education finance methods will be at the forefront of foreign competition. In this research, based on selected country examples, current issues in higher education financing will be discussed and suggestions will be made for effective financing of higher education, which is increasing in demand.

Keywords: higher education, higher education funding, higher education management

Pivoting in Difficult Times: Teaching and Advising During the COVID-19 Pandemic

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Abstract

In March 2020, colleges and universities experienced significant shifts in the teaching and learning landscape due to the onset and implications of the COVID-19 pandemic. Institutions found themselves in a precarious position to make swift and significant changes to university teaching and advising practices to ensure the safety and welfare of students, faculty, and staff (Johnson et al., 2020). Post-secondary institutions had to maintain the integrity of academic programs, and services -- including adult advising -- while transitioning to a remote instructional format (Powers & Wartalski, 2021). As such, university administrators and other institutional stakeholders scrambled to make significant changes without much notice. The shift to remote learning caused problems for many students, faculty, and staff, especially those without previous training in technology-focused practices. The faculty members for this presentation share how they made sense of the implications of the pandemic on teaching and advising and provide essential points of practice in case colleges and universities ever need to pivot instructional practices and services in the future. The purpose of this concurrent presentation is to explore some of the implications two faculty presenters had encountered during the onset of the COVID-19 pandemic. Specifically, the faculty presenters will focus on several aspects of teaching and advising adult students in their respective programs. During this unprecedented time, one major challenge for faculty was reimagining and redesigning how two academic programs pivoted to continue supporting learning and working in a remote environment. During the transition to remote instruction, some faculty handled the transition well due to prior online instructional training, while other faculty required more immediate and comprehensive technical and pedagogical training.

Keywords: teaching, learning, remote instruction, pandemic, technology

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A Time for Transparency: Addressing Mental Health Services for Students

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Abstract

A plethora of data from recent studies that indicate that nearly 40% of college students are experiencing “significant mental health issues”. Many of these students are not accessing mental health services due to a critical shortage of providers. There is an urgent need to examine and discuss current and potential best practices to assist students who are experiencing mental health issues. Due to the ever-increasing demand for services and the lack of mental health counselors, colleges and universities are having difficulty meeting the mental health needs of their students. Consequently, it is of vital importance for college admissions representatives to become transparent about the availability of mental health services. In addition, a primary responsibility for school counselors and college admissions representatives is to work together to inform students and parents about the availability of mental health resources for students making the transition to the postsecondary environment.

Keywords: higher education, mental health, college admissions, student support services

Problem-Based Learning in a Tourism and Leisure Degree

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Abstract

This contribution aims to present a case on the implementation of problem-based learning in a bachelor's degree in Tourism and Leisure in Barcelona. This methodology, widely used in medical studies and other disciplines, has proven to be an effective method to strengthen lifelong learning skills, collaborative work, critical thinking, creativity and complex problem solving. Based on these premises, it has been decided to implement it as an integrative pedagogical activity that is carried out once a year with all the students of the bachelor's degree in Tourism and Leisure at Ostelea Tourism Management School. The most relevant theoretical issues taken into account to implement this methodology, a summary of its implementation in this academic year and the main conclusions of this activity are outlined below.

Problem-based learning (PBL) is a methodology focused on investigating and solving a real-world problem. Perusso and Baaken (2020) argue that one of its essential characteristics is that it is based on collective learning around a complex problem. There are several arguments in the literature to justify the relevance of applying this methodological approach. For example, problems offer a purpose to learning and knowledge linked to specific contexts is better retained and more meaningful (Cfr. Hung, Jonassen and Liu, 2007). It also supports analytical skills, metacognitive skills, critical thinking, creativity and complex problem solving (Glen et al., 2014; Adiyanto, 2017; Hung, Jonassen and Liu, 2007). Furthermore, Welsh and Dehler (2012) assert that the search for solutions based on different disciplines promotes integrative thinking. It also prepares students to be self-directed, independent, lifelong and autonomous learners (Carriger, 2015). Additionally, by working in teams, it also contributes to improving collaborative skills (Ungaretti et al., 2015). Moreover, recent research highlights the usefulness of PBL in reducing gaps in critical thinking skills and perseverance, as well as emphasizing the strengths of Generation Z (Seibert, 2021). Current research continues to delve into the advantages and challenges of implementing problem-based learning for universities and in different disciplines (cf. Berezovska, et al., 2021; Mihaela & Ștefania, 2020; Braßler, 2020). The above justifies why further empirical studies on this issue are needed.

Over the last three years, students of the Degree in Tourism and Leisure at Ostelea have participated in an intensive day in which they are confronted with a real problem that they must address and generate proposals to solve it. This innovative learning activity has three objectives. First, to encourage problem-based learning, where they will have to learn and reinforce new skills and apply the knowledge acquired to analyze a problematic situation and generate proposals for its solution. Second, to develop the competence of teamwork, in this case, integrated by people with different knowledge and skills, according to the course they are in, who will have to agree, organize themselves and distribute and execute tasks, and the competence of time management, in order to complete all the phases of the challenge and achieve the objectives set in the time foreseen. Third, to promote the use of digital tools for collaborative work between people in different

geographical locations, as the current health pandemic caused by Covid-19 made it impossible for all students to be physically present on our campus.

This year, they were presented with a challenge entitled ‘Leisure, experiences and teens: a combined challenge for large Spanish hotel companies’. The starting problem is the difficulty these companies have in offering attractive leisure experiences for teenagers. In many cases, despite investments in facilities and services, teenagers get bored, get tired quickly or do not connect with the service offered. This lack of satisfaction among teenagers, in turn, has an impact on the overall perception and satisfaction of the experience of the family group with which they are travelling and affects customer loyalty.

This activity took place on 18 March 2021. Five teams were formed with students from the four years of the degree. Each team represented a major Spanish hotel chain. Team 1 represented Sol by Meliá, team 2 represented IBEROSTAR Hotels & Resorts, team 3 represented RIU Hotels & Resorts, team 4 represented Barceló HOTEL GROUP and finally, team 5 represented BAHÍA PRINCIPE Hotels & Resorts. All teams were given three hours to analyze the problem of their respective hotel chains and present a proposal.

This edition was developed in a hybrid format - part of the students were physically in the campus and another part was at home - so the members of each team worked constantly through the virtual campus and using different digital tools for collaborative work. At the end of the morning, each team presented its project orally.

Although all five proposals had strong elements of innovation, were in accordance with current trends and included a proper analysis of the context and user profile, the winning team was team 5 BAHÍA PRINCIPE Hotels & Resorts, due to the depth of the work presented, the feasibility of the proposal and their knowledge of how to make a difference and generate value. Among the highlights of this proposal is the implementation of a QR Scape hotel, also adapted to the visually impaired and Down syndrome teenagers, which brings together all areas and activities, the combination of the use of technologies together with the development of outdoor activities and a pre, during and post stay follow-up through the creation of a Teens community.

Finally, at the end of the PBL process, the winning team had the opportunity to present their proposal to the managers of BAHIA PRINCIPE Hotels & Resorts. In this phase, the students learned about the real limitations and opportunities for implementing their proposal, as well as the new leisure projects being developed by this hotel chain, the professional profiles they are looking for and the work methodologies they apply in the creation of new experiences in their hotel facilities. All of which contributed to deepening the teaching-learning process and reinforcing transversal and specific competencies of future leisure and tourism professionals.

This study shows that interdisciplinary, teamwork, creativity, critical thinking skills and responsibility competencies can significantly enhance throughout this methodology. Implementing PBL in the bachelor’s degree in Tourism and Leisure as an integrative pedagogical activity that brings together all students has proven to be an effective and memorable method in the learning process. Our results inform firstly, students recognize the uniqueness of this pedagogical activity as a positive contribution to the learning process, both in terms of improved retention of the issues raised and the value of what they have learned. Secondly, they affirm that

the collaborative work they have to carry out challenges them to negotiate the distribution of tasks in an equitable manner and to assume individual responsibility for the tasks assigned in a team that is working together for the first time and that has little time to achieve the goals proposed. Thirdly, comparing their proposals with those of the other teams helps to enrich the vision and approach to the same problem from different points of view. Finally, in this edition, it has been especially significant for the students of the winning team to present their proposal to the professionals who have to deal with this problem and to obtain their feedback and recommendations regarding the feasibility of the solution presented.

Keywords: problem-based learning, tourism and leisure program, leisure experiences for teens, hotel chain challenges

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Open Innovation Approach for a Women Leadership Programs in University

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Abstract

Higher Education through an Open Innovation (OI) approach has a fundamental role in addressing gender imbalances in leadership. Women's empowerment is now a mainstream development concern as part of the 17 Sustainable Development Goals (SDGs), to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and to “achieve gender equality and empower all women and girls”. Nevertheless, disadvantages in acquiring leadership competencies translate into limited opportunities in the labor market. Also, the literature has recognized that the lack of self-confidence and self-perception in leadership are two of the main barriers to women getting managerial positions. Higher education can provide female leadership education through Women Leadership Programs (WLP).

Previous leadership programs have been applied for faculty and staff, their assessment has focused on measuring effectiveness in terms of leadership skills, satisfaction and affective reaction, especially from the perspective of Emotional Intelligence. Nevertheless, there is a lack of leadership programs and their assessment for undergraduate students, the next generation of leaders. Underpinning the development of the leadership programs at university level is essential. Therefore, it is necessary to integrate different social and business contexts, implying external agents especially those managers, institutions and companies as recipients of talent, with university's stakeholders (mainly lecturers, staff, students). From an Open Innovation approach, this research shows the results of a WLP model in collaboration with all stakeholders. To our knowledge, nor research has focused enough effort on this line of investigation. Thus, the introduction of OI in the research is a shift from the traditional approach in this field, filling the gap with empirical evidence on educational innovation in leadership programs.

Three courses have been carried out between 2017 and 2020 and 75 students have participated. The course was designed for female students only, based on the lack of training in leadership skills highlighted by the literature. The implementation of Open Innovation provided a novelty for the strategy of leadership activities. The WLP design has been incorporating innovations along the three years from various perspectives: a) making an open program with multidisciplinary students in social sciences and STEM tailored to current needs in a multidisciplinary business environment. As a complementary training, this course is not a formal regulated learning within the degree curriculum, but fill the female students needs to develop leadership skills and inner personal change; b) attracting external stakeholders to jointly develop training, such as content and methodology. The joint initiative arises as a consequence of the shared concern between both University and institutions, about the growing setback that was noticed among young women in matters of gender equality. The program was designed to acquire skills, competences, and tools related to management and leadership but also, improving student leadership skills, self-esteem, self-confidence and personal inner transformation; c) measuring the degree of training obtained by

the participants with a 360-degree evaluation where lectures, directors, managers, program staff and students participate; d) designing an ongoing research process to incorporate improvements from multiple stakeholder perspectives. A multi-source program assessment has been used. Following a triangulation methodology, online surveys and focus groups with students, as well as in-depth interviews with lectures and staff were carried out. The training obtained by the students during the WLP is measured through: leadership skills; improvement of self-perception in leadership capabilities and personal resources (fusion of emotions).

The results indicated that students had a strongly positive evaluation of the program. The three years mean evaluation of the course was excellent (M=8.82; ST=1.25) and there is an increasing assessment over the years (2019 Global evaluation: M=8.97; ST=1.27; 2018 Global evaluation: M=8.81; ST=1.11; 2017 Global evaluation: M=8.65; ST=1.37). This indicates that the continuous improvements in the program favored an adjustment in the quality of the training designed (Segovia-Pérez et al., 2019). The assessments related to how the program contributed to the participants skills development were especially interesting. The modules most appreciated by students were those with highly practical content. In this sense, regarding the degree to which the topics provided them with applicable tools for the future, the evaluation was high (2019 Global evaluation: M=8.80; 2018 Global evaluation: M=8.83; 2017 Global evaluation: M=8.74). In addition, the topics discussed instilled in them a desire to gain more depth of knowledge about the topic (2019 Global evaluation: M=9.07; 2018 Global evaluation: M=8.95; 2017 Global evaluation: M=8.98). Also, the program provided a test about what kind of leaders they were and the points that they needed to strengthen or improve. In sum, female learners indicated that they had reached a level of knowledge and were given specific tools that allowed them to gain new capabilities and skills in leadership such as communication, networking, negotiating, coordinating, being task-oriented, or building networks.

Also, the program had not only a positive impact on the skills acquisition but also, a positive change in their attitudes and their self-confidence. The program design facilitated a students' internal processes for a personal inner transformation. According to participants' opinions, this course was inspiring for them, provided a self-belief in themselves and the consciousness about the challenge that women have to face in the work environment. Participants highlighted as the main contribution to them: a) The WLP helped them to enhance their knowledge of themselves, in relation to their professional career; b) it provided the opportunity to meet with people in the real business world; c) the WLP helped them to manage their feelings of being overwhelmed; d) the WLP improved their self-confidence, motivation, and ambition.

This research provides useful information for the design and assessment of leadership training, demonstrating the main role of Open Innovation practices in a women's better performance and professional outcome for leadership.

Keywords: open innovation, leadership skills, women's careers, higher education innovation, fostering gender equality keyword

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Hofstede's Cultural Classification and Innovativeness: A Study on Teachers in Turkey

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Abstract

Cultural studies, which aim to determine the unique characteristics of societies, and to reveal similarities and differences, pose some difficulties as affected by many components. Nevertheless, there are studies that try to classify cultural values based on certain common and distinctive features. However, it is seen that the general arguments made in these studies are often not confirmed. One of the common classifications of culture is Hofstede's cultural dimensions (power distance, uncertainty avoidance, collectivism, long-term orientation and masculinity). This study tries to determine the relationship between the individual cultural values and individual innovativeness perceptions of the teachers working in public schools in Turkey. The research is designed as relational survey model. The data was analyzed by packet programs and reached some results. The results of this research found that the individual and national cultural values of the teachers were similar, and their similarity reflected positively on innovation.

