Dr R. Craig Wood, Professor, University of Florida, US

The New Wave of Financing and Privatizing Public Elementary and Secondary Education in the United States: Tax Policies, Charter Schools, and Vouchers

Historically, the United States has funded public elementary and secondary education via a system of local and state moneys distributed in a variety of manners by state education finance distribution formulas. Much research has been conducted in this education finance area regarding the equity and adequacy of such formulas with political, economic, and social aspects to the research of this vitally important public policy educational arena.

Within the last few years a number of state legislatures, with the number growing nearly every year, are essentially creating a parallel privatized system of funding elementary and secondary education via a variety of state public tax policies, educational savings accounts, various mechanisms of funding charter schools, as well as vouchers reflecting a variety of specific programs. The public tax policies reflect, in some instances, relatively generous state tax deductions and/or credits for corporations and/or individuals. Additionally, various tax savings accounts now exist that essentially fund individuals in their selection to private education.

The presentation will highlight the variety and nature of the programs as well as the growth of this arena in the funding of elementary and secondary education in the United States. These public policies are generally not given acute attention within the education finance literature. This lack of examination is perhaps a function that the policies are outside the various education finance distribution formulas and exist in the research literature as separate discussions without understanding how the policies have effects on the revenues for public elementary and secondary education.

In summary, an analysis of this area reveals rapid growth of these programs reflecting a variety of tax savings accounts, state tax credits and deductions for individuals and/or corporations, as well as the funding of charter schools beyond basic student allocations.

Dr Thanasin Chutintaranond, Lecturer, Faculty of Communication Arts, Chulalongkorn University, Thailand

Uplifting University Social Responsibility Model: A Case Study of Chulalongkorn University Community Engagement Project

University Social Responsibility (USR) is one of major obligations that every higher education institution must achieve. This article aims to analyse a best practice of Chulalongkorn University's community engagement project that have been conducting for 5 years in Saraburi, a rural province in Thailand. "Love Country, Religions, Monarchy, Love Saraburi, Love my Home Place, Love our Community" Project have been created to enhance educational quality of primary and secondary schools in Saraburi. After 5 years monitoring, the result shows that, up to now, this project has 10 schools which located in 3 districts of Saraburi as permanent members. It grows approximately 300 percents during 5 years in term of area-based calculation. In every schools, "Love Country, Religions, Monarchy, Love Saraburi, Love my Home Place, Love our Community" Club are established. All of them are managed and organized by students. They have created a lot of academic and cultural activities freely which related to the club's name above throughout the academic year. Moreover, students' Ordinary National Education Test (ONET) score was increased dramatically because of our project's academic workshops and one-on-one guidance treatments. On the other hand, teachers who participated in this project have learnt a lot about teaching technique, presentation and communication skills, and media instruction and educational innovation creation. These workshops upgraded them to be more professional in their career. In short, this project is concrete evidence that shows the successful USR model in Thailand which is an integration of university, public and private sectors' cooperation are needed.

Keywords: Chulalongkorn university, community engagement, higher education, university social responsibility

Dr Laura Kudrna, Post-Doctoral Research Officer, London School of Economics and Political Science, UK

What Is the Point of Pursuing Higher Education? A Level-Type Happiness Perspective

Objectives: One consequentialist reason to pursue higher education is to improve subjective wellbeing (SWB) or 'happiness'. Existing evidence on the relationship between higher education and SWB is mixed, which could be because SWB measures differ between studies. To address this issue, this paper asks: does the effect of education on SWB depend on how SWB is assessed? Design: There are two well-established dimensions of SWB, which can be called the 'level' (cognitive and affective) and 'type' (hedonic and eudaemonic). In the absence of the ability to randomize educational attainment, existing large datasets containing

measures of SWB across these levels and types are selected. Methods: Data comes from two large household surveys: The American Time Use Survey (ATUS - 20K+ adults) and the 2004/5-2012/13 modules of the English Longitudinal Study of Ageing (10K+ adults). Multiple linear regression analyses are conducted without and with over a dozen controls selected from prior literature reviews. Results: Degree-level or higher education significantly benefits SWB across almost all SWB levels and types but these effects largely disappear or change sign with controls. An exception is for BSc+ education in ATUS, which is associated with less hedonic affect both without and with controls. Conclusions: The dimension of SWB assessed matters in tandem with what education affords learners, such as higher earnings and better health. These results should be interpreted cautiously due to issues of reverse causality and unobserved confounders. Future research could consider the role of social comparisons in the relationship between education and SWB using level-type measures of SWB.

