

OERS Abstracts – Fall 2015

Dr. Enriqueta Camps
Universitat Pompeu Fabra and Barcelona GSE, Spain
Tenured Associate Professor
enriqueta.camps@upf.edu

The impact of human capital on economic growth. Spain during 19th and 20th centuries

This paper deals with the impact of education on economy in 19th and 20th century Spain, exploring the time period in which education began to be important to explain economic growth. We compare the impact of education with other human capital variables, such as health, on the long run evolution of GDP per capita. We see that the impact of education only began to be higher than the impact of health during the last third of the 20th century, with the advent of democracy.

The data sources are time series on years of school attendance (primary, secondary, university) and health and the methodology is based on time series regressions. We conclude that while till the 1970s health was the main human capital variable affecting economic growth, after 1970s, with the advent of democracy, industrialization and the growth of services, education became the engine of economic growth. Before this period Spain was a predominantly agrarian country where physical strength measured by means of health and height was the main labor variable affecting the economy.

Dr. Almazbek Beishenaliev
Alatoo University
Vice Rector for Academic Affairs and External Affairs
almazbek.beishenaliev@iaau.edu.kg

Co-Author: Mr. Nozimdzhon Sodikov, Tajic American Association

Changes on Education in Central Asia after the Collapse of the Soviet Union (Society and Education).

The primary focus of the presentation is on educational reform in five Central Asian countries. More specifically, the paper will examine the successes and challenges in educational reforms, and how a market-economy system hastens both the quality and pace of educational reform in a country. Central Asian states have gained independence immediately after the collapse of the Soviet Union in the early 1990s. Together with the political and economic reforms, each of the new independent countries launched a restructuring of the education system they inherited from the Soviet past.

Although more than two decades of independence since gaining independence have passed, the five Central Asian countries of Kyrgyzstan, Kazakhstan, Tajikistan, Turkmenistan and Uzbekistan) are still short of reaching international standards of education. There are differences, however, among the five countries where some are performing better than others.

In Kyrgyzstan, frequent changes of government authorities and even violent ousters have stalled have resulted in discontinuous and unstable educational reforms. Civil war in Tajikistan has affected the education reform process, and overall poverty in the country does not allow large government investment into the educational sector. Rapid changes in education undertaken in Turkmenistan and Uzbekistan have lead to mixed results.

Many experts note that different outcomes of education reforms in these countries are largely explained by differences in their social discoveries as well as progress in embedding a market economy. In other words, in countries such as Kazakhstan, which performed more successfully in other sectors, particularly changing to a market-economy system, have far-reaching and successful reforms in

education. Other Central Asian countries which preserved many of the elements of the old command economy have had slow educational reforms.

Mrs Shaimaa Awaad
The American University in Cairo, Egypt
Research Associate
shaimaa.78@aucegypt.edu

Civil Society Organization's Support to Global Citizenship Education in Egypt: A Case Study of the Human Foundation Organization

With the rise of globalization and the need to have a set of universal values respected by all humanity regardless of differences in cultures or religious beliefs, the importance of global citizenship education has emerged. As mentioned by many scholars that we live in a highly connected and interdependent world, where the actions of some citizens on one side of the globe greatly affect other people's lives, thus all our lives, jobs and even the food we eat are also connected and affected by global growth. Thus, it is becoming profoundly needed to get a generation of people who are fully aware of and able to meet the current problems that confront humanity. Research showed that the more the notion of interconnectedness and interdependence of the world is recognized, the more the need for having some universal values like tolerance, fairness, acceptance, compassion and respect for diversity that help in stimulating a sense of universal belonging and oneness with the humanity. These constitute basic global citizenship values. This study focuses on the experience of a civil society organization in implementing a character building program for Egyptian children. Theoretically, the study is grounded in relevant literature and theories related to the field of global citizenship education, especially in terms of dealing with the moral aspects of it. Methodologically, the study employs a qualitative approach. This includes a) undertaking document reviews of the program's purposes, components and procedures of implementation; b) collecting qualitative data using a survey with open-ended questions and semi-structured interviews with the program designer, twelve trainers, three public school social counselors who facilitated the implementation of this program at some public schools; and c) conducting observation of the program implementation in two classrooms in a private school. Findings of the study revealed that the civil society organization examined in this case study and its education program support school and community in building well-rounded Egyptian characters who possess moral values and manifest those values in their relationships with others. This perceived impact of the program is aligned with other programs for promoting global citizenship and the required traits of global citizens. The study recommends the integration of similar character education programs in Egyptian schools which would act as a beginning for introducing Global Citizenship Education to Egyptian students.

Irina Dolinina
PERM NATIONAL POLYTECHNIC UNIVERSITY, Russia
irina_edu@mail.ru

Co-author: Irina Derbeneva

Preparedness of Students for Civic Participation Means Legal Education

Citizen participation - a principle of civic participation implies that the interests of all sections of society should be represented in the political process and take into account when making decisions. It is about inclusion of citizens in the discussion and development of political, socio-economic, cultural

programs and projects, the impact on decision-making and control over their execution, the self-government at the local level.

Citizen participation - a goal pedagogical phenomenon of formation of political culture, does not imply the conquest and administration of government functions as such or reform of the political system. For consistent implementation of civil interests need to give the actions of state-political nature and involves training to participate not only in civil, but the political process. The structure of citizen participation is not only civic engagement, and civic culture, the focus on value systems, social interests. Preparation for participation serves as a socialization and education.

Education Law plays an important role in preparing for civic participation. Existing associations are: regional branch of the Association "For Civic Education", Discussion Club "Century XXI: Russian citizen".

The study was carried out in stages perspective: At the first stage studied the state of the investigated problem in the scientific literature and teaching practice; identified theoretical, social and educational conditions of formation of legal education of students and its state in the system of vocational education. Analysis of legal documents, scientific literature led to the refinement of theoretical and methodological basis of the study, its conceptual apparatus.

A scientific study conducted by a research team under the direction of Dolinin I.G. (Professor of Perm National Research Polytechnic University, Department of Life Safety and Lysvensky Branch) and Derbeneva I.A. (Head of the Department, Ph.D., associate professor, Perm Institute of the Federal Penitentiary Service) over ten years.

Dr. Heba Nassar

Faculty of Economics and Political Science, Cairo University, Egypt

Professor of Economics

hebanas@aucegypt.edu

Co-Author: Dr. Marwa Biltagy, Faculty of Economics and Political Science, Cairo University

Regional Poverty in Egypt: The Employment, Investment, Education Nexus

The poverty pattern has changed from an urban/ rural pattern to a geographical/regional pattern. These changes may be explained by several aspects. The employment aspect is one of the main determinants for socioeconomic status. The objective of this paper is to understand the changes in poverty levels in total and by region, by studying their relationship to regional composition and trends of employment, educational characteristics as well as macro level indicators such as investment and GDP. The study starts with a literature and a theoretical review about poverty and employment, which will constitute the basis for both micro and macro level analysis in order to propose a framework for a pro-poor employment strategy. The results ascertain that the inability of household members to participate in income-generating activities is considered an important explanation of poverty trends. The relationship between poverty and employment can be explained by the loss of earnings or the decline in real incomes. This can be related to several aspects i.e. pattern of jobs and its regularity, human resource development indicators or growth and investment indicators. The estimation results prove the importance of human capital resources in determining the earnings function of workers i.e. education and experience variables are playing the most important role in increasing earnings for all regions. Moreover, characteristics of the labor market have a significant effect on the earnings function. The results show that in Upper Egypt (rural and urban) and rural Lower Egypt, the probability of being non poor decreases with the increase in the number of working days per week. This might be explained by the fact that those who are working

more days are those, who do not have permanent jobs in regions with large rural areas and for whom the probability to be poor is higher.

Dr Laurence Lasselle

University of St Andrews, UK

Senior Lecturer

laurence.lasselle@st-andrews.ac.uk

Co-Author: Dr Robert Macpherson, University of St Andrews

Hard to reach communities and hard to reach university

Our research examines some of the unique issues in accessing Higher Education faced by pupils in some Scottish rural communities. Many of these communities are hard to reach and in some of the least deprived areas of Scotland. Despite this, some pupils come from disadvantaged socio-economic backgrounds. All pupils face large pecuniary and non-pecuniary costs in studying in Higher Education. Some of these can be higher than those of their peers living in more urban settings.