Keywords: cultural values, cultural classification, innovativeness, teachers

Can Teachers' Job Satisfaction Be Provided Despite Economic Inadequacies? The Impact of Positive Psychological Capital

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Abstract

This research aims to examine the impact of teachers' positive psychological capital (PPC) on their job satisfaction (JS) levels. In the study, the relational survey model was used by conducting hierarchical regression analysis. The sample of the study consists of randomly selected 376 teachers in Batman, Turkey. The data were collected with the "Positive Psychological Capital Scale" developed by Tösten and Özgan (2014) and "Minnesota Job Satisfaction Scale (MSQ-Short form)" developed by Weiss et al., (1967) and adapted to Turkish by Oran Başkaya (1989). According to the results, the PPC levels (total scores and dimensions) of the teachers are at a very high level; only the optimism dimension of the PPC scale and JS were found to be at a high level. In the regression analysis, the model (Model 6) that measures the effect of all dimensions of PPC on JS is significant. This finding shows that PPC is a significant predictor on JS and approximately 22% of the total variance in job satisfaction is explained PPC. The results of the study imply that self-efficacy and optimism components of PPC can be used to increase JS of teachers even the economic needs are not adequately met.

Keywords: positive psychological capital, job satisfaction, economic inadequacies, teacher

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Confidence in Crisis: Student Self-Efficacy and the Online Pivot

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Abstract

The COVID-19 outbreak required a pivot to remote education mid-semester. Instructors and students alike were forced to adjust to the online platform though many lacked the training or interest to do so. This qualitative study focuses on the following research question: How do regional campus students perceive their educational experience may be affected by the alternative educational offerings put into place during the COVID-19 campus closure of March 2020? The results suggest that students (n=106) perceived that barriers would affect their educational experiences. All the barriers, including barriers to social presence and decreased self-regulation, were driven by one central theme: low self-efficacy. Students sensed that online instruction would result in decreased social presence and an inability to self-regulate. To tailor effective approaches to online learning in the future, we must give instructors the tools to not only move materials online but also to enhance student self-efficacy. This study aims to examine the role of self-efficacy in student perceptions of online education and subsequently encourage institutions to provide focused faculty training in methods of enhancing students' self-efficacy.

Keywords: COVID-19, self-efficacy, online learning, social presence, adult education, transactional distance

Enhancing Student Engagement: The Role of Orientation Events Experience in Higher Education

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Abstract

Universities are seeking to strategically and actively deal with student engagement via providing opportunities for students to interact and engage with the university/institution in different ways. Student engagement inside the classroom is researched well and established as a key for student success; however, the significance of engaging students outside the classroom, in the higher education context, is often overlooked. Higher education institutions and universities are increasingly making use of orientation events to enhance students' engagement with their university/institution brand. However, more research into the mechanisms that facilitate student engagement and its consequences is required. This paper investigates how students engage with the university/institution brand via their interactions with other students, conceptualised as 'student-university brand engagement'. Orientation events present opportunities for students to interact in a manner that is facilitated with, and important to, the university. This paper investigates how orientation events experience (affective, behavioural, intellectual and sensory) might foster student engagement with university/institute brand and positive behavioural outcome. This study intends to develop a conceptual model and empirically test the same to examine the influence of orientation events experience on student engagement with university brand in Indian higher education. In addition, it also investigates the influence of student engagement with university brand on the word-of-mouth intentions among students. A descriptive research design is used in this paper. A structured questionnaire is prepared to collect the data from eligible respondents from Indian higher education institutions and universities. Survey method is applied to collect the primary data using convenience sampling. Collected data is analyzed using Structural Equation Modelling (SEM). The findings confirmed that orientation events experience increases student engagement with university/institute brand through four experiential components namely affective, behavioural, intellectual and sensory. Student engagement with university/institute brand, in turn, leads to greater intentions among students to disseminate positive word-of-mouth about the university higher education. Surprisingly, although literature on relationships examined are popular, there is scant literature examining the relationships between orientation events experience, student engagement with university/institute brand and word-of-mouth behaviour in the context of higher education in India.

Keywords: brand experience, higher education, orientation events, student engagement, student-university brand engagement, SEM

Navigating the COVID-19 “Perfect Storm” in College Admissions

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Abstract

We have entered into a “perfect storm” of college admissions due to an unfortunate triad of events threatening the existence of higher education institutions and will force changes in enrollment management. In the wake of the changes NACAC needed to make to its code of ethics, combined with the financial losses being incurred from COVID-19, and the impending college enrollment “cliff” predicted for 2025, it would be unconscionable for any of us in college admissions to assume that the landscape of our profession, and the way in which we conduct business will not change dramatically. There has never been a time during which the need for transparency and improved communication between all those involved in the process is more crucial to continuing to maintain effective relationships between counselors, admissions counselors, and parents and students. By setting goals that include higher education institutions becoming more transparent about their recruiting and enrollment strategies, and college counselors bringing more awareness regarding changes in our profession, families will benefit from the demystification of a multifaceted business. Achieving these goals will help students find the best fit, while simultaneously maintaining and preserving those crucial relationships so valuable throughout the college admissions process.

Keywords: higher education, college admissions, counseling relationships, disadvantaged and underserved populations

The Evaluation of Social Dialogue From Teachers' Perspective in Turkey

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Abstract

The International Labor Organization (ILO, 2011) defines social dialogue as all types of negotiation, consultation or simple exchange of information between and among governments, employers and workers, on issues of common interest relating to economic and social policy. Nevertheless, there are agreements signed by member countries of United Nations (UN) when the studies conducted by European Trade Union Committee for Education (ETUCE) and International Labor Office (ILO) have been examined, it's observed that there is a little systematic knowledge about teacher participation in social dialogue especially at organizational level (ILO, 2006; ETUCE; 2007). In this research It's aimed to explain how social dialogue occur in educational context. With a qualitative point of view, by using snow ball methodology, the data has been collected with a semi -structured interview form from 12 volunteer teachers willing to express the feelings and experiences who are working at the different schools in various districts of Istanbul. According to the results of the research; it's been revealed that however teachers have awareness about the importance of the social dialogue, as they don't trust the social dialogue process. In order to build trust, they believe that a special care should be taken to avoid any action that may undermine the trust and cohesion that has been built between the social partners in the early stages of the crisis. To enable effective social dialogue, the social partners should have in-depth knowledge of the needs and realities of all partners. By the way, involvement in decision-making can lead to the adoption of well-targeted and effective preventive measures. They believe that the process should be more inclusive and address the protection needs of the most vulnerable workers as a matter of priority.

Keywords: social dialogue, education administration, industrial relations

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Socially Responsible Leadership Among Students at Asia Pacific International University, Thailand

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Abstract

Institutions of Higher Education (IHE) invest considerable resources to provide students with leadership experiences so that they may become socially responsible leaders. Thus, leadership development of students should be intentional and integrated in their visions and mission (Astin, Astin, & Lindholm, 2011). One way IHEs accomplish this is through the involvement of students in extra-curricular activities which are generally integral parts of most universities' student life programs. Such activities are considered effective at developing leadership values because of the opportunities they provide for students to build leadership qualities such as commitment, willingness to work hard, teamwork skills, and sense of responsibility (Gardner, Roth, & Brooks, 2008).

In this study, we investigated the socially responsible leadership (SRL) characteristics of students attending the Asia Pacific International University (AIU) in Thailand during the 2019-2020 academic year. AIU is a religiously-affiliated IHE offering Bachelors and Masters degrees in several disciplines. The concept of SRL is imbedded in the framework of the Social Change Model (SCM) proposed by the Higher Education Research Institute (HERI). The SCM model was designed specifically for tertiary students who focus on, "...serving others, and through collaborative work to bring about change for the common good" (HERI, 1996, p. 11). Thus, leaders who embody SRL are those who strive to create constructive change in their personal lives and in the lives of others, especially in their communities

We used the survey research design as the framework for this study. A questionnaire was developed to measure demographic and socially responsible leadership (SRL) characteristics which was then administered to students during regularly scheduled classes. SRL was measured using the Socially Responsible Leadership Scale (SRL-2) used by permission from the National Clearinghouse for Leadership Programs. The SRL Scale consists of 52 items each scaled along a 5-point Likert-type continuum: strongly disagree (1) to strongly agree (5). The SRL-2 measures 3 domains and 7 values of leadership. The Individual domain measures 3 values: consciousness of self, congruence and commitment. The Group domain measures 3 values: common purpose, collaboration and controversy with civility. The society/community domain measures the value of citizenship. These domains and values are clearly defined in HERI (1996, pp. 22-23).

Five hundred and twenty-three (523) students completed the questionnaire. Socially responsible leadership characteristics range from a high mean of 3.90 ($SD = 0.58$) for commitment to a low mean of 3.58 ($SD = 0.56$) for consciousness of self indicating that students at AIU have a fairly

well developed SRL characteristics. Females reported significantly higher socially responsible leadership characteristics than male students (*Pillai's Trace* = .113, $F_{(7,503)} = 9.12, p < .001, \eta^2 = .113$) on the linear combination of socially responsible leadership values. Female students rated significantly higher than males in consciousness of self ($M=3.71$ vs. $M=3.40$), congruence ($M=3.99$ vs. $M=3.59$), commitment ($M=4.00$ vs. $M=3.74$), common purpose ($M=3.98$ vs. $M=3.69$), collaboration ($M=3.93$ vs. $M=3.66$), controversy with civility ($M=3.75$ vs. $M=3.51$) and citizenship ($M=3.89$ vs. $M=3.70$). Overall, socially responsible leadership characteristics were similar among freshman, sophomore, junior, and senior students. Multivariate analysis of variance indicated that there were significant differences on a linear combination of the seven leadership values among three groups of students based on religious affiliation (*Pillai's Trace* = .089, $F_{(14,489)} = 3.27, p < .001, \eta^2 = .045$). Compared to Seventh-day Adventist and other Christian students, Buddhist students reported significantly ($p < .05$) higher in all seven socially responsible leadership: conscious of self ($M=3.73$), congruence ($M=3.93$), commitment ($M=3.98$), common purpose ($M=3.90$), collaboration ($M=3.89$), controversy with civility ($M=3.75$) and citizenship ($M=3.70$).

Commitment was the highest socially responsible leadership values reported by AIU students. This finding is consistent with studies by Dugan and Komives (2007) and Kovar (2014) in which their research participants also reported commitment as the highest leadership value. This finding is crucial because commitment is considered an, "...anchor for change" (Kerckhoff & Ostick, 2009, p. 365) in leadership development and that students who are committed may well be on track to becoming socially responsible leaders. In our study, we found that females reported significantly higher SRL values. This finding echoes the results of previous studies in which female participants were observed to be more open to feedback, to be more encouraging of participation in the decision making process, and to be more interested in building positive relationships (Dugan, 2006; Eagly, Johannesen-Schmidt, & van Engen, 2003; Eagly, Karau, & Makhijani, 1995). Along the same vein, (Chandler, 2011) concluded that females bring diverse strengths, alternative perspectives, and original innovation to the exercise of leadership. These findings suggest that women have characteristics which can be advantageous to them when they serve in a leadership role (Eagly et al., 2003). We expected that seniors would have more developed SRL values than freshmen or sophomores. However, we found no relationship between SRL values and class status. Joyce and O'Boyle (2013) suggested that many students may have already developed substantial leadership and related characteristics prior to entering college. Black (2017) indicated that, while it was important to explore how college participation affects the growth of students, understanding of how pre-college experiences influence leadership development during the college years is also necessary. Among Buddhist students, community services are strongly integrated in their way of life. As Harvey (2000) stated, "The primary ethical activity which a Buddhist learns to develop was giving and serving, which forms a basis for moral and spiritual development...was not only practiced towards the Sangha, but it was a pervading value of Buddhist Societies (p. 198). Participation in community service is linked closely to the development of student leadership traits (Dugan, 2006; Dugan & Komives, 2007; Soria et al., 2013).

Keywords: socially responsible leadership, leadership in higher education, student leadership development

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Student Sentiments on Job V/S Entrepreneurship During the COVID-19 Pandemic - An Exploratory Study

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Abstract

The COVID-19 pandemic drastically affected the economy. During this pandemic, many campus placements were postponed or canceled. College and campus placements were adversely affected due to this pandemic. This research study attempted to find about final year students and pre-final year students' preference for jobs or entrepreneurship. The objective of the study was also to analyze students' sentiment on the job vs. entrepreneurship scenario during the COVID-19 pandemic. The study discusses the students' choices and behavior towards becoming a job seeker or a start-up. Because in this pandemic, start-ups can be a difficult choice but if they do not get jobs, they do not have any other option. A primary survey-based Google Forms questionnaire was floated. In the survey, some relatable questions were asked from respondents mainly consisting of final year students and pre-final year students for analyzing their sentiments on the job V/S entrepreneurship during the COVID-19 pandemic. After the primary surveys, the natural language processing algorithm was applied to the textual question and students were asked to write down their perspective on job and entrepreneurship during the COVID-19 pandemic, so that sentiment analysis can be done. Other statistical tests like reliability test, correlation analysis, qualitative and quantitative analyses were done. The study found that students are preferring entrepreneurship over jobs.