Mrs Sureetha De Silva, Higher Degree Research Candidate, Griffith University, Australia

Changing University Governance and Accountability Management: An Exploration of Lived Experiences of Australian Academics

Universities in Australia and worldwide face complex and varied issues and transformational changes. Among them, university governance and accountability management have been noted as undergoing significant transformation. The main drivers of such transformation are considered to be globalisation, knowledge-based economies, new technologies, and global competitiveness. The impacts of these drivers are frequently reflected in the changing nature of the academic work. Academics, correspondingly, are inclined to reflect negatively on their experience of the changing nature of academic work. This paper reports on preliminary findings of a research study conducted in Australia that explores the lived experiences of a group of academics working in public universities.

The study adopts a qualitative research approach to enable the research to be inductive and open to the potential of generating new theory emerging from the data. The data collection method consists of in-depth, one–on-one, face-to-face interviews. To accomplish a detailed exploration and analysis of personal meaning and lived experiences of participants, the study uses an interpretive phenomenological analysis (IPA). The preliminary results indicate how two significant transformational forces contradict each other and create stressful work situations for academics. One of these forces is the changing university learning

environments with massification of higher education through accepting more and more students to satisfy an economic imperative and different modes of innovative learning, including online learning. The other conflicting force highlighted is the changing nature of university governance and accountability management, which is now influenced by corporate structures. This article reports how this second force impacts upon academics and their work. The findings of the study will enable university managers to better understand the challenges academics face from the transformational change in university governance and new accountability management systems. It presents participants' suggestions of ways of maintaining appropriate work environment in universities.

Dr Les Sztandera, Professor, Thomas Jefferson University, US

Rethinking Pedagogies for Academia-Industry Collaborations in the Development of Product Opportunities

This paper reports on student-centered learning, dubbed Nexus Learning, at Thomas Jefferson University. It covers pedagogy related to academia-industry collaborations in the development of product opportunities. It focuses on putting students in an industry project situation where their combined contribution is required to achieve the final goal. Thus, it aims to develop clear sense of the requirements of a graduate for the future workplace. This teaching approach requires students to construct knowledge by engaging collaboratively with industry partners, and has proved more effective than traditional didactic approaches in developing innovative thinking, knowledge creation capacity, and professional skills. It meets the emerging needs of industry to develop managers, designers, and engineers into more accomplished practitioners in the global economy. With Nexus Learning, students learn by designing and constructing actual solutions to real-life problems.

It has been noted in literature that effective project learning has five key characteristics: Project outcomes are tied to curriculum and learning goals; Driving questions and problems lead students to the central concepts or principles of the topic or subject area; Learners' investigations and research involve enquiry and knowledge building; Learners are responsible for designing and managing much of their learning; and Projects are based on authentic real-world problems proposed by industry partners that students care about.

Industry sponsored projects are ideal instructional approaches for meeting the objectives of Nexus Learning, because they employ the 4Cs Principle – critical thinking, communication,

collaboration and creativity with learning structured in real world contexts. Researching across subject boundaries, managing different parts of the projects, critiquing each other's work, and creating a professional quality product opportunities, helped develop real-world problem-solving skills. In addition, motivating learners to manage their own time and efforts, and present and defend their work, equipped them with valuable skills for their workplace, resulting in 96% job placement rate.

Dr Wen-Bing Gau, Associate Professor, National Chung Cheng University Taiwan

A Study of Older Adults' Learning Communities from The Perspective of Marketing 4.0

Based on the advent of an aging society, learning centers for the elderly are gradually emerging. Adopting appropriate marketing strategies is one of the keys to help these learning centers survive and develop in unstable and competitive environments. Researchers in this study used qualitative methods to visit the Active Aging Learning Centers (AALC) in Taiwan to explore their operations and marketing methods and attempt to reflect on the concept of Marketing 4.0. The research questions are as follows: A) How do the AALCs plan and implement their marketing strategies? B) What are the implications of Marketing 4.0 on learning within the context of AALCs?

Researchers used semi-structured interviewing methods to explore selected respondents to understand how AALCs use marketing strategies to attract newcomers and retain their participants. In this study, 15 AALCs were selected and the leaders in these learning centers were interviewed. The findings suggested that external promotion and internal professional development are two sides of the same coin.

When AALCs conduct learning activities in communities, they not only attract new customers (community residents), but also guide, cohere, and retain existing participants. The quality of learning activities in AALCs has initiated a series of marketing processes that play an important role to identify the target customers' needs and preferences. .

Although the concept of Marketing 4.0 has been discussed by some literature, few studies deconstruct the concept from the perspective of learning. This study emphasizes that the learning experience triggered by the knowledge domain and participants' mutual engagement is the key to initiating a full-scale marketing of senior citizens' learning communities.