In this paper, we propose a methodology capturing the perception of geographical, monetary and transportation distance between state secondary schools in these rural communities and a hard to reach university located in a small town on the north-east coast of rural Fife, i.e. the University of St Andrews. The location of St Andrews and the absence of a railway station are often interpreted as geographical isolation. As a result, the University of St Andrews is often perceived as hard to reach.

We show that by combining representations in terms of mileage, journey duration and fare, we can create an index that reflects the difficulty of geographical access to the University of St Andrews from these Scottish communities. This index is not dependent on the local authority in which the institutions are located, nor the Scottish index of multiple deprivations associated to each institution postcode, nor the percentage rate of progression to Higher Education of these secondary schools. It is dependent on how distance may be perceived in terms of geographical access, monetary and transportation. This index represents an alternative way of measuring remoteness. It could be easily (1) extended to many HE institutions and (2) integrated in a contextualised admissions system in which applicants from Scottish remote communities would be signalled in a similar way as more urban access applicants.

Dr. Nagwa Megahed

The American University in Cairo, Egypt

Associate Professor

nmegahed@aucegypt.edu

Access to the University and Gender Equality and Equity in Higher Education in Arab Countries: The Case of Egypt

Education as a human right has received global attention. For more than two decades the international "Education for All" (EFA) movement has emphasized equality of education. In 1990 the World Conference on Education for All in Jomtien, Thailand, sought to provide a new direction in education by creating flexible and inclusive educational systems, in addition to achieving education for all by the year 2000. However, slow progress was made, thus the Dakar Framework for Action reaffirmed the commitments of EFA and with a focus on female education, pledged to provide quality education for

all by 2015. Furthermore, EFA sought to achieve gender parity by 2015 and called for a new direction in education, with special focus on cultural diversity, problem solving and the interdependence of the global world. In the context of post 2015 global development goal of gender equity and women empowerment, this study focuses on education and gender equality and equity in the Arab region, with a special emphasis given to access to the university and women's participation in higher education in Egypt. The study is contextualized in the notions of democracy and gender educational equality and equity. Then a comparative review of international, regional and national documents and scholarly publications is employed to allocate the position of Arab countries in the global and Arab democracy indexes as well as in the gender gap index prior to and post the Arab uprisings of 2011. In addition, the study incorporates "gender analysis" where secondary quantitative and qualitative data are analyzed in order to define the actual cost of university education for males and females in Egypt and to determine the socioeconomic and cultural factors that continue to hinder the achievement of gender equity. The study concludes by offering recommendations for higher education policy reforms in order to achieve gender equity in Egypt and similar Arab countries.

Dr. John Cech

Montana University System, US

Deputy Commissioner of Higher Education - Academic and Student Affairs

jcech@montana.edu

Co-Author: Dr. John Matt, The University of Montana

Lessons Learned from Scaling Online College Math Readiness Innovations

The Montana University System (MUS) implemented the full statewide scaling of EdReady, a personalized college math readiness web-based intervention tool, during the 2015 academic year. The goal of this intervention strategy is to increase the percentage of first-time freshmen enrolling in and completing their first college-level math class. This effort is part of a statewide strategy to redesign developmental education, increase student success in gateway college math courses during their year, and better align student math pathways. During autumn 2014, the state enrolled 1,704 postsecondary students receiving the EdReady treatment on five campuses (two and four year colleges). The MUS, through the University of Montana, conducted a three-part research study involving the Fall EdReady cohort. The first part was a survey using a validated instrument to measure self-efficacy in mathematics students. The second part of the study compared grades in the first college level course taken by students who had used EdReady with grades of students who had taken traditional developmental math. The third section of the study consisted of interviews with students, instructors and administrators in five institutions who use EdReady. Each institution represented an independent case. Analysis was performed within the cases to provide feedback and direction for the further implementation of EdReady in Montana. The results, consisting of a census, showed students who used EdReady had higher average grades in all first college level math courses except Math 105 (Contemporary Math) where there was a difference of only 0.07 average grade points. The measure of self-efficacy in mathematics students showed trends but no statistically significant differences in EdReady versus non-EdReady students. Finally, the interviews with the students, instructors, and administrators in the institutions which implemented EdReady will be used to provide feedback and direction for the further expansion of EdReady in Montana and the USA.

Dr. Ken Gossett

Walden University, US

Adjunct Faculty

kenneth.gossett@waldenu.edu

Co-Author: Dr. Andrew Shepherd, Sinclair Community College

Four-Dimensional Modeling and Simulation for use in Interactive Airspace Training Materials

The findings from this research provide evidence that a four-dimensional flight-training program can improve flight-planning results for individual pilot and flight dispatcher students. Data collected from 22 student volunteers recruited from Sinclair Community College in Dayton, Ohio were analyzed using the Independent Group t-Test. These raw data were used to determine a 27% passing rate for those in the control group and a 73% passing rate for those in the experimental group. A required minimum score of 70% was used as the benchmark for passing. The results demonstrated there was a statistically significant difference for points earned on the flight-planning task for the experimental group versus the control group using a two-tailed analysis, $t(20) = -2.07$, $p < .05$. In addition to the traditional flight-planning materials and information provided to both groups, the experimental group was also supplied with the novel four-dimensional airspace presentation and interface. An examination of the mean level of difference between the students determined that the experimental group exhibited statistically significant improved performance using the novel interface compared to those in the control group. The results of the Levene's Test for Equality of Variances indicated that the two variances were approximately equal between the groups. The study addressed the research gap for Satellite Tool Kit (STK) generated four-dimensional airspace presentations and interfaces in aviation academic applications. Future researchers may expand on these findings by testing refined interfaces with larger and more diverse student and professional populations at multiple locations. This acquisition of knowledge is also applicable for operational aviation and non-aviation fields where similar visualizations and interfaces might be useful.

Prof Cameron McCarthy

University of Illinois, US

cameron.cmccart1@gmail.com

Reckoning with the Aspirant Class: Reflections on Research in Barbadian Elite Schools

In her book, *Neoliberalism as Exception*, Aihwa Ong usefully observes that the North American university has been dirempted from its historical role of preparing young people for democratic citizenship. It has instead, according to Ong, become the great global market place and grand bazaar for international students' ambitions. Drawing on Ong's insights, this presentation reports on a global ethnography study that looks at the way in which six form students in a Barbadian elite schools (Old Cloisters and Ardent Arbors) are orienting themselves to the future in a moment of aggressive recruiting by North American universities. These developments bring students' global imaginations and powerful aspirations into profound tension with historical narratives and traditions linking these schools to England.

Indeed, the striking feature of the Barbadian elite school story is the unexpected presence of substantial elements of the black gentrified working-class youth who articulate global ambitions for tertiary education and professional futures in North America. In this quintessentially British former colony, where the two schools under study represent some of the earliest transplantations of the British elite school models to the colonies, students are what I am calling, following Anna Lee Saxenian (2006), "Argonauts of postcolonial modernity." There are members of the aspirant class, driven by ambitions that seem to exceed their schools and the tiny nation. For, these students articulate a decided turn away from

the long tradition of going to England for post-secondary education (See Austin Clark's *Growing Up Stupid Under the Union Jack* [2003]) and, like the Argonauts of Greek mythology, seek to pursue the Golden Fleece of education and professional opportunity in the US and Canadian institutions. This desire to voyage abroad produces an ambivalence of identity regarding the matter of national affiliation. This articulation of global imaginations for futures beyond the students' island home serves to prompt my reflection on the process of transnational elite class formation in the context of globalization and the heightened human mobility that is taking place in the Caribbean basin. It also serves to promote deep reflection on what does education mean when such powerful means-ends rational calculations take over the project of education as the care of the self? What, ultimately, does it mean when such roiling life ambitions and aspirations strain the investment in education as the cultivation of the intellect and intellectual labor *sui generis* as utilitarian goals take over with such terrific force?