Due to the COVID-19 pandemic, many employees and students were drastically affected. Some companies laid off their employees, some people had to leave their jobs and some companies didn't give enough salary to their employees. Final year students of Under-graduation and post-graduation also got impacted, their placements got postponed and canceled. Two of the most affected areas are the service sector and the educational sector because when we talk about getting placements, these sectors are connected to each other. For many students, including those from premier institutes IITs, IIMs and IIITs, the offers were withdrawn by the companies due to fear of an economic slowdown in this pandemic. According to a report by the Indian job portal Naukri.com, while 66% of students didn't get their offer letter, 44% of students, the joining dates were varied subsequent to being recruited. Further, another 33% guaranteed they were not accepting any reaction from the business. Students are additionally taking up online courses, upskill themselves and build up more effective CVs. In this way, with every one of these issues, the students and different competitors may experience the ill effects of pressure, nervousness and their eagerness to do the work may likewise get influenced. We have done a literature review by reading some research papers on the related topic to go into the details of the study. It was found that there was a massive decline in the job search intensity and due to high redirection of job search raised some new queries about the policies of the marketplace to be executed during the COVID-19 crisis. In this paper, the author brings out three key takeaways from their study. Firstly, consider those policies which were about the strong job search disincentives for employers, making it more expensive to post new vacancies and proceed with the hiring process. Secondly, it should be

considering the wage subsidies to remunerate laborers for the impermanent abatement in the contrast between the utility at work and the utility when non-working because of wellbeing hazard by the policymakers and the last takeaway was laborers' ability to look for different positions than in "ordinary occasions" is empowering as it implies that they may react well to strategies meaning to carry them nearer to the positions that are accessible. It likewise implies that areas and occupations that experience the ill effects of the emergency are additionally the most influenced by the antagonism of laborers, which may expand their recruiting costs. From an arrangement perspective, this may be an extra justification for the public authority to help the enterprises that endure most during the crisis. (Lena Hensvik, Thomas Le Barbanchon, Roland Rathelot, 2021). Some researchers also focused on the mental health of the students, in another research paper we read about how COVID-19 hugely affected the mental health of MBA students. The aim of the study was to measure the anxiety, depression and stress levels of students during COVID-19. In the online survey, researchers found that the majority of the students were worried and tense because they were feeling uncertain on the off chance that they might join the organization and if yes, may get affected due to economic slowdown. The main reason came out for depression was due to mental tension, career issues, negative psychology (maximum 80 % were observed) and there were other factors also such as economic recession, future, financial issues, social distress, satisfaction in life and job offers withdrawn (up to 73-46% were observed). (Dr. Biswajit Satpathy, Esrafil Ali 2020).

This research study was based on exploratory research. The software or tools used were Microsoft-Excel, IBM-SPSS and MonkeyLearn. The sentiment analysis was done with the help of Natural language Processing. Data analysis was done by Cronbach Alpha, Correlation, qualitative and quantitative analyses. The target audience was Indian Final year students and pre-final year students of post-graduation courses and under-graduation courses. The mode of data collection was a close group study and Questionnaire. The research study had an online survey-based questionnaire that had a question incorporated into it which was regarding the respondent's textual feedback on providing their perspective. Natural language processing-based sentiment analysis was done on the data collected with the help of an online tool named Monkeylearn. It was found that out of the 100 responses on textual feedback collected, 42 had positive sentiments, 29 had negative sentiments and 29 had neutral sentiments. The data was reliable as reliability statistics were checked by Cronbach Alpha. It was found that 52% agreed that start-ups are more exciting than corporate jobs, so the majority of the respondents agreed. It was also found that 52% of respondents, i.e., the majority of the respondents agree that doing their own business is a good option rather than doing work under someone else. With the help of the natural language processing algorithm-based sentiment analysis, the study was able to find that the sentiments of the students were mostly positive along with some neutral and negative sentiments. Moreover, according to the other survey questions it was found that the majority of the students preferred entrepreneurship rather than jobs. Therefore, the aim of the study had come to the conclusion that students are preferring entrepreneurship over jobs even during this COVID-19 pandemic.

Keywords: COVID-19 pandemic, employment, student sentiments, natural language processing, entrepreneurship

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Internationalization Race of Universities in Turkey: Public vs Private

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Abstract

Universities develop strategies at local, national and global levels that aim to have improving performance indicators and enrich learning experiences of students. In a changing and developing world, internationalization and internationalization strategies have been a precedence for many contemporary universities. Monitoring and evaluating the performance of universities is necessary to see both the contribution of investments in internationalization and how internationalization strategies affect the education and research activities of universities (Gao, 2019). Kallio, Kallio, and Grossi (2017) stated that performance measurement in universities is mostly used to manage research efficiency, teaching quality and financial resources. Internationalization has become increasingly critical as a stand-alone measure of performance. This situation can be seen in various international ranking criteria such as the Academic Ranking of World Universities (ARWU), Times Higher Education (THE) World University Rankings, and the QS Stars rating system (Jöns & Hoyler, 2013). This research aims to compare indicators of internationalization in universities in Turkey in the context of public and private institutions. Thus, it will be determined which indicators have similarities and which differ in private and public universities. The results obtained will reveal the view of internationalization in universities. In addition, the results will provide an understanding of the internationalization policies of universities and may offer suggestions to policymakers.

This research collected data using document analysis. The "University Monitoring and Evaluation Reports" documents, which can be accessed from the Council of Higher Education web page, constituted the data source of the research. In the reports, there are 57 indicators in total under five main headings: education, research and development, internationalization, budget and financing, and social contribution. Table 1 presents the indicators in the title of internationalization. In the research, the internationalization data of 189 universities was examined. 121 of these universities were state and 68 were private universities.

Table 1. Internationalization Indicators

Code	Indicators
I.1	Number of foreign faculty members employed
I.2	Number of foreign doctoral lecturers and researchers employed
I.3	Number of foreign students
I.4	Number of faculty members coming within the scope of international exchange programs
I.5	Number of academic staff sent abroad under international exchange programs
I.6	Number of students coming within the scope of international exchange programs
I.7	Number of students sent abroad under international exchange programs
I.8	Number of projects based on international funds received by faculty members

While the average number of students in public universities in the sample is 26166, the average of students in private universities is 8992. Similarly, public universities have an average of 831 academic staff, and private universities have an average of 327 academic staff. However, the

indicators presented in Table 1 are counts. Using numbers as an indicator will be misleading due to the sizes of the universities. Therefore; the indicators I.1, I.2, I.4, I.5, and I.8 were recalculated as the ratio of the academic staff at the university, and the indicators I.3, I.6, I.7 as the ratio of the number of students at the university. The Mann-Whitney U test was used to investigate whether there was a difference in the indicators of state and private universities since the data did not meet the assumptions of parametric tests. Table 2 shows the results obtained from the Mann-Whitney U test.

Table 2. Mann-Whitney U results

Ratio	Institution type	N	Mean Rank	Sum of Ranks	U	p
I.1 ratio	Public	121	82,64	10000,00	2619,00	,000
	Private	68	116,99	7955,00		
I.2 ratio	Public	121	92,31	11169,00	3788,00	,348
	Private	68	99,79	6786,00		
I.3 ratio	Public	121	95,68	11577,00	4032,00	,820
	Private	68	93,79	6378,00		
I.4 ratio	Public	121	97,49	11796,00	3813,00	,386
	Private	68	90,57	6159,00		
I.5 ratio	Public	121	100,19	12122,50	3486,00	,079
	Private	68	85,77	5832,50		
I.6 ratio	Public	121	85,88	10391,00	3010,00	,002
	Private	68	111,24	7564,00		
I.7 ratio	Public	121	85,60	10358,00	2977,00	,002
	Private	68	111,72	7597,00		
I.8 ratio	Public	121	92,30	11168,50	3787,50	,359
	Private	68	99,80	6786,50		

Looking at Table 2, it can be said that private universities are ahead in the number of foreign faculty members employed ($U = 2619$; $p < 0.05$). There is no significant difference between the public and private universities in the number of foreign doctoral lecturers employed and the number of foreign students. Similarly, there is no significant difference between private and public universities in terms of incoming and outgoing academic staff through exchange programs. On the other hand, there is a significant difference in favor of private universities in terms of incoming ($U = 3010$; $p < 0.05$) and outgoing ($U = 2977$; $p < 0.05$) students with exchange programs. There is no significant difference between the number of projects based on international funds received by academic staff between private and public universities.

This study compared the level of internationalization of public and private universities in Turkey according to eight indicators. Private universities are ahead in terms of the ratio of foreign academic staff working at universities to total staff. However, there is no statistical difference between public and private universities in terms of doctoral graduate academic staff. While academic staff with a doctorate also work in the research missions of universities, other foreign academic staff generally only focus on the educational mission. From this point of view, the fact that private universities are ahead in their foreign academic staff ratio may be the result of the propaganda of providing higher quality and different education to students both locally and internationally. In this regard, De Wit and Hunter (2015) stated that the focus of internationalization strategies on student mobility and economic gains is worrisome, and that internationalization can benefit the public by improving research by universities. Internationalization has been viewed as an important agent of differentiation in higher education in high-income countries, as well as between middle and low-income communities (de Wit &

Altbach, 2021). It is thought that the most rational reason of this is the mobility of individuals. Another finding of this study is that private universities have a higher rate than public universities of both incoming and outgoing student mobility. In private universities, student mobility may be more due to both the socio-economic status of the students and the policies of the institution (Codina, Nicolas, López & Hernan, 2013).

Keywords: higher education, internationalization, private, public

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The Evaluation of Inclusive Leadership Traits of School Principals According to the Views of Teachers

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Abstract

School principals are the key actors who manage this social capital (Bursalioglu, 1969). They have a critical role in creating opportunities to educate the students in the best way, and help teachers function effectively as a source of power (Celik, 2012). It is a crucial fact that school principals should adopt an inclusive leadership model which focuses on inclusion of diverse target groups with different experiences and work habits, physical abilities, age, sexual orientation, and gender. The aim of this research is to examine the inclusive leadership traits of the school principals in Turkey. In this research It's aimed to define the inclusive leadership traits of school principals. With a qualitative point of view, by using snow ball methodology, the data has been collected with a semi -structured interview form from 12 volunteer teachers willing to express the feelings and experiences who are working at the different schools in various districts of Istanbul. According to the research, it's been found out there are eight main inclusive leadership traits of school principals (e.g., cultural& intercultural competence, distributed power, creating a shared vision, empowerment, trustworthiness, self-management, being an agent of change, communication & collaboration) identified by the teachers. Inclusive leadership doesn't mean that just supporting the disadvantaged groups or positive discrimination. Inclusive Leaders should be addressing to the belongingness and uniqueness needs of every individual in the school. When the leaders have inclusive leadership traits it effects the education atmosphere positively which indirectly the student achievement and the quality of the education. However, it's not been a part of the research, it's been revealed that descriptive attributes such as gender, age and ethnic origin are also important factors effecting inclusive leadership.

Keywords: educational leadership, inclusive leadership, education administration

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Admitting Smarter: Refining the Admission Process Through Professional Dispositions

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Abstract

Since 2018, news agencies have shifted from reporting teacher layoffs to teacher shortages. This swift shift in the industry left many floundering to recruit enough teachers to fill classrooms. Even in the midst of the Covid-19 crisis, there is still a demand for teachers, now with added online teaching skills. This article addresses one program's admissions improvement process: an analysis of the acceptance process, improvements and changes in the process with the goal of reducing attrition, and improving the quality of candidates admitted. Several improvements were made, specifically related to introducing dispositional tools and standardizing the acceptance process across the multiple stakeholders.

Keywords: teacher education, admissions, dispositions, retention, attrition

Socio-Intercultural Entrepreneurship: A Case on a Postgraduate Program in Economics and International Business of an Indigenous University

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Abstract

This article presents a critical approach to the proposal of socio-intercultural entrepreneurship. The concept of cultural and social entrepreneurship and that which has been as a product of neoliberalism is limited, so a framework analysis is necessary to improve the understanding of socioeconomic realities. Through an exploratory and analytical research methodology, a review of pertinent literature and the exemplification of the specific case of a postgraduate program in economics and international business at the Universidad Autónoma Indígena de México, it is concluded that socio-intercultural entrepreneurship presents a theoretical and methodological frame that allows entrepreneurs to have a major perception of global and local realities.

Keywords: entrepreneurship, socio-interculturalism, interculturality

Prospective Chemistry Teachers' Evaluations About the Instruction of the Graphic Organizers Course

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Abstract

Graphic organizers (GOs) are visual teaching and learning tools that provide an organized expression of knowledge by explaining concepts and events. If the teachers incorporate the GOs into their lessons as instructional material and assessment tools, they can make the teaching period more effective and also help their students' understanding of the chemistry subjects. In this study, the prospective chemistry teachers (PCTs) attended a Graphic Organizers Course, and then their opinions regarding the evaluation of the course were taken. A total of 43 PCTs, 32 female and 11 male, who took the course in four different semesters, participated in this study. In this course, the PCTs were taught about ten types of GOs that stand out most in the literature. At the end of the course, the evaluation of both the instruction of the course and their own learning experiences was collected from PCTs with a course evaluation instrument with 5 open-ended questions. It was concluded that the inclusion of the Graphic Organizers Course in the chemistry teacher education program significantly contributed to the professional development of the PCTs.

Keywords: graphic organizers, prospective chemistry teachers, secondary school chemistry lessons

Teaching Students How to Code Qualitative Data: An Experiential Activity Sequence for Training Novice Educational Researchers

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Abstract

Coursework on qualitative research methods is common in many collegiate departments, including psychology, nursing, sociology, and education. Instructors for these courses must identify meaningful activities to support their students' learning of the domain. This paper presents the components of an experiential activity sequence centered on coding and coding scheme development. Each of the three component activities of this sequence is elaborated, as are the students' experiences during their participation in the activities. Additionally, the issues concerning coding and coding scheme development that typically emerge from students' participation in these activities are discussed. Results from implementations of both in-person (face-to-face) and online versions of this activity sequence are shared.