Ms Paula Novillo, Teacher-Coordinator and Dr Juan Llanes, Teacher-coordinator, University of Barcelona, Spain

Virtual Masters Training: Implications for Teaching

In recent years the demand for online postgraduate courses has grown significantly (MECD, 2016; OCDE, 2017) - as, concomitantly, has academic interest in analysing distance education teaching practices in order to optimise online students' learning. In this study we address this subject with a twofold objective: to identify the benefits and drawbacks of these virtual learning environments, and to outline possible measures directed towards improving the teaching and learning process in said environments. Our study has been carried out in UNIBA (Centro Universitario Internacional de Barcelona), an affiliate institution of the Universidad de Barcelona (Spain) which offers five master's degrees and an undergraduate course. These programmes cover different fields of knowledge and have up to 1400 students from 25 different countries (principally in Europe and America) per academic year. In this presentation we lay out the results of a qualitative study in which content analysis (Cohen, Manion & Morrison, 2007; Creswell, 2012) was carried out on two different type of data: students access profiles (identification data, professional and educational background and students' motivation to enrol in these programmes) and student satisfaction questionnaires. The findings of this study show, on one hand, that overcoming space and time barriers is one of the main benefits of these online programmes, along with an enrichment of the interaction between teachers and students from different cultures and contexts; on the other hand, they show that some of the competences included in the Dublin Descriptors (2004) are difficult to achieve, a difficulty which represents an avenue for further research. One of the measures to be taken is the creation of online collaborative spaces which allow for the fruitful use of digital tools, and the promotion of simulated practices or problem-based learning, where learners' autonomy is encouraged.

Dr Ken Witmer Dean, College of Education and Social Work and Dr Nancy Witmer Professor, Music Education West Chester University, US

The Mobile Rams Initiative: Researching the Effectiveness of Using Mobile Technology to Enhance Student Learning

This research initiative focused on the formation and implementation of what has been called the "Mobile Rams" project. The initiative was created to develop the knowledge base and skills needed by the teacher preparation faculty within the College to appropriately incorporate using mobile technology and associated applications within their instruction. The

purposes were for faculty to model the inclusion of the technology assisted instruction and to research the effectiveness of using specific technology to enhance student learning.

Through the Mobile Rams initiative, faculty members were given an iPad Pro and professional development opportunities learning more about the educational functions and values of adding mobile technology to their instruction. To kick-off the initiative, two professional preparation sessions were delivered by our research faculty and Apple, Inc. personnel. Faculty participating in one of these sessions received an iPad Pro and became a participant in the project. Subsequent faculty development occurred periodically to provide review and to introduce new applications.

Participants agreed to conduct research activities examining learning associated with using applications. In addition to presenting general research outcomes, a study that investigated using mobile technology to teach music notation to students with dyslexia will be shared. The correct identification of music staff notation by a test group assigned a relevant iPad application was compared to that of a control group receiving traditional instruction. The dependent data were collected by administering pretests and posttests. The differences in the means of the treatment and control groups before and after the treatment were determined by a mixed-design analysis of variance. Results of interaction between treatment and pretest versus posttest showed an interaction effect, $F(1, 70) = 22.65$, $p = 000$. A significant interaction was discovered at the .05 level of significance. The test group performed better identifying music staff notation than the control group.

Rebecca Kelly, Assistant Professor, Syracuse University, US

Deprogramming Design Education: Breaking down Traditional Curriculum to Build a Better Program

Communication design has undergone extreme and rapid changes. As technology progresses, responsibilities formerly ascribed to designers are now available-through online resources-for anyone to access. Simultaneously, other activities are being undertaken by designers which did not exist a mere five years ago. The practice of design is changing and for its educators to remain relevant, they must evolve as well.

After observations of industry trends and surveys of students, alumni and professionals, it has become apparent that changes in the profession necessitate a new approach to design education. A prototyped curriculum will be designed, including a process of

"deprogramming" students from previous ways of thinking, a new way of approaching assignments, developing experimental courses, and assessing failure. The ultimate goal would be to produce a program that allows itself to stay adaptive while working within the traditional two- to three-year curriculum update lifecycle.

Traditionally-trained design educators are struggling with how to teach students to be successful in a profession that is not only different from the one they used to know, but is also constantly evolving in new directions. Can educators successfully prepare the next generation of designers by teaching the latest trends and software while focusing on the same design curriculum they have always taught? Educators need to bridge the gap between the traditional and the unknown. Adaptability and entrepreneurship become all-important, and instilling these attributes will require a new and innovative curriculum that is responsive, collaborative and challenging in ways that reach beyond the visual problem-solving lessons of the past.