Dr Mansoor Kazi

School of Social Welfare, University at Albany, State University of New York, US

Assistant Professor

mkazi@albany.edu

Co-Author: Yeongbin Kim

Co-Author Institution: School of Social Welfare, University at Albany, State University of New York

Realist Evaluation Utilizing 100% Sample Data From All Schools, Mental Health And Other Services In A Continuous Evaluation Of What Works And For Whom In Jamestown Public Schools, New York

Mental health affects school functioning (Gracy, 2014; Cappella et al., 2008; Desrocher, 2015; Rossen & Cowan, 2014). However, most studies have focused on at risk groups rather than the total school populations. This paper is on a realist evaluation of all services, utilizing big data on the entire school populations, using real examples and an interactive analysis of real data sets from the \$9m SAMHSA grant to develop a System of Care in New York State's Chautauqua County. Data analysis methods included nonequivalent comparison group as well as matched quasi-experimental designs, combined with logistic regression to investigate what interventions worked and for whom. Realist evaluation combines the traditions of epidemiology and effectiveness research in human services (Kazi, 2003; Videka, 2003), helping participating agencies to use the data they have already collected at any given time. Kazi (2014, 2015) found that the binary logistic regression indicated that the actual predictors for improved academic achievement were the tutoring and mental health services as well as individualized education programs. It was found that those receiving these interventions had significantly improved their Grade Point Average (GPA) scores when compared to those that had not received these interventions. The data analysis helped school administration to identify gaps in care, and helped to build partnerships for additional mental health counseling on-site for the school district. At this time, 7 out of 18 school districts have participated in this evaluation. In the largest school district, it has been found that the system of care services are actually predictors for improved behavior in schools, based on the reported incidents of behavior between the school years 2013-14 and 2014-15. It was found that those receiving the system of care services were almost twice as likely to improve on the incidents of recorded behavior than those not receiving these services.

DR Kok Siang Tan

National Institute of Education, Nanyang Technological University, Singapore

Senior Lecturer

koksiang.tan@nie.edu.sg

Singapore teachers' perceptions on the use of an integrative pedagogy to facilitate student awareness of values and life skills during primary science lessons

Affective learning involves learners' emotion and belief systems. How the teacher facilitates affective learning has important implications on how enduring student learning experiences are and how parents view teacher effectiveness in school. The literature has reported that teaching and learning within the affective domain are often faced with scepticism, validity and teachers' readiness-to-teach issues. Despite such hindrances, the affective domain remains important, especially in the context of today's "Volatile, Unpredictable, Complex, and Ambiguous" society. Teachers often have to compete between spending time preparing students for examinations and making efforts to influence students affectively in class. Usually the former prevails. If teachers have an "acceptable pedagogy" to practise effectively in both domains of learning, that will be helpful. This paper shares the perceptions of sixty-two experienced Singapore Primary Science teachers who were trained on the use of analogy, an established school science pedagogy, to raise awareness among students on positive social values and effective life skills during science lessons. Teachers who used this pedagogy in earlier works had reported observing changes in student behaviours that indicate raised awareness on the value or life skill discussed. The strategy is to ride on students' learning energy during a science lesson as a seamless transition towards discussing values and life skills in class. After completing the course on integrating science and affective learning, the teachers' perceptions and ideas on the use of this pedagogy were collected and analysed. The teachers recognised it as an effective "teachable moment" supporting student learning cognitively and affectively. They indicated confidence and support on the use of this pedagogy to actively engage students in the affective learning domain. Thus, it may be considered an "acceptable pedagogy" as teachers, students and parents are more likely to support affective learning activities that do not impinge on learning science concepts in class.

Professor Liwei Hsu

National Kaohsiung University of Hospitality and Tourism, Taiwan

Professor

liweihsu@mail.nkuht.edu.tw

Psychometric Properties of Measure of EFL Teachers' Technological Pedagogical Content Knowledge (TPACK)

It has been confirmed that technology can be beneficial for students' academic performance, including in the field of computer-assisted language learning (CALL). CALL embraces a wide range of applications of information communication technologies (ICTs) in language teaching and language learners' learning with, or through and around computers. However, the successful administration of CALL depends greatly on the teachers' knowledge about technology, pedagogy and content. The aim of this study is to explore the psychometric property of measure of EFL teachers' technological, Pedagogical and content knowledge (TPACK). One hundred and fifty-eight EFL teachers were invited to join this study through stratified randomisation sampling technique. The research instrument was the TPACK-EFL developed by Baser, Kopcha, & Ozden (2015) and the exploratory factor analysis (EFA) with extraction method of Maximum Likelihood and the rotation method of Promax with Kaiser Normalization was

performed to extracted factors with factor loading above .50. Seven constructs (Technological Knowledge, Pedagogical Knowledge, Content Knowledge, Technological Pedagogical Knowledge, Technological Content Knowledge, Pedagogical Content Knowledge and Technological Pedagogical Content Knowledge) were retrieved. Afterwards, the Confirmatory Factor Analysis (CFA) was undertaken to examine the convergent and discriminant validity of selected factors. Convergent validity was checked with Composite Reliability (CR), Average Variance Extracted (AVE), Maximum Shared Variance (MSV), and Average Shared Variance (ASV). Suggested value for CR and AVE was .6 and .5 respectively while MSV as well as ASV should be lower than AVE. Results showed that constructs of this study all met the requirement which indicated that the items had convergent validity. In terms of discriminant validity, square root of AVE was greater than inter-construct correlations which asserted the discriminant validity of this instrument. Subsequently, alternate model analysis was conducted to yield the model which fitted the best as indicated by the model fit indices and research context.

Dr. Wayne Slater
University of Maryland, US
Associate Professor
wslater@umd.edu

Curricular Control and High-Stakes Testing: The Common Core State Standards and PARCC Assessments

In the United States, the Partnership for Assessment of Readiness for College and Careers (PARCC) has developed a range of next-generation assessments to help ensure that all U.S. students, regardless of income, family background or geography, have equal access to a world-class education that will prepare them for success after high school. New state standards grounded in the Common Core State Standards Initiative set consistent expectations in English language arts/literacy and mathematics for every student, and PARCC's annual tests (grades 3-8 and high school) claim to provide a valid and reliable evaluation of each student's progress toward them. According to PARCC, the new assessments serve as an "educational GPS system," assessing students' current performance, and pointing the way to what students need to know and be able to do by graduation so they are ready for college and/or a career. For the first time, states now can compare results accurately. Every student, regardless of socio-economic level, should have the same expectations and opportunities to succeed. Usually, the primary effect of high-stakes testing is that curricular content is narrowed to tested subjects, subject area knowledge is fragmented into test-related pieces, and teachers increase the use of teacher-centered pedagogies. However, in a significant minority of cases, certain types of high-stakes tests have led to curricular content expansion, the integration of knowledge, and more student-centered, cooperative pedagogies. Thus, the research suggests that the nature of high-stakes-test-induced curricular control is highly dependent on the structures of the tests themselves. Grounded in these conflicting findings, this paper focuses on the PARCC assessments' design and implementation, acceptance by states in the U.S., effects on curricular content and subject area knowledge, and possible increase in the use of teacher-centered pedagogies. Validity and reliability issues will be considered in discussing each of these dimensions.

Dr. Majed Alhamad
Arabic Linguistics Institute, King Saud University
Associate Professor
malhamad@ksu.edu.sa

Using monolingual dictionaries in second language classrooms

This presentation looks at the use of monolingual dictionary in Arabic second language classrooms. The study took place in Arabic Linguistics Institute (ALI), King Saud University (KSU). The aim of the study is to find out how often monolingual dictionaries are used inside the classrooms, and if there are differences in the use of them between beginning and advanced level students. The subjects were male students at the department of Language and Culture in the ALI, KSU. They were students of Arabic as a second language in levels 1 & 4. Level 1 represents the beginning students whereas level 4 represents the advanced students. Both questionnaire and observation research methods were used in the study.

The results show that the use of monolingual dictionaries is one of the main resources students depend on in their language learning classrooms, in addition to other resources such as teachers and textbooks. In addition, monolingual dictionaries are more popular among students in both levels, although the students at the begging level are more dependent on them than those in the advanced students.