Keywords: experiential learning, qualitative research methods, graduate education, coding, online learning

New Education Policy (NEP) 2020: A Roadmap for India 2.0

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Abstract

The National Education Policy 2020 (NEP 2020) is formulated to revamp education system and lay down road map for new India. It was approved Indian cabinet on 29th July 2020. This paper is a maiden attempt to highlight NEP 2020 and study India 2.0 vision towards overall transformation education system to meet the challenges of 21st Century. This study is based on secondary data and exploratory in nature. Findings are based on a systematic review of existing literature. It was found that one of the main objectives of NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems. This study is preliminary review of policy document, and it can be taken as base for future research with empirical data to study the impact of NEP after its implementation. NEP 2020 is expected to give big leap to higher education in India. The vision is to create India 2.0 for 21st century which is bound to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented properly; then it has got everything to make India global hub in education by 2030.

Keywords: NEP 2020, India, higher education institution (HEI), gross enrollment ratio (GER), employment

Reference

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Adult Learner's Perspective Regarding Emotional Intelligence (EI) in the Online Learning Environment

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Abstract

Social and Emotional Learning (SEL) has become a requisite in a modern education setting. SEL is a process in which adult learners understand themselves and learn to manage their emotions through developing targeted skills focusing on self-awareness, social awareness, decision making, and self-management. This process leads to social and emotional competence, thus resulting in a better learning experience. The purpose of this study was to examine specific students' S&E competencies in order to support students and improve their learning experience. This research will guide educators in integrating SEL activities into their classroom through various strategies enhancing the adult SEL competences. This study is grounded in Transformative Emotional Intelligence (TEI) theory and draws on CASEL's SEL framework. Data collection was obtained from two adult learner groups in higher education settings located in the United Arab Emirates and in the United States. A web-based survey was administered utilizing open-ended questions to 35 adult learners in both groups to gather information related to the following research questions: What S&E skills did students utilize in the online learning? and How can educators enhance S&E skills in the classroom? Respondents discussed Social and Emotional skills and upon analyzing the data the value and the understanding of the skill were closely aligned. For example, respondents understanding of self-awareness and their understanding of its value were closely related and, in many instances, overlapping. Understanding of these values were assessed and recommendations were developed based on results. Teachers must integrate strategies in classroom that focus on developing student's self-awareness and social awareness the backbone for self-management and decision-making.

Keywords: social and emotional learning, transformative emotional intelligence, adult learners

Honored: An analysis of MBTI Preferences Among Honors College Students

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Abstract

Personalities have been identified in a variety of contexts. One of the most familiar and reliable tools to determine aspects of one's personality and how he or she is likely to interpret and respond to stimuli is the Myers Briggs Type Inventory, commonly referred to MBTI, (Richmond, 2005). Type inventory allows participants to answer a series of questions to determine their four-letter type, one of 16 possible options, to demonstrate their personality preferences. This tool was employed in two classes of gifted students from a research university in the Southeastern United States in order to help the students better understand themselves and others as they began their academic journey in higher education. The outcomes were remarkable as they helped reinforce expectations in select facets but provided unexpected findings in other areas.

Keywords: gifted, honors college, Myers Briggs Type Inventory

Reference

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Investigating the Effect of Demographic Features of Undergraduate Students on Their 21st-Century Skills

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Abstract

While the acquisition of basic science skills is essential for students, these skills are not sufficient to be creative problem solvers, transfer their knowledge to real-world situations, generate innovative ideas, and use various resources to face the challenges of modern life. In today's information age, a diploma from a good university is not enough for people to find jobs wherever they are in the world. Again, nowadays, reading and writing are not enough to be literate. In the information age of the 21st-century, people to be successful and happy individuals; they must be individuals who can produce, criticize, use mass media and educational technologies, follow social media, communicate with their environment and respect the environment. As a result of the researches, these skills and competencies that should be found in humans are called 21st-century skills (Murat, 2018). When the literature is examined, although there are researches about 21st-century skills in different subjects at primary, middle, and high school level, no research has been found that examines the development levels of 21st-century skills of undergraduate students in term of gender, the faculty they are studying, and the type of high-school they graduated from as well. This study was conducted to investigate the effects of demographic variables such as faculty, high school, and gender on the development levels of 21st-century skills of undergraduate students. The study was conducted with 329 undergraduate students from three faculties of a state university. The "Malaysian 21st-century Skills Instrument (M-21CSI)" was used as a data collecting tool (Osman, Soh, & Arsad, 2010). This instrument was a 5-point Likert-type scale formed from 106 items and five sub-dimensions as well. The M21-CSI's sub-dimensions are namely as digital-age literacy (DAL), high productivity (HP), effective communications (EC), inventive thinking (IT), and spiritual values (SV). Before the application of this instrument, it was translated to Turkish. Also, its reliability and validity study was determined again on 75 participants as a pilot study. A total of 329 students from 3 faculties responded to the online questionnaire prepared to determine the demographic characteristics and 21st-century skills of the undergraduate students. The data obtained were analyzed with SPSS 22 program. While the frequency, percentage, mean, and standard deviation were used in the analysis of the demographic data of the sample, some parametric tests such as the Independent Samples T-test, One-way Anova Test, and Tukey test were used to analyze the effect of demographic variables on undergraduate students' 21-st century skills. Also, "Exploratory Factor Analysis (EFA)", "Kaiser-Meyer-Olkin (KMO)" and "Bartlett test (BT)" were used for validity analysis of the questionnaire, while "Correlation analysis (Cronbach's Alpha)" was used in reliability analysis. The Cronbach's Alpha values of each sub-dimensions obtained were found as follows: 0.93 (DAL), 0.96(IT), 0.94(EC), 0.92(HP) and 0.96(SV). The reliability values of all sub-dimensions of the instrument were found as over 0.90. This result shows that the reliability value of the M-21CSI was sufficient. The fact that the KMO sampling adequacy test of 106 items in the M-21CSI was 0.949 and the Bartlett test results were significant ($p = 0.00$; $p < 0.00$) showed that the data set was suitable for factor analysis. 106 items

of the scale were gathered under 5 factors. It was figured out that these factors explain 55.941% of the total variance. These results show that M-21CSI also has structure validity. To analyze whether the 21st-century skills of the undergraduate students vary according to the gender variable, an independent t-test was conducted and according to the result of this independent t-test, it was determined that the development levels of 21st-century skills did not make a significant difference in terms of gender variable. According to the analysis results obtained; only the development level of digital-age literacy (DAL) skill showed a significant difference in terms of the faculty attended. On the other hand, the one-way Anova test analysis was performed and the results of ANOVA showed that the development levels of any of the 21st-century skills of the undergraduate students participating in the study do not differ significantly according to the variable of the high school they graduated from.

Keywords: demographic variables, 21st-century skills, undergraduate students, gender, higher education

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Journey Towards Inclusion

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Abstract

Inclusion has been a matter of concern since long time across the globe. It has gained momentum in recent years. It means involvement of all persons in society in general and particularly in education, it is very important for the welfare and progress of individuals. So, inclusion in reality is acknowledging our universal oneness and interdependence. Disability has been considered as the single most serious barrier to inclusive education across the globe. And hence needs to be explored. Inclusion is a great challenge where society fights against exclusion and all other issues that are born out of it like inferiority complex, racism, lack of confidence and many more. Inclusive education benefit all children including those with special needs-all children and young people with their individual strengths and weaknesses, with their hopes and expectations, have opportunity and environment to flourish in their own way without discrimination. Inclusion is a principled concept with values in and provide equity and justice to everyone. Currently, particularly in India, there are short comings in the education system, teacher attitude and culture that limit inclusive education. Therefore, we must modify education system, educate our teachers and students to work collaboratively to celebrate diversity. More awareness programmes about the existing policy and programmes need be organized to enhance peoples' knowledge to remove their dogmas as well. Further, programmes and planning need be based on research findings such that inclusive education responds to all pupils as individuals, recognizing individuality with appreciation and respect. Inclusion, a complex concept with its long history of evolution & many perspectives, is based on human needs, that provide justice and right to flourish to everyone including disables. Therefore, drastic changes are needed deeply to modify the scenario including curriculum, attitude, infrastructure, society, research.

Keywords: inclusion, disabilities, special education, era of segregation, era of integration, era of inclusion

Relationship Between Undergraduate Students' 21st-Century Skills, Physics Successes, Attitudes, and Perceptions

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Abstract

The fast progress in 21st-century technologies causes new changes in our daily life. This progress helps individuals to solve problems they encounter in their daily lives. Therefore, nowadays the skills expected from individuals have also are different from the individual's skills expected in the 20th-century. The skills of individuals which help them to be innovative, to be problem solver, to be lifelong learners, innovative, to have critical thinking abilities, and adaptable to new developments were defined as 21st-century skills (Atalay & Anagün, 2016). Regardless of the field, Physics is very important for all basic sciences and even for social sciences too. The developments of physics science have been increased technological developments as well. Therefore, it has a key role that leads to technological improvements (Fishbane, Gasiorowicz, & Thornton, 2003) and will always have a key role in the progress of countries as well. Therefore, physics education problems should be researched and solved to increase the undergraduate students' physics success. In this context, 21st-century skills and their possible effects on physics success are wondered nowadays. This study was performed to figure out the relationship between undergraduate students' 21st-century skills, physics success, attitudes toward physics, and perceptions of physics teaching and learning. The study was carried out with 329 undergraduate students from three Faculties of a public university in Turkey. For collecting data of the study, the "Scale of Attitude toward Physics", "Scale of Perception Related to Physics Teaching and Learning" and "Malaysian 21st-Century Skills Instrument(M21-CSI)(Osman, Soh, & Arsad, 2010)" which were translated to Turkish, were applied to the undergraduate students. The data was analyzed using SPSS 22 statistical program. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used for demographic data of the participants, while multiple regression testing was carried out to figuring out the relationship between variables. Based on the statistical analysis data obtained from the study, it was figured out that there was not a significant relationship between the 21st-century skills and physics success of undergraduate students. However, it was figured out that there was a significant relationship between undergraduate students' 21st-century skills, attitudes toward physics, and their perception related to physics teaching and learning. Many types of researches that have investigated the effect of attitude and perception of students towards different courses have shown that positive attitudes and high perception of learning have a positive effect on students' academic success (Kan'An, 2018; Tay & Tay, 2006; Veloo, Nor, & Khalid, 2015). In conclusion, because the developed 21st-century skills of undergraduate students positively affect the students' attitude towards physics and their perceptions of physics teaching and learning. It can be concluded that having developed 21st-century skills can indirectly affect undergraduate students' physics success as well.

Keywords: undergraduate students, 21st-century skills, attitude, perception, physics success

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Teaching Practice in Pre-Service Teacher Education: A Comparative Analysis in Four European Countries

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Abstract

The presentation highlights the perceived quality of teaching practice (TP) of student teachers in Czech Republic, Germany, Slovenia and Spain, as part of the international project entitled INSHIP: Teaching Practice Partnership Model in Pre-Service Teacher Education. The project's main aim is to develop an innovative model for teaching practice in initial teacher education across Europe, as initial teacher education in the European Higher Education Area is still quite fragmented and diverse in its length and content (Day et al., 2021; European Commission, 2013; Korthagen, 2010; Lawson et al., 2015; Simões et al., 2018). Therefore, the research focuses on national case studies with the aim of gaining a deeper understanding of TP in different educational contexts, capturing the characteristics of good practice and identifying its strengths and weaknesses as a basis for improved quality assurance. A qualitative research approach was used. Student teachers, their university and school mentors and the head teachers of mentor schools were interviewed about their experiences of TP and the content of TP documents was analyzed. The results of the cross-case analysis of the learning objectives of TP show a similar pattern, while the approaches to achieving these objectives differ. Similarities were also found in SWOT; the legal framework is both a barrier and facilitator for TP. More time, less bureaucracy, more motivation among student teachers, and more relevant teaching experiences/opportunities were found to be needed. Student teachers and academic staff identified three main areas in which TP is currently embedded: legal framework, technology and administration. The core of teaching practice - quality, personal development, motivation, communication, professional competencies, and professional identity development - is represented in these themes.

Keywords: teaching practice, pre-service teachers, mentor teachers, professional socialization of teachers

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Inclusive Education

Investigation of School Dropout Among Secondary School Institution

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Abstract

The aim of this study is to examine the reasons for school leavers at the secondary education level, to make suggestions to prevent these dropouts, and to reveal the opinions of individuals having left school about school dropout. In this study, both qualitative and quantitative research models were used. The sample consists of 221 students studying at eight secondary education institutions and 38 individuals who have dropped out of the school, also to deepen the research results eight individuals dropped out. To collect data, two scales and a semi-structured interview form were used. Quantitative data were analyzed, parametric and non-parametric tests were used, and content analysis was conducted for qualitative data. Based on findings, it can be said that counseling and guidance activities at school are important. Also, it is understood that the students trust their mothers and their views more about school dropout. It was seen that the friends of the students who dropped out of school also encouraged them to leave the school and be brought to life as soon as possible. It can be argued that the school is an economic investment tool when students understand that they leave school and earn money by getting a job.