The implications for design educators are to be just as innovative in order to prepare the new generation to evolve quickly and continuously. Programs must be fluid and adaptable, which requires educators to treat their curricula as design problems to be solved with radical thinking and creativity.

Dr Olufemi Isiaq, Senior Lecturer – Computing and Dr Md Jamil, Post-Doctoral Researcher, Solent University, UK

The Role of Ecological Factors in Student Engagement: Understanding from Pedagogical Perspectives of Computing Discipline

The paper is based on a mixed-methods research that has explored three student engagement dimensions, namely behavioural, cognitive and emotional in relation to environmental or ecological perspectives. In the study, we have investigated the learning culture, influence of peers, and physical conditions of a group of undergraduate students (n = 60) in the academic programmes of computing. We have administered three data collection methods: a survey with the current and past computing students (n = 60), four focused-group sessions, and real-time electronic data from three students using a wearable device. The survey questions provided data on the behavioural, cognitive and emotional dimensions of student engagement in peer and societal contexts. The focused-group data complemented, challenged and clarified the survey data more elaborately with useful examples and explanation. The ecological data acquired through the wearable technology validated the findings with specific information

related to physical conditions of the students. The key contribution of the study is an evidence-based explanation of the role of ecological factors in student engagement dimensions. Additionally, the findings have provided several guiding principles for addressing ecological factors for enhancing student engagement and meaningful learning in computing discipline.

Nicholas Awuor, Cathy Weng, Associate Professor, Graduate Institute of Digital Learning and Education, National Taiwan University of Science and Technology, Apollo Weng, Department of Applied English Studies, China University of Technology Taipei, Jin-Hwei Su and Shiauping Tian, Graduate Institute of Digital Learning and Education, National Taiwan University of Science and Technology, Taipei, Taiwan (R.O.C.)

Impacts of Communication Skills on Learners' Input and Effort in Project-Based Digital Storytelling

Project-based learning (PBL) is an instructional strategy regarded by scholars as 21st century necessity that exposes learners to authentic problems in a diverse perspective and interactive environment, equipping them with requisite skills for survival in today's world. The approach is popular for promoting student engagement, elevating them to co-constructors of knowledge as teachers become facilitators. PBL has therefore attracted numerous studies with majority findings attributing its success to the amount of resource input and effort devoted by learners in the assigned task(s). However, a section of them have stressed on the need for further scrutiny of the underlying factors and find ways of improving learner effort. Communication skills proved to be the key formative aspect since PBL is grounded on social constructivist theory with constant consultative interaction, in-depth analysis and consensual decision making. This study explored how various aspects of communication skills influenced the amount of effort a learner would devote to a project-based interaction task. It involved 84 students drawn from multiple academic departments of the National Taiwan University of Science and Technology, who undertook an 18-weeks project-based digital storytelling course. Utilizing 53-item likert-scaled questionnaire, observation and semi-structured interviews, this paper outlines how these facets of communication are fundamental intermediaries in influencing the learners' input in collaborative projects. Through a single-group pre-test and post-test experimental design, the study answers the basic research questions; Does communication skills correlate with learner's effort? Is there a variation in communication skills prior and after the project-based storytelling exercise? What aspect of communication is the strongest determinant of learner effort? It revealed that communication

skills greatly improved while interpersonal aspect was the main factor that influenced effort. With this, curriculum developers would base subsequent choices of the design and structure of PBL tasks in a manner that triggers maximum learner effort and input.

Dr Natalie Close, Lecturer, Sophia University, Japan

The Effect of Language Ability on Content Uptake and Course Design in Content and Language Integrated Learning (CLIL)

CLIL has been gaining attention recently as a motivating method of exposing students to language in a way that is relevant to students' wider education (Lyster, 2016). One of the aims of CLIL is to improve the language competency of learners, and as such, much of the research has focused on the language learning effects of CLIL methodology. This paper takes a different approach by addressing the issue of content uptake in a CLIL context where students have various levels of English language ability. A core, but often overlooked, principle of CLIL is that content is king; CLIL should not be language at the expense of content (Clegg, 2003), but little research has focused on the feasibility of this principle.

Using case study methodology, this presentation investigates the degree to which content must be adapted for a CLIL context. The course in question, entitled 'The Soft Power of Cool Japan', looks at the efficacy of Japan's use of soft power in its Cool Japan campaign, and therefore explores various aspects of Japanese popular culture from an international perspective. This course is taught to both native English-speaking exchange students and Japanese learners of English. The researcher found that the students in both contexts had varying advantages and disadvantages regarding the content. Whilst the native speakers had no problems with the language level of the lectures and course materials, many lacked deeper knowledge of the topic. On the other hand, whilst at a disadvantage linguistically, the Japanese students had the benefit of greater knowledge of the topic and this enabled their understanding of the course content. This paper explains how the content was adapted to meet the varying needs of the students, and the extent to which a content class must be adapted to enable learning at all levels of language.