Dr. Frances Rofrano
Lehman College CUNY, US
Assistant Professor
frances.rofrano@lehman.cuny.edu

Winnicott goes to school: examining early psychological development to inform infant/toddler and pre-school practice

The author has conducted a literature review of primary and secondary sources to examine how Winnicott's theory of infant psychological development can inform the preparation of infant/toddler and pre-school teacher candidates. The author presents Winnicott's theory of Transitional Phenomena as a foundation upon which can be built the knowledge, skills, and dispositions necessary for teachers to establish psychologically appropriate classroom practices in early care settings. A major implication for infant/toddler teachers is the creation of a holding environment not only for the infants in their care, but also for the mothers in the infant/mother dyad. The central focus of the infant/toddler classroom curriculum becomes the establishment of a facilitating environment. Implications for pre-school teachers rest in the knowledge that pre-school children are on a continuum moving back and forth between Winnicott's stages of dependence as they transition into school, wrapping up former stages of dependence to live in the space where they are now. Knowledge of Winnicott's continuum of psychological developmental allows pre-school teachers to help children connect past, present, and future spaces, the space where the children experience life. If early family care has been positive, and parents continue to the support the psychological development of their children, pre-school teachers can move on to presenting the world to the children. Pre-schools teachers can concentrate on providing meaningful experiences that expand the children's understanding of the world around them and their place in it. The focus of the pre-school curriculum can be viewed as the steady presentation of the world to the children. It appears that children under five are seemingly asking Who am I? Who are you? How are we connected?

Dr. Joan Wynne
Florida International University, US
Associate Professor

wynnej@fiu.edu

Examining the need for Youth Participatory Action Research

Abstract: Maori researcher Linda Tuhiwai Smith, who wrote the book, *Decolonizing Methodologies: Research & Indigenous People* (1999), suggests that sometimes when we frame research within a specific scientific or disciplinary approach, we forget that all of it, for indigenous people across the globe, is deeply embedded in complex and multiple layers of imperial and colonial practices (Smith 1-18). These same research practices unfold in US urban neighborhoods with researchers who seem stuck on discovering the deficits of students and families of color, living in poverty. This propensity has created a sense in indigenous and urban communities that research is a dirty word (Smith, p. 1). In this paper, I will use stories from African American and indigenous people's history, people who have been pushed to the margins, as a backdrop for examining youth participatory action research as an ethical alternative to "colonial research practices." After offering a scenario of where deficit theories can lead us, I will introduce the work of two young scholars who, in spite of the risks to their academic careers, are developing youth as participant action researchers. And through those stories, look beyond deficit thinking and toward the young people who are leading education for liberation in their communities.

Mrs. Rossella Turco

Free University of Bozen, Italy

PhD Student

rossella.turco@education.unibz.it

The Montessori Teacher: Between Legacy and Transformation

The aim of this paper is to discuss the distinctive characteristics of a Montessori teacher, basing the analysis on Dr. Montessori own writings and investigate the elements of modernity of the emergent profile. Furthermore, in the analysis, we will outline the transformative lifelong process educators are required to undertake within this learning path.

A Montessori classroom or learning environment is based on the interaction between the following three pillars; the child, the teacher and the environment. However, although the learning environment and the Montessori vision of childhood have been widely discussed in educational research, not much has been written on the subject of the teacher's role (CIVES, 2001; COSENTINO, 2009; MALM 2003; MASSEY, 2007). In addition, sometimes there is a common misinterpretation that this is secondary to the other two pillars (CIVES, 1981).

Conversely, in the study emerges that good quality Montessori education is connected to, if not strongly determined by, the teacher's role and transformative training process. In fact, Montessori has always written about the importance of this and has designed a scripted educational programme whose contents are only partially connected with culture. She refers to a transformative learning process, through what she even calls an initiation (MONTESSORI 1917; MONTESSORI, 1936).

The analysis reveals that the delicate construction of a Montessori teacher is, essentially, a self-education process, aimed at the creation of a new identity through an intellectual, moral and spiritual education, which engages the fields of knowledge and, above all, personal and interpersonal skills in a lifelong perspective.

Mr Nikolay Nikolov

New Bulgarian University, Bulgaria
PhD candidate
markonislc@yahoo.com

The Magic Of T.I.M.E. Drama

The dramatization of, and on, educational texts and theatrical performances is a popular method of developing the communicative competence of foreign language learners of different age groups. However, its implementation is frequently connected with the mechanical memorization of the script with dubious learning outcomes.

Because of this, in 2012 a PhD study was launched that was intended to test the hypothesis that learners' foreign language interactive speaking skills and overall communicative competence could be significantly enhanced through providing learners with instruction in professional acting techniques (based on Stanislavski's System), along with their participation in stage activities in the target language (English).

To do that, two groups of teenage EFL learners at level B1-B2 (CEFR) were involved in the experiment. The analysis of the results showed a marked tendency of improvement in the FL oral communicative competence of the experimental group learners. The major outcome is the foundation of the Teenodrama Interactive Method in English (T.I.M.E.).

The following general conclusions could be made about the method: T.I.M.E. significantly enhances learners' interactive speaking skills and develops additional paralinguistic skills in them, such as teamwork (noted by over 70% of the respondents of the final inquiry at the end of the experiment). T.I.M.E. enhances learners' motivation. It also develops learners' language and artistic performance evaluation and self-evaluation skills and its application leads to sustainable learning outcomes. T.I.M.E. guarantees an entertaining and quite intriguing way of learning according to most inquiry respondents from the EG. It is practical and affordable, and what is mainly needed for its successful application is acting desire, which develops into learners' stage work under the supervision of a special self-made stage director – their EFL teacher.

The T.I.M.E. methodology could easily be adapted to suit the needs of university students studying English as a foreign language.

Dr. Mary Jo Grdina
Drexel University School of Education, US
Associate Professor
mfg29@drexel.edu
Co-Author: Dr. Penny Hammrich, Drexel University School of Education

The Impact on STE(A)M Education using Sports and the Arts

Objectives: To increase science achievement of middle grade students through the vehicle of sports and the arts.

This paper brings together two initiatives that use informal venues to teach STE(A)M to middle school students. The learning activities of sporting events and the art museum are different in nature, but they have common goals and both reflect the Next Generation Science Standards (NGSS).

Methodologies: Sports: Lessons designed to teach physical science concepts were set in the context of sporting activities (tennis and soccer.) Middle school students took pre and posttests covering concepts, such as velocity, projectile motion, and Newton's Laws, illustrated during each activity. The students' responses to each of four questions were open-ended and scored as correct or incorrect. The tests were the same and administered at the beginning and the end of each day's activity. Gain scores

were analyzed using a simple t-test. The data consistently shows statistically significant mean increases from pre to posttest.

Arts: An app for the iPad (Physics at the Art Museum) has been developed in cooperation with the Philadelphia Museum of Art. Seven physics lessons are taught using artifacts within the museum. The app features videos and interactive animations. Lesson plans accompany the lessons. Piloting and evaluation of this teaching strategy will begin next month.

Conclusions: While programs that address the equitable achievement for all students in STEM are not new, using sports and the arts as a vehicle through which science and mathematics interest and achievement can be attained is unique. Data from the sports activities indicate positive impact. Similar results are expected the art museum app when testing begins next month. Teaching students in a real-world context aligns with the NGSS goal of providing ALL students equitable opportunities to learn.

Zina Al Azmeh
Qatar University , Qatar
zalazmeh@qu.edu.qa

Teaching contemporary music through Deleuzguattarian theory - an exploration in interdisciplinary pedagogy

A considerable amount of inquiry has been put into understanding the state of contemporary music and its isolation from the public in general. In the absence of a referential musical system, contemporary music sought communicative properties in extra-musical elements such as politics, film, literature, and art, which are in turn influenced by developments in philosophy and theory. Teaching contemporary music without reference to such developments limits the learner's ability to experience the music's communicative qualities and to connect with it intellectually. Therefore, in order to achieve a better understanding of contemporary art music, it is useful to consider it from the broader perspective of its cultural and philosophical context.