Keywords: school, dropouts, leaving, compulsory

Recognizing Facial Expressions of Emotions for Students With Learning Disabilities

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Abstract

Facial emotion recognition is the ability to accurately describe human emotions through facial expression (Ekman & Keltner, 1997). Understanding and interpreting facial expressions is very crucial for interpreting other people's intentions and adjusting self-behavior. Individuals develop facial expressions naturally from childhood to old ages. Relatedly, recognizing emotional expressions enables individuals to make inferences about their wishes, intentions, needs and the issues of organizing communication (Matsumoto, Frank, & Hyun, 2013). There are some emotions such as happiness, sadness, surprise, contempt, anger, fear, and disgust. However, when individuals have Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Learning Disabilities (LD), and Intellectual Disabilities emotional recognition may not accurately develop (Eack, Mazefsky, & Minshew, 2015; Yuill & Lyon, 2007; Wishart et al., 2007; Holder & Kirkpatrick, 1991). When literature is reviewed it was found that very limited studies has been done when relating facial expression of emotions to learning disabilities. Although literature is limited in terms of learning disabilities and facial expressions, some studies showing that children with learning disabilities have an issue in recognizing facial expressions compared to typically developing children (Holder & Kirkpatrick, 1991; Ouherrou et al., 2019; Dimitrovsky, Spector, & Levy-Shiff, 2000; Kılıç-Tülü & Ergül, 2016). This situation can negatively affect the social skills of children with learning disabilities. This study investigated the ability of children with learning disabilities in terms of recognizing their emotional expression compared to children with normal development. Based on this purpose, research questions are as follows: (a) Do children with learning disabilities show a significant difference in facial expressions recognition skills compared to normally developing children?; and (b) Do children show a statistically significant difference in facial expressions recognition skills based on gender? The participants of the research consist of 25 typical developed students and 25 students with learning disabilities. The average age of the students ($M=10.62$, $SD=1.61$; range 7-13 years). Mean age of the LD Group ($M=9.96$, $SD= 1.64$); mean age of the control group ($M=11.28$, $SD=1.30$). According to the t-test results, there was a significant difference between the recognition levels of emotional expressions of students with LD and students without LD ($t=-2.684$, $p<.01$). According to this finding, the recognition levels of emotional expressions of students with LD are significantly lower than the averages of students without LD. Another finding was that there was a significant difference between the recognition levels of emotional expressions of female students and male students ($t=2.351$, $p<.01$). According to this finding, the recognition levels of emotional expressions of female students are significantly higher than the averages of male students.

Keywords: learning disabilities, facial expressions, recognizing expressions

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Leadership for Students With Disabilities: Opportunities and Challenges

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Abstract

The development of an inclusive society begins from the implementation of inclusive education of the nation (Kopnina, 2020). As the implementation of inclusive education system in certain countries have more historical influences compared to other countries (Wah, 2010), Southeast Asian countries such as Malaysia, has also been in the movement of building an inclusive society as significantly highlighted in the Malaysian Education Blueprint 2013-2025 (Ministry of Education, 2013). In order to promote inclusiveness in Malaysia, the Government has implemented several policies to support students with disabilities such as including more students with disabilities in the national education system (Lee, 2019). Other than increasing the school enrolment rate of students with disabilities, the awareness of protecting their welfare and providing leadership opportunities is rising. Researchers have developed a model to empower student with disabilities (Jacques & Abel, 2020), frameworks on student leadership development (Kouzes & Posner, 2018) and provided implications on helping students with disabilities' transition to college (Keenan et al., 2019) as well as explored on developing inclusive school environment (DeMatthews, Kotok, & Serafini, 2020). Despite the rising attention, little evidence exists on the leadership opportunities for students with disabilities in extracurricular activities (Adams, Semaadleri, & Tan, 2019; Carter et al., 2011; Chapman et al., 2011; Klisz, 2014). Therefore, this study intends to extend the knowledge base by exploring the perceptions of school's senior assistant in special education and special education teachers on the leadership opportunities for students with disabilities in extracurricular activities and the challenges they faced when leading as a leader in extracurricular activities. The methodology employed in this study is qualitative methodology. In qualitative methodology, a phenomenological case study approach was selected as the research design to explore the perceptions of the school senior assistant in special education and special education teachers. The data was collected through semi-structured interviews with 1 senior assistant in special education and 4 special education teachers from a public high school with Special Education Integration Program (SEIP), a program for students with different types of disabilities in Kuala Lumpur, Malaysia. The data collected was transcribed and analyzed using the software, ATLAS.ti 8. In the process of transcribing, inductive coding was also applied in to identify the codes in the transcript and the categories of themes for each research question were matched. The findings presents a contextual findings and it is learnt that leading as a group leader, leadership positions in extracurricular activities, tasks and responsibilities performance are essential opportunities afforded for students with disabilities. On the other hand, the challenges these students encountered when leading as a leader in extracurricular activities was lacking self-confidence, their disabilities attributes, perceptions among the parents, friends, and community. This study may be a guide to conduct future research in other contexts. Nonetheless, practitioners such as school leaders and teachers might benefit from the findings of this study to recognize the importance of providing an inclusive learning environment and to address the shortcomings and challenges in the process of developing leadership skills for students with disabilities.

Keywords: student leadership opportunities, students with disabilities, extracurricular activities, student leadership

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A Deconstructive Reading of Intercultural Education of Teacher' and School Leaders' Narrative in Italy

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Abstract

As a result of the recent influx of immigrant students, intercultural education has become a significant field of interest in Italy. Despite the fact that many educational projects have a well-established rhetorical and ideological approach, the term “intercultural” has become a generic term that has been loosely defined and poorly implemented. On that basis, this article offers a deconstructive reading of a qualitative study conducted in Sicilian schools as part of a European intercultural education project. The study sought to learn more about how cultural diversity representations influence teachers' educational and ethical actions when working with migrant students. We used the deconstruction perspective as a model of analysis to interpret the narrations of teachers and school leaders on intercultural education. The deconstructive analysis revealed a wealth of content, both in terms of the breadth and richness of the answers and the complexity and intertwining of the emerging intercultural issues. Cultural models of teachers influence not only their students but most importantly, their own teaching and professional profiles. Indeed, the ultimate goal is to deconstruct dominant representations of difference and diversity, as well as the implicit pedagogical culture that influences teachers' educational and teaching practices.

Keywords: inclusion, deconstruction, intercultural education, Italy

A Theoretical Approach to the Integrative Processes of ICT in Education: A New Critical Focus

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Abstract

Currently, one of the most relevant and interesting challenges in the educational world is integrating information and communication technologies (ICTs) in all its structures. Digitalization and virtualization processes are becoming increasingly necessary to support teaching or for its complete development, as demonstrated in the COVID-19 pandemic. However, no general theoretical structure establishes global guidelines, even though this is an international problem. In the methodological context of the philosophy of education, this paper aims to present an analysis that determines that, at present, ICTs are not only technical instruments of an informative or communicative nature but also form the basis of powerful media. It is necessary to consider the integrative processes in education, their actual presence, and the power of influence they have in the lives of citizens. The most important conclusion is that ICTs cannot be reduced to mere instruments or professional tools, as is being done today in the educational general guidelines. ICTs are, above all, fundamental elements of today's digital society that need to be integrated as an object of study at all educational levels.

Keywords: educational technology, ICT, philosophy of education, digital revolution, media education, digital society

Accessibility and Usage of Cultural Heritage by the Disabled Users: Understanding of Parents' Points of View

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Abstract

Background: Italian educational system express an increasing interest in adopting strategies to improve accessibility and participation for all, but not always for the disabled users' needs, underestimating the value of inclusive education in various contexts of everyday life. *Method:* A preliminary study with 82 parents of children and preadolescents with intellectual disability, sensory impairments, and physical disability was carried out adopting the "inclusive research paradigm" to investigate parents' perceptions, levels of satisfaction, and attitudes toward obstacles/facilitators to accessibility and usage of cultural heritage sites in Sicilian context. *Results:* Using an online questionnaire, parental satisfaction degree with accessibility to cultural heritage sites by the disabled users is rather low, mainly in relation to elimination of architectural barriers and to the offered information by these sites to disabled people. Most parents of disabled users believe that these sites are partially or not at all accessible to people with physical disabilities and the same results are observed for users with sensory and intellectual disabilities. Additionally, they agree with the idea that guides and internal staff in places of cultural heritage are partially or not at all prepared to welcome people with disabilities, and haptic routes and audio guides are not at all suitable for sensory impaired users. *Conclusions:* Knowing the parents' attitudes might make possible the comprehension of obstacles and facilitators in accessing these cultural heritage sites and the creation of different opportunities for presenting information and other materials in an inclusive way.

Keywords: cultural heritage, design for all, parents, inclusive education, disability

Syrian Children's Perceived Integration Into Turkish National Education System

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Abstract

This study is conducted to analyze Syrian children's educational life from the perspective of the teachers and explore their acculturation process, and adaptation into the Turkish culture with reference to the difficulties. Moreover, the study will take into account their academic attainment as well as the implemented bilingual education model. Grounded theory was utilized to analyze the data as it enables a scrupulous analysis when there is not much detailed information on the topic. Thematic analysis was conducted as the qualitative research design is required to explore and identify the academic achievement and social adaptation process of Syrian students in Turkey. The findings suggest that the teachers are aware of the Syrian students' distinctive situation; however, they feel incompetent in supporting them. As for the Syrian students, teachers point at the language barrier they encounter while describing these children's deficiency in both social adaptation and academic achievement. Therefore, they recommend supplying extra courses to enhance their language development and advise a common bilingual education model to be implemented. Besides, the teachers also highlight the significance of providing both psychological and social support for them in order to facilitate their acculturation.

Keywords: Syrian refugee children, acculturation, social adaptation, bilingual education, academic achievement

The Efficacy of Point-of-View Video Modeling on Increasing the Level of Social and Communication Behaviors

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Abstract

Autism is a complex neurobiological disorder that impacts people's social interaction capacities and verbal communication, mimics, gestures, and body language. In addition, this disorder affects people's repertoires of activities and interests (Bauminger-Zviely, Eden, Zancanaro & Gal, 2013). These social communication deficits influence individuals with ASD's daily lives. (White et al., 2006). Therefore, increasing the level of social and communication behaviors for individuals with autism spectrum disorder (ASD) is one of the priority areas for researchers. One of these effective interventions for improving social and communication skills is video modeling (VM). The VM intervention has multiple variations, and one of these variations is point-of-view video modeling (POVVM) which can improve social and communication behaviors for children with ASD (Kouo Lee, 2019; Lee, 2015). The current research examined the effectiveness of POVVM on increasing the level of social initiation skills for young children with ASD. The researcher implemented a multiple-baseline across participants design on three preschool-age children with ASD to improve social initiation skills using POVVM intervention. Specifically, these participants were taught greetings and engaging play activity behaviors using POVVM intervention. As a result, all participants improved their greetings and engaging play activity behaviors. The result of the study indicated that POVVM is an effective intervention for increasing the level of social initiation behaviors. Consideration for interpretation and recommendations for future research are discussed.

Keywords: Autism Spectrum Disorder (ASD), video modeling, point-of-view video modeling (POVVM), social initiation

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The Opinions of Primary School Teachers on Multiculturalism

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Abstract

The aim of this study is to reveal primary school teachers' opinions on multiculturalism. Within the scope of the study, the opinions of 10 primary school teachers working in different schools in the province of Van have been consulted. This study is a qualitative and descriptive study. Structured interview forms were used to collect data. The data obtained were analyzed by content analysis. When the results obtained in the study are examined in generally; teachers did not receive an adequate training / seminar on multiculturalism; teachers see themselves insufficient in a multicultural classroom management; teachers generally evaluate multicultural classrooms positively; teachers think that textbooks and teaching programs are insufficient in terms of multiculturalism.

Keywords: multiculturalism, primary school teacher, opinions

International Education

A Lifelong Learning Experience for Teachers: Overseas Teaching

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Abstract

Today, school culture is getting more diverse than ever. Unfortunately, even schools are full of diverse learners; most of the teachers start teaching with limited exposure to cultural diversity and a little knowledge of the world (O'Connor & Zeichner, 2011). Additionally, teachers are unaware of influence of globalization in the children's life (Grant 1992, Ladson-Billings, 1994; Merrifield, 1991)

Numerous studies touch on the missing issue that there is less emphasis on community-based experience in teacher education (Cochran-Smith, 2004; Murrell, 2001). Zeichner (1996) claimed most practicum experiences, including student teaching, are narrowly focused on the classroom setting alone, lacking attention to school and community context, and consequently often fail to prepare student teachers for the full scope of the teacher's role.

In order to fill this gap, many universities in the United States have initiated cross-cultural teaching projects to prepare pre-service teachers for a diverse teaching environment and global world. Cross-cultural teaching programs have been initiated with the premise of introducing a diverse cultural environment in both local and international educational settings.

Community-based learning experiences play an important role in preparing prospective teachers to work with school and community populations that are different from their own background (Cochran-Smith, 2004). It is noted that "community experiences seem to have an impact on the complexity of prospective teachers' views of culture, their cultural understanding, their appreciation of family resources, and their ability to contextualize the concepts they are learning in course" p.165). Community participation provides valuable community background information not available through the typical classroom field experiences (Brown & Kysilka, 2002). At this point, cross-cultural teaching experiences play an important role in giving opportunities to teachers to have community-based teaching experiences both within the United States and international countries. Particularly overseas student teaching enables teachers to involve in broad community experiences. Within projects teachers are encouraged to leave their comfort zone to engage with diversity and learn the way in which other countries, cultures teach their children.

The purpose of this study is to explore experiences of teachers who participated in an overseas teaching project led by one of the mid-western universities in the US. Qualitative research approach was employed in this study. The researcher, first, has employed document analysis techniques by analyzing the description of the project, curriculum materials, and project phases. Following, in order to get rich information about teachers' beliefs towards overseas cultural immersion experiences, a semi-structured interview was employed. The respondent group for this study consists of 6 volunteer teachers. The host countries of participants include England, New Zealand, Turkey, Scotland and Spain.

The overseas project mentioned here is maintained with the collaboration of the teacher education program and also with the international universities, schools and organizations. The program is open to both pre-service and in-service teachers however mostly pre-service teachers have participated in the project. Before going abroad, participants need to complete requirements and meet the program's standards. The overseas project consists of three phases: 1) the preparatory phase, 2) state teaching phase, and 3) overseas immersion experiences. In the preparatory phase, project participants need to take intensive preparation including seminars, readings, and workshop that allow them to gain more insights about their host country/nation's culture, history, and education system. After the preparatory phase, project participants are first required to teach at least 10 weeks of teaching in the state schools and then they are assigned to their host country/nations' school for a minimum of 8 weeks.