Mr Darrell Wilkinson, Associate Professor, Tokyo Woman's Christian University, Japan

Student-centred Activities to Increase Corrective Feedback in ESL Courses

Corrective Feedback (CF) is necessary for learners to improve their second language skills, especially in terms of writing and speaking. The necessity and efficacy of CF is linked to many language acquisition theories including Schmidt's Noticing Hypothesis (1990), and Swain's Comprehensible Output Hypothesis (1995, 2005), is seen as an integral part of Nation's language focused learning strand (Four Strand, 2007), and is supported by a growing body of empirical evidence (Ellis, Loewen, & Erlam, 2006; Lyster & Ranta, 1997). Without regular CF on language output, learners are unable to notice the gaps in their language ability, have little way of knowing how to resolve their errors, and are in danger of language fossilization (Gass, 1988; Han & Odlin, 2006). However, when teaching medium to large groups, it is very difficult for teachers to carve out enough time to give learners regular meaningful CF (Yoshida, 2008). In terms of second-language writing, there are only so many hours of teachers' lives that can be devoted to checking essays outside of class. In addition, large groups of learners and limited class time make it difficult for teachers to listen to and give feedback on individuals speaking performances. Therefore, this presentation introduces three student-centred activities that have been successfully used to increase the amount of CF learners receive on their speaking, writing, and vocabulary development. This presentation will explain each activity and state how they are supported by the language learning literature. In addition, the presenter will provide qualitative data regarding learners' perceptions of the activities and quantitative validation data in support of each activity. The three activities described can be applied to a range of language teaching contexts and can be easily adjusted to suit the individual needs of students or teachers.

Ms Alicia Perez, Teacher of English & Doctoral Student, Teachers College, Columbia University, US

Another Look Through the Looking Glass: How to Build Student Engagement in the Writing and Revision Process

This research project investigates how *teacher feedback* and *peer review* can engage students in the writing process so that they actually recognize the value in the *revision* process and not simply the final grade on the paper. Within this paper, I explore which methods for providing

feedback are the most useful. I also examine which method of peer response groups seems to be the most effective when working with students. After a thorough exploration of what has been written over the past few years about the topics of *teacher feedback* and *peer response* groups, I conduct a qualitative research study with my 11th grade students to see what happens when I incorporate the use of *teacher feedback* and *peer review* during the *early stages* of the *writing process*. The findings for this study are presented from a post-structural lens focused specifically on the *power dynamics* within the topics of *teacher feedback* and *peer response* groups. Using the work of Joan Scott (1991) and Elizabeth Ellsworth (1989), I explore the difficulties that arise when we try to speak for our students and when we try to represent their experiences. In order to better interpret the data, I categorized my findings into the following five categories: *teacher talk, grade talk, process talk, teacher feedback, and personal talk.* The final section of the paper presents possible implications and questions about future work in this area that can provide for greater insight.

Dr Deirdra Preis, Adjunct Faculty Member, College of Professional Studies Doctor of Educational Leadership Program, Northeastern University, US

Preparing for Critical Conversations: How Instruction in and Use of an Ethical Argumentative Framework Can Empower Teachers and Students in Discussing Social Justice Issues in the Secondary Classroom

Though public schools are charged with promoting democratic values, they rarely explicitly teach students how to analyze issues from ethical perspectives. Lack of teacher training, competition for time and overestimation of students' abilities to independently discern the ethical considerations of complex situations may explain its absence from many social sciences curricula. While the ability to consider actions from an ethical lens is critical to the democratic process, class discussions about controversial issues can unravel quickly when self-serving or emotional dynamics dominate an activity. To plan for a more constructive outcome, teachers must first instruct students in the use of universal ethical criteria as the basis for healthy and productive argumentation and provide ongoing opportunities for practicing ethical argumentation. This article describes how such a framework was successfully introduced into a high school health course to encourage deeper and more respectful group analysis of complex issues from various ethical viewpoints.