The philosophical work of Deleuze and Guattari in particular lends itself to this kind of inquiry not only because Deleuze and Guattari directly address matters musical through a philosophical lens in *A Thousand Plateaus* (2004), but also because the connections between their work and contemporary music practices seem inescapable. The topic is not unexplored. Two books; *Deleuze and Music* (Buchanan, 2006) , and *Music After Deleuze* (Campbell, 2013), are dedicated to investigating such connections. Tens of studies have also explored the multifaceted and multilayered connections between Deleuzian philosophy and music. There has been, however, no pedagogical inquiry so far on the impact that making such connections may have on students' understanding and appreciation of contemporary music (and vice versa).

Could teaching contemporary music through Deleuzian theory provide an intellectual context that makes it more comprehensible? Is it also a teaching of Deleuzian theory through contemporary music at the same time? And to what extent is this form of thorough interdisciplinarity applicable to other disciplines? These are some of the questions that this paper aims to address.

Dr Khatijah Abdullah
Unievrsity of Malaya, Malaysia
Lecturer/Associate Professor
katlim@um.edu.my

Co-Author: Dr Cje An Ahmad, MAHSA University

The effect of reflective journal writing on the academic performance on Malaysian nursing students

Introduction : Reflective journal writing is an active learning technique as it helps ideas to be clearer when written in text form.

Aim : The aim of this study is to investigate the effect of reflective journal writing on the academic performance among Malaysian student nurses in a nursing college attached to a teaching hospital.

Methods: A quasi experimental design was employed. Both the intervention and control group consists of 49 nursing students. The research instrument consists of six essay questions based on actual ward experiences in the obstetric ward. The experimental group were taught 6 hours per week on reflective journal writing using Gibbs reflective cycle model for 2 week in addition to the classroom lectures. The control group was only taught in the same classroom lectures.

Results : Results from ANOVA showed that there is a significant difference in the post test scores between groups and students' ($p=0.000$). The mean score for the experimental group ($m=62.592$) is higher than the mean score for the control group ($m=53.122$).

Conclusion: The reflective journal writing is effective in enhancing student academic achievement compared to the traditional method of classroom lectures only.

Professor Richard Midford

Charles Darwin University and Menzies School of Health Research, Australia

Professor of Health in Education

richard.midford@cdu.edu.au

Alcohol prevention: the residual effects of a two year, harm minimisation school drug education intervention

Richard Midford, Charles Darwin University and Menzies School of Health Research, Casuarina, Australia

Helen Cahill, The University of Melbourne, Carlton, Australia

Leanne Lester, The University of Western Australia, Crawley, Australia

Robyn Ramsden, Royal Far West, Manly, Australia

David R Foxcroft, Oxford Brookes University, Oxford, UK

Lynne Venning, Victorian Department of Education and Training, Dandenong, Australia

Background: This research evaluated the residual effectiveness of the Drug Education in Victorian Schools (DEVS) program in reducing alcohol related risk and harm. The program taught about licit and illicit drugs in an integrated manner over two years, with no intervention follow up in the third year. It focused on minimising harm, rather than achieving abstinence, and employed participatory, critical-thinking and skill-based pedagogy.

Methods: A cluster-randomised, controlled trial of the program was conducted with a student cohort during years eight (13yrs), nine (14yrs) and ten (15yrs). Twenty-one schools were randomly allocated to the DEVS program (14 schools, $n=1163$), or their usual drug education program (7 schools, $n=589$). One intervention school withdrew in year two. Multi-level models were fitted to the data, which was analysed on an Intent-to-Treat basis.

Results: Over the three years there was a greater increase in the intervention students' knowledge about drugs, including alcohol ($p<.001$). They recalled receiving more education on alcohol ($p=.006$).

Their consumption of alcohol did not increase to the same extent as controls ($p=.013$). Their alcohol harms decreased, while increasing for controls ($p=.003$). There was no difference between groups in the proportionate increase of drinkers, in communication with parents about alcohol, or in attitudes towards alcohol. There were fewer risky drinkers in the intervention group ($p=.009$), and those who did drink in a risky manner reduced their consumption, while this increased for controls ($p=.01$). Similarly, harms decreased for intervention group risky drinkers, but increased for controls ($p=.004$).

Conclusions: The findings indicate that a school program that teaches about all drugs in an integrated manner, and employs interactive, critical-thinking and skills focused methods to teach how to minimise harm, does not increase initiation into alcohol use, while providing strategies for reducing consumption and harm to those who choose to drink, even those who choose to drink in a risky manner.

Dr. David Allard
Texas A&M University-Texarkana, US
Professor of Biology
David.Allard@tamut.edu

Co-Author: Dr. Martin Kelly, D'Youville College

Simultaneous Measurement of the Acceptance of the Theory of Evolution at Regionally Distinct Colleges

The Measurement of the Acceptance of the Theory of Evolution (MATE) survey has 20 statements that a respondent evaluates. We transcribed the MATE into an online survey delivered to Introductory Biology students by e-mail. Six items were added at the front of the MATE to capture descriptive demographic information: Gender, ethnicity or race, religious identity, academic major, academic class, and college. The average acceptance score for evolution was 69.6 ($s=16.20$, $N=140$) out of a possible 100 points. The three survey items where students were most undecided about evolution were: 1) "With few exceptions, organisms on earth came into existence at about the same time", 2) "The theory of evolution cannot be tested scientifically", and 3) "The theory of evolution cannot be correct since it disagrees with the Biblical account of creation". Statistical analysis found that the overall acceptance of evolution was dependent on the student's religious identity or the college that they attended. By using this survey in Introductory Biology, before instruction on evolution, at three different and distant colleges (Mid-Atlantic and Southwest), we identified the evolutionary concepts that our Introductory Biology students have difficulty accepting. This information can then be used to develop a strategy to address student misconceptions.

Mrs. Kong Wah Chan
Christian Alliance P.C. Lau Memorial International School, Hong Kong
Vice Principal
corahui@cais.edu.hk

Teacher as Servant-Leader: Application of Greenleaf's Servant-Leadership in Classrooms of a Hong Kong School

Empirical studies show positive correlation between the practice of servant-leadership and school climate (Black, 2010), student achievement (Lambert, 2004) and teaching effectiveness (Metzcar 2008). Adopting a pragmatic approach, the researcher used a mixed-methods design to illustrate the practice of servant-leadership meeting learners' cognitive, social and individual needs. Metzcar's (2008)

survey instrument, the Teacher Leadership Assessment, was contextualized and administered to students aged 11 to 18 of a Hong Kong school. Quantitative data analyzed by descriptive statistics concluded that servant-leadership was often observed by these learners. Consequently, four focus-group interviews were conducted with participants selected by stratified purposeful sampling. Transcript analysis revealed that a teacher exhibited characteristics of servant-leadership. Hence, a written reflection was collected from this teacher. This qualitative data was analyzed thematically using Miles and Huberman Framework (1994). Thereafter, methods triangulation aligned statistical analysis with learners' stories, and sources triangulation compared learners' transcripts and the teacher's reflection. Five key findings emerged supporting the practice of servant-leadership in classrooms. Finally, the researcher proposed a learner-centered classroom model, operating with servant-leadership principles, highlighting ten characteristics of servant-leaders (Spears 1998) sequentially. A teacher, who acts metaphorically as a servant-leader, serves the students through (1)listening, (2)empathy, and (3)healing. Such a teacher leads the students by (4)awareness, (5)persuasion, (6)conceptualization and (7)foresight. His/her motivational impulses are (8)stewardship and (9)commitment to the growth of people. Ultimately, servant-leadership is characterized by (10)building community, connecting people together. A servant-leader has a hybrid and fluid identity, blending imminence with transcendence, and exercises relational authority and referent power. This study adds new knowledge to this field with the perspective of learners, the context of classrooms, and the cultural landscape of Hong Kong. The researcher concludes that the application of servant-leadership benefits learners, supports their learning process, and sheds light to teacher continuous professional training.

ChayHoon TAN

National University of Singapore
phctanch@nus.edu.sg

Co-Author: Mr Azariah TAN, University of Michigan

The Use of Questions to promote thought processes in Skill-based and Content-based Pedagogy

Objective: This project introduces appropriate use of questions to promote higher order thinking process in the "I" and "R" components of the Educational "FAIR" model across the arts and sciences. To represent the arts, we focused on Piano Pedagogy and to represent the sciences we looked at its application the teaching of Pharmacology.