Based on the outcomes of the study, teachers benefited positively as a result of overseas cultural immersion experiences. Participants stated that it was challenging at some level, for example understanding conversations or adapting to a new culture. They saw these challenges as a positive thing that enabled them to grow. Participants still see these experiences as very beneficial for their life, and they strongly recommend that everybody should participate. The findings indicate that their overseas teaching experiences make very positive effects on their life. These benefits include both personal and professional growth. Personally they became more flexible and risk-takers, developed self-competency, critical thinking and empathy, having more desire to travel and see other places and countries. Professionally teachers found opportunities to share knowledge, and have learned new ways of teaching and pedagogy. They got awareness of teaching strengths and weaknesses, and learning different classroom management strategies.

Eisner (1991) claims that the voices of teachers are very important sources in educational research. This study aims at hearing what teachers say about their experiences and wants to announce their reflections for others in order to contribute other's learning who did not have overseas teaching practice. Also, the results of this study are beneficial for curriculum designers and teacher educators to provide and design cross-cultural teaching experiences with active engagement for prospective teachers.

Keywords: teacher education, global thinking, community participation

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Sustaining Internationalization in Higher Education: Before and After the COVID-19 Pandemic

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Abstract

Higher education (HE) institutions have long recognized the importance of maintaining competitiveness and sustainability in the global market. In that, universities need to strengthen their global presence through various internationalization activities to attract international student admission and lead in innovation. Globalization, the 21st century economic, scientific, and technological trends worldwide, has required HE to date to assume new roles of creating new knowledge and preparing graduates for the new economy (Altbach, 1998; 2004). Furthermore, an inclusive view of sustainability in HE perceived the need for universities to build a strong international brand to make quality education more accessible. Therefore, a collaboration between cross-national HE institutions can be a strategy to address not only the intensifying market forces but also the need to sustain growth across multiple collaborative forms. HE internationalization purposes may differ across contexts. However, they often include academic, economic, and social goals to improve the institutional capacity to offer better quality programs and finance their academic and research endeavors (Huang, 2007; OECD, 2009). From the HE strategic management perspective, internationalization may promote knowledge-based innovations, income raising, and competitiveness. In a broader scope, increasing international collaboration is necessary to achieve institutional goals and global sustainable development. Internationalization at home and abroad are two internationalization approaches, including student recruitment; student and staff mobility; collaborative teaching, overseas campuses, distance learning; collaborative research and enterprise; and curriculum reform (Maringe & Foskett, 2010). Globalization, unfortunately, poses two different implications that can hinder international relations. It can reduce poverty at the same time, increase the socioeconomic gap between the high-income and low-income economies, often termed as the North-South divide (Arrighi, Silver, & Brewer, 2003; Reuveny & Thompson, 2008). The UN has set eradicating poverty and inequity in less developed countries as critical international agendas focused on broad and sustained efforts to ensure globalization becomes a positive force (UN General Assembly, 2000). One of the 2030 Sustainable Development Goals (SDGs) is to promote inclusive and equitable quality education and lifelong learning, achieved through increased opportunity and scholarships for developing countries to enroll in various training and study programs in developed countries (UN General Assembly, 2015). Research, however, has documented concerns on dependency in the partnership between HE institutions geographically located in countries with unequal resources. Altbach (2004) stated that it would be challenging to create mutual academic relationships and prevent globalization

from turning into neocolonialism. The ongoing global health crisis has recently intensified this challenge for universities in many areas. The past two years have seen the COVID-19 pandemic cause disruptions and a wider gap to the already-existing ones in the HE reform agenda. This challenge includes maintaining internationalization initiatives that Altbach and Night (2007) argue have been predominantly student and faculty movement from the South to the North. This study examined existing theoretical underpinnings and best practices on internationalization in HE. Lessons from thirty-four case studies examining partnerships between institutions in developing and developed countries offered insights into challenges and strategies to engage in various academic and scientific exchanges. It further synthesized recent conversations on how the challenges have evolved due to the COVID-19 pandemic and new approaches to create better and more equitable HE opportunities. Based on the literature produced to date, this study unearthed aspects impeding international collaboration between HE institutions having unequal resources. It also aimed to identify best practices suggested in previous case studies and how the recent pandemic might have affected HE internationalization. The overarching objectives were to illuminate patterns of issues to anticipate and what changes and directions were represented in the current discourse of HE internationalization. We employed summative content analysis to examine aspects affecting successful internationalization in HE. Summative content analysis, a qualitative approach to content analysis, identifies keywords in the text and investigates how these words are used in context (Hsieh & Shannon, 2005). Two types of analysis are manifest and latent content analysis. The earlier refers to counting the frequency of specific words or content (Konracki & Wellman, 2002), whereas the latter involves measuring the frequency and the interpretation of words in context (Holsti, 1969; Babbie, 1992; Catanzaro, 1988). We used latent content analysis to examine our data. The peer-reviewed journal search of articles between 2009 – 2020 used keywords of *case study*, *higher education*, *internationalization*, and their equivalent terms. Among the seventy-four captured articles, thirty-four articles were retained for the analysis as they reported partnerships between HE institutions geographically located in developed and developing countries. We also used a narrative literature review approach to synthesize key internationalization theories and analyze seven articles selected on HE internationalization in light of the pandemic. Tentative findings of the study suggest challenges and strategies built around six major themes of reciprocal relationship, cultural competency and credibility, institutional support, logistical support, faculty workload and incentives, and periodic assessment and evaluation. The reciprocity and cultural competency appear frequently and are interconnected themes indicating some shared behaviors as prerequisites for establishing and maintaining partnerships. Since the dominant internationalization efforts have been on student and faculty cross-nation mobility, institutional and logistical supports and faculty assignment become crucial issues to address to attract more admissions, maintain participation, and ensure gains. Finally, there is a need for continuous program evaluation as an integrated effort to evaluate objective attainment, strategy efficacy and identify changing contexts along the internationalization process. In general international collaborations will continue to be a marker of borderless education that requires HE institutions globally to adopt internationalization at home and abroad. The COVID-19 pandemic has been seen as accelerating university initiatives to increase their capacity to operate remotely. The internationalization's goal to attain the Sustainable Development Goals may remain the same. However, the global crisis potentially creates wider gaps between HE institutions, especially in their readiness to provide digital infrastructure and experiences. Instead of viewing internationalization predominantly from its economic rationales, there has been an urge to address other dimensions that allow diverse participation and equitable access to HE. The approach and

efforts are likely to shift from internationalization abroad to internationalization at home, as de Wit and Altbach (2021) put it. The past two years of internationalization in HE discourse have emphasized the need to address the inequality and power dynamics at play. It becomes even more imperative in the wake of this global pandemic that HE institutions collectively overcome the political, economic, and sociocultural hegemony. That said, HE institutions should move toward a more socially responsible approach in their international interactions and measures to stimulate global learning for all.

Keywords: higher education, internationalization, partnership, sustainability, content analysis, COVID-19 pandemic

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Cross-Cultural Differences to Implement the Social Practice Research of College Students' Overseas Volunteer Work

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Abstract

The 21st century is an era in which excellence is pursued. Under the influence of a diversified society, many countries have promoted USR in universities, and the core goals of different countries are different; In recent years, because of the vigorous development of learning, building dreams, cherishing beads, and flying in the “Ministry of Education Award for Students Study Abroad”, more and more college students have been baptized by cross-culturalism, and many schools have also launched corresponding internships. The main purpose of this research is to combine the “University Social Responsibility Practice Project” to flip the traditional curriculum and implement the dream-building project for college students. In addition to, from the perspective of Taiwan’s preschool education industry, the most important thing is the kindergarten teaching methods. Whether art and foreign language courses are included. These are the first conditions for attracting parents to apply for admission. Finally, the purpose of this overseas internship is to bring the teaching methods and culture of early childhood education in Taiwan to foreign countries, learn the local teaching methods in Indonesia, and carry out cultural exchanges, so that both parties can achieve a win-win situation.

Keywords: social responsibility practice, cross-culture difference, internship

A Gap Analysis of Satisfaction Among International Students Studying in the United States

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Abstract

International students brought a broad range of benefits to the United States before the COVID-19 pandemic, from billions of dollars of tuition and fees directly paid to host universities to economic impacts on the country's inbound tourism made by the students' families. Nevertheless, the choice to study in the United States presented many challenges and problems for them. A survey of the existing literature showed that expectations of and perceptions toward their academic studies and professional development of these students, particularly those from mainland China, has been less explored. This paper was thus designed to fill this void by collecting empirical data among Chinese students in eight large public universities located in the Midwestern US. Statistical analyses revealed many gaps between mainland Chinese students' expectations and their perceptions as well as identified interesting factors that significantly influenced their overall satisfaction. The findings provided higher education administrators, educators, leaders, marketers, and policy makers with insights on how to interact effectively with the Chinese market in the future if they still want to capitalize on this market in the post-pandemic era.

Keywords: Chinese students, international education, international marketing, expectation, perception, and satisfaction

“Practice Basic Hygiene, and You’ll Stay Healthy”: How Primary School Reading Textbooks Transmitted Cultural Education in The Soviet Union

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Abstract

Russia’s Cultural Revolution, beginning after the October Revolution in 1917, produced a broadly defined understanding of culture and cultural education at Russian schools that encompassed even basic hygiene and health. Drawing from postdoctoral research, this paper discusses the Cultural Revolution’s impact and its ideas on cultural education as presented in textbooks for 10-year general education schools in the Soviet Union. Discourse analysis revealed that the schoolbooks acted as an interface between a functional education system and changes in its surrounding environment, especially changes due to the Cultural Revolution. Amid today’s COVID-19 pandemic, the study’s findings raise several questions about what can be learned from the past, including to what extent topics of health and basic hygiene should be part of cultural education and to what extent textbooks and other learning materials should transmit that education.

Keywords: cultural revolution, Soviet Union, cultural education, health, socialism, discourse analysis

Effective Strategies for Building Geo-Centric Attitudes of Business Management Students Through Campus Internationalization

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Abstract

Business students need appropriate training and education to survive in the 21st-century world and push back the frontiers of conventional linear thinking and acting habits. These habits have the potential to hamper the efforts of creating a shared future. The critical survival and success factors usually depend on how to train and produce educated professionals. In sum, the success of building a competent and highly qualified scientific and professional young talent of tomorrow depends on what we think, plan, decide, act, and control today. The core elements of the knowledge creation, dissemination, and application process are learning, critical thinking, problem-solving, analytical thought, creativity, and innovation. These elements are essential and formidable to achieve. One push factor is to create and promote educational opportunities in their several dimensions to nurture the dynamics of the above-mentioned elements as a proven scientific process. Higher education institutions should play an essential role in the process. As the core determinants of human resources development, academic institutions have the mandate to train and produce the desired GEOCENTRIC educated professionals as the principal actors in the complex global scene. Therefore, we need to fundamentally shape academic institutions in line with the ACT LOCAL AND THINK GLOBAL based cultural and institutional structures. FSC is a part of the State University of New York (SUNY) system. Its mission is focused on delivering exceptional academic and applied-learning outcomes through scholarship, research, institutional development, and students' productive engagement. FSC is committed to promoting student-centered learning and inclusiveness in building the young talent as productive value producers and leaders of tomorrow. Therefore, FSC needs to boost its capacity to train and produce qualified graduates required in the current integrated and interdependent global reality. FSC graduates should demonstrate excellence and competitiveness in a diverse and dynamic society. The FSC roadmap for sustainable development and broader outreach depends on these core strategic goals. Policies and goals formulation is more manageable than implementation. Effective implementation is the challenging one that requires well-crafted relevant modalities and technical arrangements and joint efforts of all stakeholders. In this study, I focused on the HOWs and WHYs of effective and value constructing a project-based framework with all its modalities of implementation for a successful outcome in the desired manner. It is necessary to break down the projected framework into deliverable tasks and sub-tasks that demand a successful implementation and execution. This is to ensure the active participation of all stakeholders in the process. As a foundational work for this study, I conducted an extensive Strength, Weakness, Opportunity, and Threat (SWOT) analysis to know the current situation, and to help me to recommend appropriate and implementation strategies and courses of actions that are cardinal for the achievement of this noble objective.

Keywords: internationalization of education, global development, geo-centric attitude, sustainable higher education, policies, and strategies

Pre K-12

The Effect of Mathematics Teaching Through Micro Learning in the E-Learning Environment on Conceptual and Procedural Knowledge

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Abstract

Micro learning is a new learning field that arises against the increasing need for lifelong learning and aims to discover new learning ways and is included in e-learning environments (Job & Ogalo, 2012). Micro-learning is one of the reform-oriented approaches that can accelerate digital transformation in mathematics teaching, contribute to integrating technology in mathematics education and engage students in mathematics. In the study, we discussed the conceptual and procedural information on the subject of "Ratio." We have created conceptual and operational information definitions on the subject. In the study we conducted within qualitative research, we preferred the case study approach research design. The study participants are ten sixth-grade students studying in a secondary school in the Eastern Anatolia region from Turkey. In the study, we used the Conceptual and Procedural Knowledge Test (CPKT), consisting of 22 questions that we developed as a data collection tool and interviews. We prepared digital content with Web 2.0 tools. We analyzed the data we obtained within the scope of the research with the method of content analysis. Based on the findings obtained within the scope of the research, it can be said that both the conceptual and procedural knowledge of the students on the subject of "Ratio" after the education made by microlearning in the e-learning environment is at the desired level. This result shows that micro-learning can be used in mathematics learning-teaching processes.