Anthony M. Denkyirah, Southern Illinois University, US and Emmanuel K. Acheampong University of Education, Ghana

Community-Based Transition Planning: Critical Strategies for Post-School Success of Students with Disabilities in Rural Ghana

Successful transition planning for youths with disabilities from rural communities in developing countries depends on the extent to which family members and stakeholders within their communities are involved in transition planning and implementation activities. Unfortunately, the special needs literature consistently reports that most programs intended to support the well-being of people with special needs in many African countries fail to meet their targets, partly as a consequence of abysmal levels of family and community involvement. In this presentation, the authors will report on how from August 2015 to date, they have successively used a community-based rehabilitation matrix to improve the levels of involvement of stakeholders in three rural community-based transition programs for students with special needs in Ghana. Additionally, the authors will discuss challenges they encountered in the implementation process and how they addressed those challenges. Implications for special needs and community-based personnel preparation programs will also be discussed.

Ms Sheri Brynard, Assistant Teacher, Lettie Fouche School for Learners with Special Educational Needs, South Africa

Living your Dreams without Limitations

Dr Wayne DeFehr, Sessional MacEwan University, Canada

Students Seriously at Play: Deepening Cultural Understanding by Constructing Video Games

The objective of this research project is to discover whether students improve their understanding of global cultures through the collaborative learning process of constructing video games. This is an important research goal because the ethnic diversity of university classes provides an opportunity for students to engage with each other across communities of culture. Maintaining the students' family identities is important, but finding ways to create social cohesion within this cultural mosaic is equally significant, especially in the context of a university classroom.

The methodology for this research draws on constructivist approaches to teaching, where the student participates in the development of their knowledge. Dr. Steve Bada argues that

challenging "students' beliefs and attitudes" (66) is key to this pedagogical strategy. In the computer game building course that is the focus of this study, goals are defined for the students from the start, and the social, collaborative aspects are integral to students achieving those goals.

The findings of this project are drawn from the practical application of this research over the course of the semester. Students work in teams to build playable video games with the Unity gaming engine, and the process of creating narratives in socially and culturally conscious ways challenges many stereotypes based on gender and race that circulate in popular culture.

The study concludes that, while lectures regarding gender- and race-based politics are important, student collaboration in building video game narratives provides a significant way to develop the ability to acknowledge and accept cultural values other than one's own. While the immersive experience of game play is commonly noted, the immersive experience of game creation is also significant, and has the potential to enrich the classroom experience for the students.

Kinga Káplár-Kodácsy, PhD student, Eötvös Loránd University, Hungary and Dr Helga Dorner, Lecturer, Central European University, Hungary

Developing Teachers' Reflective Practices: The Use of Audio Diaries

Background: This monitoring study explores a specific qualitative methodology, the use of audio diary in self-reflective activities. It also presents its validity for initial teacher education (ITE) research drawing on findings from previous research internationally. We explore analytical and technical issues to offer an alternative method for supporting continuous professional development of teachers and mentors (Monrouxe, 2009; Crozier & Cassel, 2015)

Objectives: In this study we aim to explore (1) how this innovative method of recording audio diaries of their own practice affects mentor's and mentees' reflective practice; (2) if and how recording audio diaries contribute to professional development.

Methods: We monitor ten mentor teachers' (n=10) and their thirteen mentees' (n=13) work during a semester-long mentoring process. We understand each mentor and their matched mentee/s as one 'mini' case, hence a total of ten case studies. They record their reflections with their handheld devices supported by prompt questions set by the researchers. The

duration of the collected audio material adds up to more than 23 hours of audio material. We performed an exploratory thematic content analysis on the data (Fereday et al., 2006).

Outcome: We found agreement among mentors and mentees about the usefulness and meaningfulness of recording self-reflections and the benefits it encompasses. In particular, verbalization and documentation of their teaching and mentoring experience were highlighted. Additionally, audio diary representing a participatory approach was identified as a mechanism in making sense of the mentoring experience that could support them in their professional development.

Conclusion: Participants compared audio diaries against more traditional methods of assessing reflection and evaluated their applicability to different mentoring contexts and incidents. This study supports the existing evidence that audio diaries can provide advantages above and beyond those provided by written diaries because the fluidity in speech enables an immediate response.

Dr Fatima Elyan, Lecturer, David Yellin College of Education, Israel

"I Am Not Sure How Much I've Taught Ahmad, but I Remember How Much I've Learned from Ahmad." Constructing Professional Identity Among Arab Pre-Service Teachers in East Jerusalem Schools