Methodology: AT was the instructor for piano pedagogy (both class piano and individual piano lessons) at the University of Michigan. Applying questions technique to individualize the teaching, respond to each student's playing with additional questions helped to foster higher order thinking. Responding to specifically designed questions, students had to evoke their thought processes and demonstrate the outcomes in their piano playing. Further questions were used to spawn creative improvement to their performance.

In the teaching of Pharmacology to a large class of 300 at the National University of Singapore, students signed up to 'Google Hangout', a technology using their mobile devices. This allowed the students to respond to the questions asked by CHT during the large class sessions. By looking at the responses from the 'Google Hangout', CHT was able to incorporate relevant teaching tailored to the responses. This allowed the teacher to discuss the replies either to the whole class (if the responses benefitted the whole group) or to individualized response for a particular student. This system afforded the use of technology and the advantage of using questions to promote thinking processes without the stress of being in the classroom.

Findings: Students in the piano class in the first semester and individual piano students in the second semester reported positive experience and learning of piano playing both in their qualitative feedback and quantitative feedback. Similarly pharmacology students using the Google Hangout technology, reported positive individualized learning experiences. This worked well particularly in Asian culture when students do not like to respond to questions in a large class setting.

Dr. Lori Severino
Drexel University, US
Assistant Professor
las492@drexel.edu

The effects of instructional delivery on Teacher Self Efficacy and Knowledge of Literacy

Objective: To determine if there is a difference in teacher self efficacy and teacher knowledge between students taking a face-to-face or online course in teaching literacy to struggling readers.

Methodology: Students in face-to-face and online courses took a course with field experience placements to instruct students who struggle with reading decoding, fluency, or comprehension. Participants in the courses were given a pre and post Teacher Self Efficacy (TES: short form) and a pre/post Teacher Knowledge Assessment (TKA). Participants also submitted written reflections on their field experiences and some participated in focus groups. Paired T tests analyses were used to determine changes in TES and TKA between face-to-face and online participants. Qualitative analyses on reflections and focus group interviews were also conducted.

Findings: There was a statistically significant change from pretest to posttest in the TKA: SL for participants taking the course online. Overall, there was no statistically significant change in efficacy scores for the TES: Short form; however, when looking at the subscales, teacher and personal efficacy, there was a statistically significant change from pre survey to post survey in the participants who took the flipped face-to-face course. This was reflected in the qualitative data from that group of university students as well.

Conclusions: The online course was effective in increasing the knowledge of the participants, but not to the degree expected to eventually effect student achievement of struggling readers. It is recommended the online courses be updated to include lecture, readings and weekly quizzes specifically targeting knowledge of the structure of the English language. Interactive games could also be incorporated into the weeks to review the information presented. The results of this study also showed the personal efficacy of participants in the face-to-face courses improved significantly. This may have been due to the university supervisor being present during the field experience.

Teresa M^a Monllau Jaques
Pompeu Fabra University, Spain
Teacher
teresa.monllau@upf.edu

Co-Author: Came Hernández Escolano, Pompeu Fabra University

Service Learning: ¿How to learn and do a Social Service?

Objectives: The Service Learning is a methodology that presents learning situations which are oriented to give a service to the community.

During the academic year 2014-15 we carried on a project based in the Service Learning methodology: UPF Service Learning in order to undertake with microcredits. The project was selected in the: VIII convocatòria de suport a iniciatives del Centre Promotor per a L'Aprenentatge Servei – Fundació Jaume Bofill (2015). This project had the Oikocredit support.

This project has academical and social objectives that were materialized in the following aspects:

1. To promote the viability of business projects which have been created by entrepreneurs that have a social exclusion risks. The entrepreneurship had to be financed by ethics finances.
2. To help the entrepreneurship to develop necessities skills in order to carry on with the Project and to guarantee the viability in the long term.
3. To evaluate the differences between the service learning and the traditional methodologies where it does not exist a social vision. The items that we want to analyzed are: the perception that students have about the learning process and the academic productivity.

The aim of this paper is to analyze the results and conclusions obtained in the project.

Methodology: We used the case study research.

Findings: The student's academic learning process productivity developed in a service learning methodology, was higher than those developed in a traditional methodology. This is true in a quantitative as a qualitative point of view.

Conclusions: Through Service Learning methodology the university gets involved in the development of two functions that have traditionally been assigned to it: the knowledge transmission and the community service where the activity was developed.

Dr. Brett Brosseit
Ave Maria School of Law, US
Director and Assistant Professor of Advanced Critical Thinking
babrosseit@avemarialaw.edu

DEVELOPMENT OF CRITICAL THINKING IN LAW STUDENTS

Recent large-scale research studies indicate that many college students graduate with critical thinking skills no greater than those they possessed upon matriculation. These findings have sent shockwaves through the academy, calling into question the value and efficacy of higher education, particularly when it comes to equipping graduates with the advanced reasoning and problem-solving skills most in demand in the 21st Century. Many of these underprepared graduates pursue advanced education, including the study of law that traditionally has groomed citizens to assume positions of high leadership in society and solve society's most complex problems. As these students enter law school, the legal academy faces intense scrutiny for its failure to adopt valid empirically based teaching approaches and demonstrate adequate educational results, prompting the American Bar Association to exercise its regulatory authority to mandate that law schools demonstrate learning outcomes. Traditional law school academic support programs cannot address the widespread fundamental deficits in critical thinking among incoming students, and a scarcity of research in legal education has left the legal academy calling for empirical guidance to inform cohesive approaches to the systemic challenges it faces. To address the daunting challenges facing the legal academy, I undertook a qualitative grounded theory study to formulate a comprehensive conceptual model of the development of critical thinking skills in law students that may assist legal educators in establishing best practices for the advancement of higher-order thinking skills in law students. The resulting Critical Thinking in Law Students model provides the legal academy with empirical guidance to formulate new strategies to improve learning outcomes and comply with

regulatory mandates, while also offering the broader academy insight into the intricate combination of factors that affect the ability of higher education institutions to provide their students with effective education for the development of higher order thinking skills.

Ms. Alia Ammar

The American University in Cairo, Egypt

alia.adel.ammar@gmail.com

The Influence of the DSM on School Discipline Policy and Classroom Management in Private International Schools in Egypt

Worldwide, schools have classroom environments in which students with special needs are included. Yet, there is a lack of awareness regarding what it entails to include special needs students as well as who qualifies as a special needs student. It is expected that students with special needs are referred to a mental health professional for a proper diagnosis to be made. A diagnosis is generally conducted by a psychiatrist or psychologist, with reference to the American Psychiatric Association's (APA's) Diagnostic & Statistic Manual of Mental Disorders (DSM). Upon the establishment of a diagnosis, it is expected that the mental health professional would provide the student with an individualized education plan (IEP). The purpose of such a document is to enrich students learning experience & ensure they experience an equal educational opportunity. It also serves as a means for the student is not unnecessarily disciplined, or excluded from class, due to non harmful behaviors that directly result from their special need. This research focuses on the usage and influence of the DSM on school discipline policy and classroom management in private international schools in Egypt. Conceptually the issues of understanding, awareness, & experience in dealing with special needs were explored & discussed. Fieldwork was conducted through the use of questionnaires directed towards middle school teachers & administrators, interviews with mental health professionals, & extensive research, it is evident that there is lack of awareness & understanding of special needs in Egypt, which results in special needs students in international schools encountering many unnecessary disciplinary reprimands. Consequently, the laws in Egypt need to be updated in order to provide international schools with the necessary information, tools, & resources in order to ensure that special needs students attain equality in their educational opportunities and promote a positive school environment.

Professor M. David Alexander

Virginia Tech, UG

Professor

mdavid@vt.edu

Disaster of Privatization of Education in the United States

This paper will look at the privatization movement of public schools in the United States. First, it will address the higher education privatization movement beginning in the 1990s and its continuation into the 21 century, such as, University of Phoenix. This movement then begin in K-12 education, although the seeds were planted during the Nixon and Reagan presidencies. Significant factors will be discussed which includes the Supreme Court's decision to allow public money to flow to the private and parochial schools when the Zelman case was handed down.