Keywords: mathematic education, micro learning, conceptual and procedural knowledge

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The Content Analysis of Wordless Picturebooks: From a Cultural Perspective

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Abstract

Wordless picturebook narrates with no words to work in tandem with illustrations. Readers use only the illustrations to interpret the meaning between the pages in the book with their own experiences and cognitive abilities. It is fascinating that wordless picturebooks have more imagination and rooms of interpretation. Whether you are adults or children, young or old, rich or poor, you can have your own interpretation of wordless picturebooks. Therefore, the wordless picturebooks can be applied in education flexibly (Smith, 2003).

There are two kinds of illustrative styles of wordless picturebooks, narrative style and abstract style. The narrative style illustrates the story explicitly, which makes it easier for readers to relate to the characters in the story. The abstract style includes metaphysical concepts or feelings about author's personal viewpoint. Readers would be inspired and created new aesthetic experience.

Bin I's design classify gives us more information on how the wordless picturebooks used to construct the stories (Bin, Tang & Huang, 2004). The taxonomy of Bin I contains 11 categories, such as: Sweetness Style, Strange Style, Comic Style...etc. In addition, culture elements play an important part in wordless picturebooks. The authors of wordless picturebooks use explicit elements and implicit elements to present their culture. Our goal of the study is to 1. Investigate the styles and designs of wordless picturebooks, and 2. Compare the differences between Taiwanese wordless picturebooks and those from other country's.

We employed content analysis research method of the study, and focused on analyzing the design, style and culture connections of wordless picturebooks created by Taiwanese authors and authors from other cultures. After an exhausted search on wordless picturebooks, we found a total of twenty-three books, six of them were created by Taiwanese authors and seventeen of them were created by authors from other countries. Years of publication ranges from 1978 to 2016. Some titles of Taiwanese wordless picturebooks are: *A Day Trip*, *One Afternoon and Tour of Tainan* by Joyce Sun, and *Missing You* by Chih-Yuan Chen. The picturebooks were inspired by the experience of local life including Chinese culture and Taiwanese living styles. Some titles of wordless picturebooks from other cultures are: *Snowman*, *Mouse Book series*, *Dreams*.....etc.

We first divided the wordless books into abstract style or narration style. Then we classified all 23 wordless picturebooks with the taxonomy of Bin I's. After coding, there are twelve samples for narrative style and eleven for abstract style. In the taxonomy of Bin I's design, the Sweetness Style (22%) and Design Style (22%) contains most books. The Taiwanese wordless picturebooks fall into only two categories: Design Style and Lyrical Style.

We also analyzed cultural elements in these wordless picturebooks with explicit elements and/or implicit elements. Explicit cultural elements are presented by buildings, symbols, written texts, living environment and characters. Implicit cultural elements are presented with daily life routines,

materials, weather and author themselves. The most common is environment, followed by daily life routines.

After analysis with narrative and abstract style, categorized with Bin I's taxonomy, and looked at their culture elements with explicit and implicit features, we discuss them in the following section by Bin I's taxonomy. As a side-note, Bin I's original taxonomy contains 11 categories, however, three categories that are outdated and do not suitable for the study. Therefore, there are eight categories below.

Sweetness Style (SW) accounts for 22% of wordless picturebooks: Wordless picturebooks employed Sweetness Style present the work with mild colors. Reading the Sweetness Style of wordless picturebooks, you can find some unexpected details behind the scenes, where authors presented their cultural background that makes the story sweeter and warmer than other styles. The character in sweetness style maintains realistic style and deliberately cuter. Furthermore, the body performance is exquisite. So, the culture elements will appear in character and dynamic activity in the story. For some examples: Frog on His Own, Guess Who Does What?, Sunshine, KASA, Dreams.

Design Style (DS) accounts for 22% of wordless picturebooks: Design style is commonly used in wordless picturebooks, and it is both objective and generality. Readers can understand what the authors were trying to express instantly. The background was illustrated delicately and not ostensibly. Through its exquisite performance, we can find the cultural elements in the details of the pictures. Moreover, there is a way of expressing time change, time moving, and/or two narrative threads. Hsin-Yu Sun, one of the Taiwanese authors is an expert of expressing what she wanted to say with the composition of pictures. The picturebook content was influenced by her cultural background. Reader can sense and feel the Taiwanese culture. Some Taiwanese wordless picturebooks in this category are: It's Raining, One Afternoon, A Trip of Tainan, A Trip from the Zoo. Wordless picturebooks from other country: Noah's Ark.

Strange Style (ST) accounts for 17% of wordless picturebooks: The feature of Strange Style is the transformation between reality and imagination, which makes the it strange and attractive. In the story, we can find authors' imagination and the cultural elements in the scenes or characters. Part of realistic story can also be found displaying explicit cultural elements with texts on the signs. Some examples are: Tuesday, Flotsam, 7 Sector, The arrival.

Comic Style (CM) accounts for 9% o of wordless picturebooks: Comic Style is boast and exaggerated. The authors usually use simple shapes or lines to make the characters funny. It put emphasizes on the story plot. However, it is also difficult to find the cultural elements in pictures, because the images are simple and the story line is also brief. An example of Comic Style is: Mister O, Mister I.

Fairy Tale (FT) accounts for 9% of wordless picturebooks: Fairy Tale Style emphasizes interactions between characters and the environment authors created. The characters usually played by animals or anthropomorphic objects, which is children's favorite styles. The Fairy Tale Style also reflects cultural connotation. Some examples are: Crocodile Profession, The Snowman.

Lyrical Style (LY) accounts for 9% of wordless picturebooks: The image performance of this style is delicate and realistic. So, it can express the cultural contents in multiple ways, such as texts on objects and symbols. The color of this style is fresh and soft, which makes the feeling of settings stronger. Many Taiwanese authors like to use this style to convey the strong and introverted emotions of Taiwanese culture. Some examples of Taiwanese wordless picturebooks: *Puppy*, *Missing You*.

Decoration Style (DC) accounts for 9% of wordless picturebooks: For Decoration Style, the image is flat and the story composition is simple. Cultural content is not clearly depicted. Examples of the picturebooks: *Mouse Book series: The Plane, The Color*.

Childhood Style (CH) accounts for 4% of wordless picturebooks: Childhood style captures the feature of children's drawing, with less details. Therefore, we can only find cultural elements from the characters in the story or in their life experiences, such as the picturebook: *Wave*.

Our study found that wordless picturebooks provide both narration and abstract styles. In addition, wordless picturebooks tend to use Sweetness style and Design styles to present authors' life experiences and ideas. We also found that Taiwanese wordless picturebooks tended to use only design style and lyrical styles. To conclude, books play an important role of cultural transmission. Wordless picturebooks, especially, are more direct in presenting cultural content. It is our hope that we can analyze these contents from wordless picturebooks, so we can be more inclusive and commit to promoting and respect diversity.

Keywords: the wordless picturebook, picturebook classification, culture content analysis

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Private Sector Secondary School Students' Exhaustive Learning Difficulties in Mathematics: Teachers' Perspective

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Abstract

Mathematics leads exist in every walk of life. It plays a dynamic role in students' progress in school as well as in their daily life activities. Mathematics requires greater skills to teach and learn. Therefore, learning Mathematics is often considered a difficult subject. Mathematics is considered as boring and complex subject by the students. In the same way, various researchers, e.g. Gafoor and Kurukkan, 2015; Liu and Koirala, 2009; Mensah et al., 2013 reported that the teachers reflected Mathematics subject as is challenging and complex. In Pakistan, the curriculum of mathematics approved for secondary classes has a wide range of concepts that the students have learned and mastered. In reality, learning Mathematics is not enjoyable for all but like a nightmare for the majority of students who are studying in secondary schools (Ali, 2011). Shoaib and Saeed (2016) stated that students' focus is to memorize mathematics' rules without an understanding of what is the need and usability of these mathematics' rules. Mathematics is an interesting subject as Farooq and Shah (2008) said students showed a positive attitude towards learning Mathematics. But this is one side of the picture as the researches showed that many factors affect the students' learning in Mathematics. Moreover, several scholars i.e. Chinn (2011); Lazim et al (2004); Tambychik and Meerah (2010), discovered that students find Mathematics difficult in understanding language, and problem-solving. They also found that students are lacked in visualizing number-fact which are required for many mathematical skills. Literature required a study to examine the teachers' perception of their students' learning in Mathematics. Because the students at the secondary level are considered the future of our nation, so it is necessary to find out the barriers that students face in learning Mathematics. The purpose of the study was to explore the teachers' perceptions about the students' exhaustive learning difficulties in mathematics at the secondary level. Moreover, the study also aimed to examine the reasons for students' conceptual difficulties that they face in learning Mathematics and to identify the factors that can improve students' learning in Mathematics. The research was based on a descriptive qualitative approach. For this study, 50 Mathematics teachers from private sector schools of District Lahore were selected purposively as a sample of the study. The researcher was used thematic analysis technique to analyzed self- developed a validated structured interview protocol. Teachers highlighted many topics of Mathematics at the secondary level: general concepts regarding algebra, geometry, set theory, base and number theory, etc., are difficult for students. Students generally face difficulty in solving algebraic expression, its addition, and subtraction. They also fail to understand that zero is positive or negative. Moreover, they also disclosed multiple reasons for students' difficulties in learning Mathematics i.e.: boring and difficult subject; lengthy syllabus; weak base at primary level; lack of trainings and interest of teachers. Students face difficulties in learning Mathematics because they have less interest and do only cramming instead of conceptual learning. Similarly, they neither practice and nor revise their Mathematics classwork at home and they show a careless attitude towards learning Mathematics. Teachers used only the lecture method with the use of whiteboard only. On the other hand, some teachers said that the syllabus of Mathematics at the

secondary level is difficult and lengthy. They try to apply different teaching strategies but they fail to enhance students' positive attitude towards learning Mathematics. Teachers suggested different aspects which may promote students' learning in Mathematics at the secondary level i.e. use of different activities, workshop, providing knowledge and examples about the usability of Mathematics in their daily life, teachers and parents' cooperation about particular research can be one of the bases for the further research in perspective of secondary school. The following recommendations were developed based on results. Mathematics conceptual difficulties may be discussed with students and their parents through parents and teachers conferences. So that, parents may correct their children the conceptual difficulties about Mathematics at home. Pre-service teaching programs may equip their prospective teachers with the essential capabilities of continuously identifying students' conceptual difficulties. They may be guide about the importance of identifying students' conceptual difficulties and implementing remedial teaching strategies. Various concept: complex numbers, HCF, inequality, LCM, sets and functions, surds, factorizations, etc. in textbooks developed conceptual difficulties. Therefore, textbooks may revised and add real life problems that may help to reduce students' conceptual difficulties. Mathematics teachers of Primary and lower secondary schools are responsible for students solid foundations that ensure later success in Mathematics. Thus, identification of conceptual difficulties and their cause with remedies need to be included in the initial teacher training curriculum to ensure that teachers are aware of these. Teachers may use diagnostic tests to identify their students' conceptual difficulties like Diagnostic Algebra Assessment System (DAAS).

Keywords: learning difficulties, mathematics, secondary level

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Lessons Learned From a Skill-based Nutrition Education Program Targeting Healthy Eating Behaviors for Elementary Students in Taiwan

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Abstract

Convenience stores, an increasingly popular place for dining out due to their quick and easy service in Taiwan, are often linked to the development of unhealthy eating and unhealthy weight in children. The study aimed to examine the impact of a skill-based nutrition program targeting healthy eating practices among elementary students in Taiwan. This presentation would review the lessons delivered in the program (Traffic Light Diet, and skill-based activities utilized), results from surveys and interviews conducted, and implications for future school-based nutrition programs. The skill-based nutrition program consisted of eight forty-minute lessons which were delivered once per week during regular health education class. Children in the intervention group indicated that they learned about natural and processed foods, healthy meal preparation and eating behavior due to their participation in the program. Results supported the notion that the Traffic Light Diet and skill-based nutrition education combined were acceptable in translating knowledge about the importance of healthy eating and healthier food choices to students. Future studies are needed to discover barriers to behavior change as well as to learn about ways to disseminate knowledge to parents that will lead to knowledge and behavior change in meal preparation and healthy eating behaviors at home.

Keywords: eating behavior, healthy eating, nutrition literacy, traffic light diet

Metacognitive Functions of Solving Routine and Non-Routine Problems

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Abstract

In this study, the main aim was to analyze the role of metacognition while solving routine and non-routine problems. The study was conducted with a qualitative approach. “Routine and Non-routine Problems Form” and “Metacognitive Skills Questionnaire” were used as the data collection instruments. The study group was determined according to a convenience sampling. Within this regard, 66 pre-service middle school mathematics teachers participated in the study. In order to fill out the data collection instruments, 60 minutes were given to the pre-service teachers. The collected data were analyzed descriptively. As a result, it was seen that the pre-service middle school mathematics teachers use their metacognitive skills in solving routine and non-routine problems. It was found that the pre-service teachers faced some difficulties in this process and all the difficulties are about to solve non-routine problems. In addition, it was seen that the pre-service teachers made some mistakes while solving the problems. The last result of the study is that the pre-service teachers paid attention to some points while solving problems. As the main result, although the pre-service teachers use their metacognitive skills while solving routine and non-routine problems, they face some difficulties and make mistakes.

Keywords: metacognition, problem-solving, routine and non-routine problems

Pre-Service High School Mathematics Teachers' Perceptions About Mathematics and Mathematics Teacher: A Metaphorical Approach

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Abstract

This study aimed to examine the perceptions of pre-service high school mathematics teachers about the concepts of mathematics and mathematics teachers. Metaphors were used to reveal these perceptions. The study is descriptive. The study group was determined according to the convenient sampling method. In this scope, 46 pre-service high school mathematics teachers participated in the study. The data were obtained through the completion of the “Mathematics is like because” and “Mathematics teacher is like because” statements by the participants. In the analysis and interpretation of the data; i) naming, ii) elimination, iii) category, and iv) validity-reliability stages were followed. As a result, mathematics is mostly expressed with the metaphors of sea, people, food, and way. These metaphors revealed that pre-service high school mathematics teachers perceived mathematics as “a necessity that is difficult to understand, but in everything and everyone needs, as well as its eternity”. The concept of mathematics teacher is mostly stated with the book and mother metaphors after the compass metaphor. These metaphors showed that pre-service high school mathematics teachers perceived the mathematics teacher as “a guide and instructor needed in all areas of life”.