Recent studies describe professional identity as the interplay between individual agency and the social context. It is the key variable in teacher motivation, commitment, effectiveness and even responsiveness to change (Tasng,2016). This paper illustrates how first-year Arab pre-service education teachers in David Yellin College's teacher qualification program gain qualitative capacities during their practical learning/training in East Jerusalem schools. The majority of those pre-service teachers enrolled in this Arab section for Special Education program after themselves graduating from schools in East Jerusalem which suffer from in difficult political, economic, social, and educational circumstances. The main goal of the teacher qualification program during the first year is to construct a professional identity for teachers that will enable them to believe in their personal capacity and field experience. During the program, and through practical learning, the prospective teachers are able to manifest their own orientation through creating their own professional identity. As an educational supervisor and researcher, focus on the individual agency and morality was necessary to understand teachers' emotions and needs, particularly that they live in difficult conditions in East Jerusalem. This was applied to 14 prospective teachers. The applied

qualitative methodology analyzed the prospective teachers' portfolios and diaries during 2017-2018. Additionally, analysis of the evaluation sessions that were video recorded provided ample information and analysis on the directions and orientations of the prospective teachers' learning experience and activities. The main findings show that after the program significant progress was achieved illustrated by the transformation of those prospective teachers from an experience embodied with fear, marginalization and failure to teachers, who can lead change in the special education profession with high levels of self-confidence and motivation.

Dr Jennifer DeHayes, Doctorate, St. John's University, US

Differences Between Classroom Teachers' and Reading Teachers' Perceptions of Literacy Practices: A Look into Cultural Hegemony

Educators work in a social environment. Teacher and student interactions are cooperative in nature. Providing the time and parameters to engage in purposeful discourse is critical. Collaboration should be a focus in collegial institutions for prospective administrators. The purpose of this study was to examine the current state of discourse between reading teachers and classroom teachers on the elementary level. A look into cultural hegemony helped determine how teachers foster communication within a building or district. In other words, do teachers rely on themselves to advance in their industry and build capital (Bourdieu, 1977)? Do teachers utilize a brokerage system (Burt, 2005; Hopkins & Spillane, 2014) to help build communication in a building or district?

This study used qualitative research based in Grounded Theory (Glaser & Strauss, 2008). The author conducted one on one interviews with 23 elementary reading and classroom teachers. Patterns within the teachers' perceptions were determined through a constant comparative method. The author used constant comparative method to code all interviews (Glaser & Strauss, 2008). This author used NVivo 11.4 for the Macintosh to further assist in filtering the qualitative data.

By using a conceptual framework, the author explains how and why teachers find time to communicate with one another. The author brings attention to the need for communication between service provider and classroom teachers in the field of education. Possible solutions and thoughts are presented for superintendents, building administration, professional developers, and teachers in chapter five.

Findings from this study show that there is a clear divide between classroom teachers' and reading teachers' perceptions of how teachers communicate about literacy practices. Examples of these efforts range from speaking to one another informally, communicating through email, signs of cultural hegemony or making oneself simply available. The teacher participants emphasized similar needs across all buildings – trust, cultural hegemony, time, and location. The current state of communication largely depends on those needs.

Tat Heung Choi, Senior Lecturer, Hang Chan, Assistant Professor, Ka Hei Au, Senior Research Assistant, Hong Kong Baptist University, Hong Kong SAR, China

"Now You're Talking": Teacher Preparation through Alumni Talks in a Community of Practice

An essential starting point for continuous improvement in teacher education requires some degree of discontentment with its existing practice. The project to be reported in this paper is based on a five-year initial teacher-education programme in Hong Kong. Relevant incongruities in teacher preparation were found in assessment reports of teaching practice and narratives of teacher-learners. These preliminary sources were indicative of an increasing diversity of teacher-learners' needs, theory-practice dichotomy as a long-standing concern for teacher preparation, and aspiring teachers' lack of symbolic capital in identity construction.

With the aim of tackling these concerns, this reported study examines how a community of practice framework, with its emphasis on learning as socially situated, relational, activity-based and experiential, can give teacher-learners a head start on professional learning. The therapeutic phase of the project thus explores the relevance of alumni talks to teacher preparation through relationship building, professional learning, teaching in action, and knowledge sharing. This paper discusses, among other findings, the potential contributions of alumni talks to teacher-learners' perceived interest and confidence in teaching, as well as their sense of institutional identity, based on subsequent questionnaires. The participants' perceived interest in teaching remained high before and after the alumni talks; they also reported growing confidence as prospective graduates from the teacher-education programme, with an increasing sense of pride as members of the university. However, a dissonance between the teacher-learners' under-developed self-affirmation and their aspiration to become full members of the teaching profession was identified in the self-evaluation data. This is a matter of interest with regard to the influences of professional

preparation and teacher cognition on classroom practice, as the review of research supports. From its initiation to the redefinition of the community of practice, the paper synthesises key themes with cumulative knowledge to leverage the challenges and opportunities of teacher education.