This K-12 trend continues with charter schools and vouchers. Examples will be discussed such as how private corporations in Ohio are running Charter schools for profit. A lot of the privatization movement has been cloaked in the rubric of Educational Reform. The paper will conclude with the work

of Christopher and Sarah Lubienski and others that have demonstrated charter schools and private schools receiving vouchers have not increased the achievement of these children. The charter and voucher schools on the whole have not done as well as public schools in those localities.

Jocelyn Benson
Wayne State University Law School
Dean
jbenenson@wayne.edu

Leading US law schools in a Challenging Financial Environment

Discussion from the perspective of a Law School Dean on finance and budget challenges facing public law schools and law students in the United States, with Case Study of how Wayne State Law School has successfully boosted enrollment of qualified students amidst budget cuts and declining applications.

Mr. James Hyatt
University of California, Berkeley, US
Associate Director Center for Studies in Higher Education; Vice Chancellor and CFO Emeritus
jahyatt@berkeley.edu

Cost Drivers and Alternative Funding Strategies in Higher Education

Research Objective: Describe how cost structures and funding strategies in higher education have changed with the advent of alternative delivery methods and funding strategies. For example the role of technology has not only changed the way in which research is conducted but also the strategies used to fund these changes. In a similar way the cost and manner in which instructional and research facilities are constructed and funded have also changed dramatically. Methodology: Use of case studies of how four major research universities have utilized an array of funding strategies to address operational and facility construction costs from alternative financing structures to public private partnerships. Specific examples of new funding strategies at a number of colleges and universities will be highlighted including: the University of California, Berkeley (research centers and capital construction projects); the University of Arizona (public/ private partnerships); Virginia Tech University(research centers and construction projects); University of South Florida(public /private research partnerships) Findings and Conclusions: Use of alternative funding strategies requires institution to adopt a comprehensive planning strategy in order to address a multitude of issues from budget and finance to legal issues to new approaches to delivering services. This process involves the development of alternative financial scenarios and delivery strategies.

Dr Iris BenDavid-Hadar
Bar Ilan University, Israel
Faculty
iris.bendavidhadar@gmail.com

Co-Authors: Stephoni Case, Southern Nazarene University, and Rob Smith, Birmingham City University
School Funding Formulae and the Creation of a Learning Society: A Comparative View

Stiglitz and Greenwald (2014), in their book *Creating a Learning Society*, highlight the importance of government in “promoting growth through the creation or strengthening of the learning society” (p.22). This research claims governments and local policy actors that use fair funding formulae, linking improvement to equity, are likely to improve the educational achievement distribution of their country and lead to the creation of a learning society. The objective of this article is twofold: first, it examines the

funding formulae of three countries –The US (Oklahoma), the UK, and Israel –using data from policy documents. Second, it analyzes fairness using data from an international comparative survey on local policy actors’ views. Data sets are comprised of official national level policy documents, the school funding formulae, and the legal documents. Additionally, policy actors’ responses at the local level are collected using e-form questionnaire created especially for this work. Methodology- First, we analyze the national de-jure policy within a country, using a documents analysis. Second, a qualitative analysis of the questionnaire responses is aimed at evaluating the de-facto local policy in each country. Third, a comparison among countries is conducted to reveal to what extent school finance is advancing the creation of a learning society (Stiglitz & Greenwald, 2014). Preliminary results reveal the three countries strive to achieve equity at the national level; however, the extent to which the de-facto policy aligns with the equity aspiration is in need of improvement. We conclude that greater fairness might be achieved by listening to the ‘voices’ of policy actors at the local level. This work is important for other countries that are characterized by their students' diversity and aim at creating a learning society.

Dr. Lesley DeNardis
Sacred Heart University
Associate Professor
denardisl@sacredheart.edu

- Confirm E-mail
denardisl@gmail.com

Theorizing Continuity and Change in School Finance Policy: The Case of Connecticut

The method of financing public education in the United States has been the focal point of heated battles since the landmark decision of *Serrano v. Priest* (1971). Since then, reformers in nearly every state, including Connecticut have challenged the prevailing method of school funding with its heavy reliance on local property taxes. While the Connecticut Supreme Court in *Horton v. Meskill* (1977) directed the General Assembly to equalize spending between school districts, successive legislatures have failed to fully fund state aid formulas prompting plaintiffs to return to the court room again in 1982, 1985, and 2005. Despite four major court decisions since 1977, the state share of education aid to local school districts places Connecticut in the bottom tier among states. The purpose of this research paper is to explain the gap between court-ordered school finance reforms and legislative remedies in the Constitution State over a forty year period using historical institutionalism as the theoretical framework. In contrast to explanations which rely solely on legal theories or legislative behavior, this paper will argue that a historical institutional approach taking into account the interplay of both the courts and the legislature in Connecticut will provide a more thorough explanation. Education policy scholars have begun to embrace historical institutionalism (HI) as a mode of inquiry to explain the durability of policies despite repeated reform efforts. HI posits that institutions structure the behavior of political actors through embedded customs, norms, and rules. Past reform efforts become institutionalized and form part of the legal and regulatory framework within which subsequent reformers must work. Policy legacies create path dependence where past reforms become embedded or “locked-in” as institutionalized behaviors, practices, and ideas making reversal difficult. While historical institutionalism assumes that institutions tend towards stability or status quo, it also posits explanations for policy change. Radical departures in the form of critical junctures can create a window of opportunity when policy entrepreneurs act as agents of change. This study utilizes a case study method that draws from historical institutional arguments to test propositions regarding continuity and change. Process tracing over a forty year period with a particular focus on critical

junctures beginning with the adoption of the first school finance reform in 1975 reveal the roots of Connecticut's path dependent school finance reform. Despite numerous opportunities for subsequent modifications and policy reforms at each critical juncture over the time period under review (1975-2015), policy legacies were positively reinforced through institutional norms in the courts and legislative creating a gap in policy outcomes. The paper concludes that the historical institutional approach yielded findings congruent with propositions regarding path dependence and critical junctures. The dynamic interplay between the courts and the Connecticut General Assembly, created path dependence in school finance reform policies accounting for the funding gap. Given the system of American federalism in education policy, the theoretical framework may be fruitful for cross-national comparisons.

Ms. Amrita Dhar
University of Houston, US
Graduate Student
adhar2@uh.edu

Co-Author: Dr. Bent Sorensen, University of Houston

Risk Sharing Between State and Local Governments: Evidence from School District Finance

We examine the interactions between state governments and local school districts in the financing of primary and secondary education in the United States. We demonstrate empirically the existence of perfect risk sharing within states, as state governments increase transfers to local school districts when a shock to local personal income generates a fall in locally raised revenue. Local school districts become exposed to orthogonal shocks to state personal income processes, however, which are not insured. Average responses mask a fair amount of heterogeneity according to the specific funding formula employed by the state, the relative level of county personal income to state personal income for a given county, and the volatility of the state income distribution. We also develop a model to interpret these empirical results, in which the behavior of local school districts and state governments is governed by relative levels of risk aversion over spending on education and all other private and public spending. We take the model to the data to directly estimate these risk aversion parameters, finding that, in general, risk aversion with respect to education consumption and other types of consumption tends to rise with the time horizon under consideration. Again, however, states' education funding formulae influence the magnitudes of these parameters.

Dr. Michael Klein
New Jersey Association of State Colleges and Universities, US
Executive Director
mwklein@njascu.org

Free College Tuition Programs: Will They Be Effective?