Keywords: high school pre-service mathematics teacher, mathematics, mathematics teacher, metaphor

The Effects of University Faculty Coaching on Teachers' Confidence With Classroom Management

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Abstract

Improving instructional effectiveness is often a challenging task for teachers working in a struggling school. In many cases, impacting the success of effectiveness in the classrooms is the struggle or inability of teachers to effectively manage their classrooms (Marzano, Marzano, and Pickering, 2003). Instructional coaching can be an effective method to help teachers especially when provided by someone other than an evaluator. The research questions that guided this study were: 1. How receptive are elementary school teachers to accurately self-identify classroom management practices in which improvement is needed? 2. To what extent are elementary school teachers willing to accept non-evaluative coaching as a method to improve classroom management practices. 3. To what extent do teachers feel university professor coaching increased their skills in classroom management? Ten teachers volunteered to be a part of the coaching sessions with the researchers ranging from K-5th grade. Data collection included teacher surveys, observation notes, feedback notes, and researchers' debriefing notes. The data were analyzed by both researchers using axial coding for the qualitative data and pre/post survey ratings to measure perceived increase in skills development. Results from the self-rated surveys indicated that for some teachers instructional coaching was effective to develop classroom management skills while for some it was not as effective and for one not effective. The researchers' qualitative notes showed that teachers self-perception ratings were not always aligned with researchers' observations and conversations with teachers. Recommendations for practice related to instructional coaching are provided.

Keywords: instructional coaching, university partnerships, classroom management

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Accessing School Content Using Multiple Languages in Early Childhood

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Abstract

This study examined use of multiple languages in learning school content in early childhood. Data were collected from 25 classrooms in five schools in Kilimanjaro, Arusha and Dar es Salaam regions in Tanzania. The data collection process included structured classroom observations of teacher-student interactions, parent questionnaire responses and interviews notes, and teacher interview notes. These sets were analyzed separately and then triangulated to determine convergence of the study findings. Statistical Package for the Social Sciences (SPSS 15.0) was used to summarize numerical data and to correlate variables (age, gender, number of languages spoken, school location and performance ratings by parents). Content analysis was used to analyze descriptive data. Existing assessment data on the performance of multilingual children in selected subjects were also examined to provide understanding of how well the multilingual children mastered class content in relation to the performance of their monolingual peers. The study results revealed school-related, and family-related factors that supported use of multiple language in learning the school curriculum content.

Keywords: language, culture and classroom learning, natural multilingualism, learning in multiple languages, educating young children in Tanzania

Research Methods in Education

Ecopedagogy and Religious Pattern: The Contribution of the Connection Between Rosmini's and the Vichian Thomas Berry's Humanism to the Education for the New Universal Context of Ecozoic Era

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Abstract

As Thomas Berry wrote (Berry, 2020), the most basic form of humanism is the human development of man, as not given and in process of becoming. We can know what human being is from the historical course that from the past arrives to the present, bringing man into the future, in front of ecological challenge. Ecopedagogy (Kahn, 2010; Misiaszek, 2020), as a specific form of Humanism, is the fullest building of all the man's dimensions within the capacities of our times, like artificial intelligence and digital humanities. In that history Rosmini's (Bellelli, Pili (eds.), 2016) and Vichian Thomas Berry's (Berry, 1949) Humanism contributes to the human process. One of the two principal goals of this paper is to show the connection between Rosmini's and Berry's Humanism. The connection of these two Humanisms is Vico's thought, that both of them have applied to their view of reality. The collection and evaluation of this data has been done through the comparison between the historical-cultural methodology and the analysis of corpora methodology with the program AntConc applied to the authors' works (Bellelli, 2020). The advantage of Antropology is that it puts us directly in contact with man and the manifestations man has made of himself. All human traditions are dimensions of each other (Apolloni, 2015). The future of man and of earth is drawing together and is moving forward Ecopedagogy. It is a gathering in of all man's human and spiritual attainments in a world-embracing humanism. Religious education is necessary for the new cosmology of Ecopedagogy. It has been described as a part of a new context required to show the holiness of creation, the communion of the human kind with the cosmos and its function within it. Cosmologist and historical fields of study show that the future of the human kind can be an Ecozoic Era resulting of history and cosmology. We contend with Rosmini's and Berry's vichian interpretation that stories are powerful media for culture, education, sanity, teaching and all types of science. Since the dawn of human civilization, people have always elaborated stories or myths on the origin of the world and its evolution, to support the emotional needs to explain the sense of reality and to find a purpose to existence (with the difference between revealed religions and the others). The new universal context of Ecopedagogy for Ecozoic Era needs now to elaborate a new story with a "functional cosmology" capable of creating a consciousness of the almost thirteen billion year evolution of the cosmos up to the present moment of urgent need to save the ecosystem. Our thesis is that the ruling principle of method applied to education by Antonio Rosmini (Rosmini, 1903) – considered with an innovative approach that here we indicate – can support this imaginative human activity in carrying on the process of creation with a full human ecology. In his Introduction to that ruling principle of method Rosmini explains: 1. Method is a part of logic. 2. The mind of man is concerned with truth and, with respect to it, performs various activities. Some aim at the truths already known, others reach out in search of those truths still unknown to bring them to light. 3. With regard to the truths already known, the human mind acts in three directions: the way communicating truth to other people; how defending it against erroneous opinions and how preserving it from errors. 4. With

regard to the truths yet to be known, the human mind also acts in three directions. The first is the demonstration of new truths when they are understood and known; the second is the reflection on their implications, extensions and applications; the third is the way to get original data, using sensitive faculties, investigation, knowledge and expertise, in order to found totally new reasons. 5. Each of these six activities of the mind regarding truth follows its own precise methodology, that is a set of phases and rules that the mind follows to operate effectively. 6. The six methods are: a. expository; b. polemical; c. critical; d. demonstrative; e. inductive; f. perceptive-inductive. 7. The Rosminian ruling principle of method applied to education is about exposition only. 8. The expository method regulates the way in which the understanding of the mind can be effectively transmitted to others and is consequently fundamental for teaching. 9. The principles on which the expository method is based are the practical-theoretical synthesis of the results of the collaboration between the experience of the most capable teachers and the reflection of the most brilliant scholars. 10. In his work, Rosmini intends to combine all the considerations on the subject, minimizing repetitions, and ensuring a unitary whole in support of the validity of the operation. 11. Rosmini aims to find the supreme and general principle of the whole exposition method, a feat that no one has ever tried to do before him. Once this general scientific principle is clear in the human mind it can reach all conclusions, find new ones, put them in the right order and assign to each one its right position and right value. The application of the ruling principle of method to reflection on Humanism can be further appreciated in a broader and more complete way comparing it to Thomas Berry's interpretation of Vico. Vico's thought is used by Rosmini and Berry in relation to the affective turn of pedagogy as one of the possible most important point of Ecopedagogy. The contact between material and spiritual dimension is, in fact, given especially by the Vichian *conatus* and the Rosminian *affectus*, both isomorphic and necessary for the cognition process as middle of cognitive sciences in ecopedagogical perspectives (this is the second goal of this paper). Berry underlines: «The traditional religions in themselves and out of their existing resources cannot deal with the problems that we have to deal with, but we cannot deal with these problems without the traditions» (Tucker, Grim (eds.), 2014, p. 123). «For Thomas this view embodies not simply an anthropocentric or human-centered love, but a love that reaches through the human to a larger world of other species. In other word, love has ecological and cosmological dimensions» (Grim, Angyal, Tucker, 2019, p. 220). We agree with Berry's statements, namely that, in the present moment, humanity lives in a particularly crucial context. The delicacy of our contemporary situation – as pope Francis says in the Encyclical *Laudato si'* (Pope Francis, 2015) – both climatic and historical, requires a profound methodological reflection of all religious experiences on their being a contributing cause of humanity's entry into the Anthropocene. To get out humanity from the Anthropocene to the Ecozoic Era, a radical change is also required in how religions live themselves. That will not be possible without the ruling principle of method applied to education in Berry's ecopedagogical perspective (Dalton, 1999; Ferrero (ed.), 2016). The findings of this study are: the clarification of the role of religions for both politics and sciences in Ecozoic Era; the importance of affective turn of Vico-Rosmini-Berry's Humanism for Ecopedagogy. One of the most important implications is *Agricura®*'s method, a psychological and pedagogical approach applied especially to mental disorders for social inclusion (Cravero, 2020).

Keywords: Vico, Rosmini, affection, *conatus*, method, spirituality

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Beliefs About Teaching (BATS2) - Rasch Model Analysis of an Instrument Based on InTASC Critical Dispositions

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Abstract

Teacher educators created and analyzed one form of an instrument (BATS2, Form B) to assess Critical Dispositions (InTASC, 2013) required in CAEP (2016a) accreditation standards. This research presents initial findings for a second version of a battery of dispositions assessments, previously validated and presented. BATS2 represents an update based on changes in the InTASC Standards, with BATS1 based on the 1992 version. Data were collected from students in undergraduate teacher education (Form B, N = 149). Rasch item analysis and student/program improvement uses are discussed. In this study, the results of this instrument are discussed along with plans for implementation of other measures of different item types.

Keywords: teacher dispositions, Rasch model, teacher accreditation, InTASC

Rubrics That Systematically Identify Areas for Improvement

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Abstract

Commonly used analytic and holistic formats for rubrics have significant limitations in their potential to yield meaningful feedback to students. This inhibits students' potential to improve their work. Consistent with the recommendation of the Gordon Commission for the Future of Assessment in Education that the focus of assessment shift from accountability to improvement, this research presents one easily-implemented step toward that goal. An alternative rubric format that is designed to provide meaningful feedback to students in order to trigger necessary learning and improvement is illustrated, and feedback from students on its utility is documented. The alternative rubric format, which focuses on "Areas for Improvement" or "AFIs," has shown initial success in targeting instructional improvements, but student perceptions of utility have not been sought previously. This article explores those student perceptions. The sample included 38 masters' level students from one institution who had completed complex product assessments, and 14 students from a different university who had completed only a simple discussion forum, totalling 50 graduate students. Results indicate that graduate level teacher education students are highly satisfied with the approach regardless of whether it is applied to major product assessments or simple tasks. This indicates that the format can be used for multiple types of performance and product assessments of varying levels of complexity. Respondents have also indicated support for attempting this technique in their own K-12 classrooms – a future area for exploration.

Keywords: rubrics, quality improvement, assessment

The Scientific Method in Tourism Education: Research Experience at the Autonomous University of Ciudad Juarez, Mexico

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Abstract

The general aim of this investigation was developing a research experience as a training process that favors the construction and validation of a conceptual model with the stages of the scientific method through a case study with tourism students. A theoretical - applied, qualitative, interdisciplinary and deductive research type was implemented, in which mixed data sources were used, and methods like literature review, observation, triangulation, modeling, case study, and empirical validation were implemented. The main outcomes were the construction of the conceptual scientific model, validation of the model by its implementation in an empirical case study, and identification of learning lessons as opportunities for the replication of the scientific model. As a conclusion, the correspondence between the implemented scientific model and the reality where students developed their projects is recognized.

Keywords: tourism, education; method, model, research, empirical experience

Pre-Service Teachers' Enactment of Culturally Relevant Texts During Pandemic Era Virtual Field Placements in Detroit

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Abstract

This study examined pre-service teachers who facilitated culturally relevant literacy pedagogies and literature-based programming during remote reading practicum experiences in conjunction with a partnering Detroit agency providing support to children participating in remote schooling during a context of pandemic emergency virtual teaching. The reading methods course and practicum required the pre-service teachers to design and teach lesson plans and facilitate culturally relevant texts during tutoring sessions with an assigned struggling reader. An examination of pre-service teacher lesson plans, reflections of culturally relevant text lessons, and interview transcripts revealed an enhanced understanding of the role that culture plays in supporting children's imaginative capital. An examination of perspectives of the agency coordinators revealed the benefits of the university partnership to bridge the achievement gap as a consequence of not attending in-person schooling and support the literacy development of remote learners.

Keywords: culturally relevant texts, virtual teaching, pre-service teacher preparation for virtual teaching

Examining the Selection of Validation Techniques: A Content Analysis of EdD Dissertations in Educational Leadership

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Abstract

A content analysis was used as the methodology to examine a sample of EdD dissertations in a U.S. university. The purpose of the study was to get a better understanding of the validation techniques utilized in dissertations published by EdD students. These units represented dissertations from four strata corresponding to the areas of program concentration. The proportional sample represents concentrations in Organizational Leadership, P12 research, Post-secondary research, and Teacher Leadership. A stratified random sample ($N = 49$) of dissertations were selected and examined for research methodologies, research design, and elements of vigorous validation techniques. The most frequently found methodological approach was quantitative ($n = 30$; 61.22%) followed by qualitative ($n = 13$; 26.53%). Among the quantitative studies, the most frequently used design was survey ($n = 18$; 60%). The most frequently used design in qualitative studies was case study ($n = 6$; 46.15%). Validation techniques for quantitative designs were mostly content validity ($n = 18$; 50.00%). Trustworthiness techniques for qualitative designs were mostly ($n = 8$; 19.51%). There were no legitimation techniques identified for mixed methods designs. Implications for this study in higher education include EdD doctoral students and committees use at least three techniques for validation purposes.

Keywords: content analysis, validation techniques, dissertations, doctorate in education