Dr Jeanne Gunther, Associate Professor, Francis Marion University, US

Teacher Candidate Content Knowledge Pre/Post Read to Succeed

Read to Succeed is a reading reform policy intended to improve literacy outcomes for K-12 students of South Carolina through implementation of evidence-based interventions (South Carolina Department of Education, n.d.). One component of strengthening teacher knowledge in order to provide the best instruction lies in teacher preparation programs and is addressed by this policy. While teacher preparation programs traditionally offered one course in reading methods, teacher candidates now take up to four such courses. This study makes use of qualitative methods to examine surveys of teacher candidate content knowledge administered prior to, and following, the implementation of Read to Succeed-approved coursework at a state university. Preliminary findings show teacher candidates are stronger (post implementation) in their abilities to define reading terminology as well as provide examples of appropriate interventions for phonemic awareness, phonics, fluency and comprehension.

Dr Graziela Giusti Pachane, Assistant Professor, Federal University of Triângulo Mineiro, Brazil

Integration Between Theory and Practice in Teacher's Education Programs: Lessons from Three International Experiences

This work is part of a larger project whose objective was to study curricular changes in teacher training programs from a comparative approach. We studied the curriculum of three universities (Harvard, University of Minho, and Federal University of Triangulo Mineiro [UFTM]) from three different countries (USA, Portugal, and Brazil) in the last two decades. To achieve our goals, in addition to literature review and document analysis, we visited the universities, made observations, and interviewed teachers and students. We used content analysis and comparative education methodologies to analyze data. Results highlighted that practice-centered program prevails in American education; that a praxis-focused approach is emphasized in Portugal; and that there is a pursuit of a historical-critical guidance in Brazil (mainly revealed in teachers' discourses) with strong multicultural trend in current curricular policies. Our findings helped us to understand how those three universities make links

between theory and practice in the training of their teachers. Data collected drew attention to Harvard Teachers Fellows Program (HTF), in the USA, and to an extra-curricular program called PIBID (Program of Initiation to Teaching), in Brazil. PIBID was mentioned as one of the most important policies in Brazil in the pursuit of improving teacher education, connecting universities and basic schools, integrating theory and practice, and creating more significant interdisciplinary practices. Despite its significance, PIBID is in risk of extinction, due to political changes in Brazil, and it has been partially substituted by a program called Pedagogical Residence. We believe that the study of those experiences from a comparative point of view can help curriculum planners, higher education managers, and policy-makers devoted to the field of teacher education to develop courses/programs that are neither excessively pragmatic, nor idealized and detached from school routine.

Devon Whetstone, Graduate Teaching Assistant, University of Missouri US, and Dr Jenny Bossaller, Associate Professor University of Missouri, US

Exploring Backward Design Methods in a Higher Education Information Literacy Curriculum

The purpose of an information literacy (IL) class is to improve students' ability to discover, understand, value, and ethically use scholarly and popular information in their own academic pursuits. Students need to understand how to find and evaluate information, critically examine and build on pre-existing ideas, and credit others' ideas. While there are several models for information literacy education (e.g., Super 3 and Big 6 (Eisenstein and Berkowitz); the ACRL Framework for Information Literacy), a focus on the affective or attitudinal dimension of this skill set is a fairly new practice, as previous models and standards favored knowledge and skills-based outcomes.

The current research project focuses on information literacy in higher education. We offer a 1-hour undergraduate-level, standalone course entitled "Information Use and Student Success." The course has undergone numerous revisions, but during Fall 2017 and Spring 2018, the researchers reimagined the course, and aligned Fink's Taxonomy of Significant Learning to the ACRL Framework for Information Literacy. Specifically, we focused on aligning each of the six Fink categories to the ACRL Framework dispositions (i.e., the ways students value IL learning), course outcomes, learning activities, and assessments. We are currently investigating how the inclusion of value-based learning opportunities impact all course student learning outcomes. We are utilizing a combination of pre and post tests (using

the Project SAILS Information Literacy Assessment) and reflective writing to determine knowledge, skills, and attitudinal improvements that occur in students over the course of the semester.

While the current project focuses on information literacy in higher education, our presentation will be about the backward-design methods behind this course design, which are widely applicable in any educational setting that requires critical thinking and information seeking and use--from K - 12 through Higher Education, and in standalone information literacy courses or as incorporated into content areas.

Association for College and Research Libraries (2016). Framework for Information Literacy for Higher Education. http://www.ala.org/acrl/standards/ilframework

Eisenberg, Michael B. & Berkowitz, Robert E. (1990). Information Problem-solving: The Big Six Skills Approach to Library and Information Skills Instruction. Norwood, NJ: Ablex. Fink, L. Dee. Creating significant learning experiences: An integrated approach to designing college courses. John Wiley & Sons, 2013.

Project SAILS: Standardized Assessment of Information Literacy Skills. https://www.projectsails.org/