The objective of this paper is to explore the efficacy of the proposals for free college tuition in the U.S. The White House and candidates running in the 2016 presidential election have offered such proposals, and the states of Tennessee, Oregon, and Minnesota, along with the City of Chicago, have enacted similar programs. This study uses a combination of qualitative and quantitative methods, including an analysis of state funding for higher education, a statistical analysis of national enrollment and completion data, and a legal and textual analysis of the proposed and enacted tuition-free programs. The study finds that the free-college-tuition programs share common fiscal, political and policy-related shortcomings. If only tuition is free, students must still find a way to pay for living expenses, books, and other supplies. The proposals often impose funding requirements on state governments that are politically and fiscally unrealistic, such

as providing millions of more dollars of support to public higher education. The study also finds that subsidizing all students is not the most efficient use of government funding. Providing free tuition for all students would offer significantly more money to students from higher-income families than from lower-income families, especially under “last-dollar” programs requiring students to maximize federal and state aid programs before benefitting from the tuition-free programs. The major policy concern over the free-tuition proposals aimed at community colleges is whether they will help produce more college graduates. Only about 20 percent of full-time students who start at community colleges earn an associate’s degree within three years. Moreover, studies indicate that students who are capable of starting at a four-year institution but enroll instead in a two-year institution are less likely to graduate. This phenomenon is known as “undermatching.” The study concludes that tuition-free programs are most effective when targeted at low-income students through a means test for eligibility, and when students can use the benefit at four-year as well as two-year institutions. These students should also receive extra financial support for expenses beyond tuition.

Salha Issan

Sultan Qaboos University, Sultanate of Oman

Full professor

Co-Authors: Dr. Maryam Al Nabhani & Mr. Abdullah Al Maani

The Impact of Economic Crisis on Higher Education: Oman as Case Study

Higher education is as any other sector in the country get effected by the economic crisis. This paper addresses important issues related to higher education in the Sultanate of Oman and different models adopted in financing higher education. The issues are set out in the context of the value of higher education in economic development and its contributions to the capacities to adopt and adapt new technologies and undertake institutional innovation. The established and well-functioning higher education loans and financing systems, such as those in Australia, and the experience of different systems tried—both in East Asia and in the United States—are brought to bear in this volume. The economic growth of Europe ,United States and some Eastern Asian countries, in particular, can be attributed largely to the success of their higher education institutions. These knowledge-based economies require high levels of experienced and well prepared human capital, which influences a large number of economic outcomes and boosts long-term productivity. The current world economy is going to be increasingly dominated by knowledge-based industries over the coming decades. Agricultural, industrial and technical revolutions will all give way to increases in knowledge. Oman aims in its strategic plans to further qualify and educate its human capital so as to contribute to its economic diversification initiative. This case study will focus on the following questions: 1. What kind of financial models prove their effectiveness in financing higher education? 2. What are the contemporary trends in financing higher education in the selected countries? 3. What are the challenges facing financing higher education in Oman? 4. What are some solutions to increasing student enrollment whilst maintaining steady sources of finance? Keywords: knowledge-based economies, higher education, financial models, economic, diversification.

Dr Matthew George

Humphreys College, US

Professor

matthew.w.george@ablecharter.com

Co-Author: Michele Williams George, University of California

Charter Schools Finance: Surviving the Dysfunction of State Financing

This case study will examine the complexities of financing Charter Schools and document successful funding practices that obviate operational reliance on state funding. Humphreys College operates two charter schools in Stockton California that are publicly funded. The majority of funding for Charter Schools relies on complex and cumbersome state funding models. In fact, the entire public school system is dependent on these funds. Often the state lags behind in their dispensing of these dollars causing the large established public school districts to float short term loans at high interest rates based on anticipated bond receipts. While not risky, this model cuts heavily into the actual dollars received by the school district due to excessive interest payments. Charter Schools do not have similar collateral available and turn to Charter Financing organizations that promise short term loans at high interest rates. Using this solution is convenient but again reduces the total funds that should be channeled to the students and their learning. A qualitative study employing interviews, questionnaires and historical investigation will reveal the challenges that financing has created for many Charter Schools since their inception. In many cases the delay in funding has caused Charter Schools to endure negative audits, implementation of authorizing district financial oversight and, in some cases, closure of the Charter School. This study will reveal creative alternate replicable funding strategies that have allowed Charters to realize success in the midst of funding challenges and to focus their entire funding on the educational success of their students. These alternative funding strategies require advanced planning and a realization by Charter School groups that public funding is a cyclical phenomena that will repeat itself during the life of the charter. The study will also examine prudent and well organized spending plans that foresee the inevitable fiscal challenges that will present themselves to charter school administration. Ultimately, failure to recognize these challenges is what dooms Charter Schools and makes the students the victims of fiscal mismanagement.

Barbara Flores Arenas

UCL, UK

Phd Student

barbara.arenas.11@ucl.ac.uk

Estimating the effects of school subsidies targeted at low-income students: Evidence from Chile

There exists consensus that the socioeconomic status is a decisive factor of students' performance. The achievement inequality that emerges from the correlation between socioeconomic status and educational attainment affects the progression of disadvantaged students in subsequent levels of the educational system and even further stages of life. This is a stylized fact which is observed across time and countries. Chile is not the exception. The significant achievement inequality exhibited by the Chilean educational system has put education as a fundamental priority of the social policies implemented in the country. In order to tackle the achievement inequality in primary schools, the Chilean government promulgated the Preferential School Subsidy Law (PSS) in 2008. The law introduces a new school subsidy which is delivered by the Government to state funded schools for each student who is identified as priority in terms of his or her socioeconomic status. Before PSS, the per student subsidy for schools was determined only by students' grade and the length of the school day: half or full-day. In consequence, the promulgation of PSS is an important milestone in the Chilean education policy because it breaks the principle of a uniform subsidy that has existed since 1981. Accordingly, PSS is an attempt to compensate students' background disadvantages by recognising that the administration of state funded schools which serve students with greater socioeconomic vulnerability faces higher costs. Accordingly, the aim of this paper is to evaluate the effect of school subsidies targeted at socioeconomically disadvantaged students on academic

achievement. In doing so, the empirical strategy relies on comparing standardised test scores over time of different cohorts of students. In particular, suitable difference-in-differences estimators are developed to compare the differential growth of test scores among three cohorts of students. The differential growth in test scores reflects the differential impact of the intervention on students' achievement. The results indicate that the intervention has a positive and sizeable effect on the average gain in reading and math test scores for both types of pupils: priority and non-priority students. In addition, the effect on academic performance is larger for younger cohorts of students who have been exposed to the policy for a longer period of time. To better understand the mechanisms through which the intervention works, the pupils' behaviour is analysed by comparing the mobility of students, before and after the implementation of the policy. The evidence shows that the status of priority student is not making a behavioural change in the demand for primary education. This suggests that the effect on the average gain in students' achievement estimated by the reduced form can be ascribed to the actions taken by schools. In consequence, the construction and estimation of a dynamic model of expenditure allocations of schools is proposed for future research.

Mr. Ahmed ElZorkani
The American University in Cairo, Egypt
Instructor
ahmad.zorkani@aucegypt.edu

Teaching Beyond Classroom Walls: An Intervention Study of Classroom Action Research on Applying the Flipped Classroom Model at AUC

Students spend considerably more of their studying time outside class than face-to-face with their instructors in a classroom. Traditional teaching methods that utilize one-way lecturing, use-up this valuable and limited classroom time, leaving little time for active learning to take place. Instead, flipping the classroom can be utilized to free most of class time. Conceptual and theoretical parts of the content, which used to be lectured, get delivered as online videos, interactive online modules, or as readings. Students view these before going to class, take proper notes, and review them repeatedly when needed. Then the practical aspects of the content, that used to be homework, are carried out in class, carrying out active, collaborative, and cooperative learning (Tucker, 2012). Transforming the instructor to a guide, a facilitator, and a mentor, utilizing student-centered instructional strategies, allowing the learners a greater level of independence. This would motivate the learners and enhance their 21st century and life skills (PMIEF, 2014).

This research attempted to provide evidence that flipping the classroom at the School of Sciences and Engineering, and the Professional Educator Diploma program at the Graduate School of Education has the potential to enhance the quality of teaching.

This research relied on action research as the methodology and different data sources such as class observations, semi-structured student and faculty interviews, and repeated random sampled student focus groups as well as participatory action research to gather, analyze and triangulate the data. It targeted four graduate and undergraduate classes at the American University during Fall 2014.

This research considered the effects on, and perceptions of, students and faculty after implementing the flipped classroom in a STEM course and comparing it to three humanities courses. Students in all researched classes reported that the flipped classroom strategy helped them achieve a deeper level of conceptual understanding.