

Asian EFL Teachers' Web-based Instruction and National Educational Technology Standards for Teachers

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Abstract

The current paper investigated the relationship between secondary school teachers' Web-based instruction (WBI) and National Educational Technology Standards for Teachers (NETS•T), as well as the role of their demographic variables in WBI adoption and integration by TESL secondary school teachers. Data were collected from 450 secondary school English language teachers in Malacca, Malaysia. A questionnaire comprising of two separate sections (demographic variables and National Educational Technology Standards for Teachers) was selected as the instrument of the study. Analysis of data showed a positive correlation between NETS•T and WBI integration. Similarly, the results revealed the role of gender in WBI application. Male teachers outperformed their female counterparts in WBI integration. In conclusion, this study suggests the need for more professional development programs and training sessions for Asian English language teachers to be more informed on the standards of educational technology introduced by International Society for Technology in Education (ISTE).

Keywords: Web-based Instruction (WBI), National Educational Technology Standards for Teachers (NETS•T), Demographic variables, EFL teachers.

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Bridging Binaries:

Exploring students' conceptions of good teaching within teacher-centered and learner-centered pedagogies of their teachers in disadvantaged public schools in the Philippines

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Abstract

To improve its public school education, the Philippines took a radical curriculum reform in 2012, by launching the K-to-12 program which not only added two years to its basic education but also mandated for a replacement of traditional teaching with learner-centered pedagogy, an instruction whose western underpinnings suggest improving student achievement, thus, making pedagogies in the country more or less similar with those in Europe and USA. This policy however placed learner-centered pedagogy in a binary opposition against teacher-centered instruction, creating a simplistic dichotomy between good and bad teaching. It is in this dichotomy that this study seeks to explore, using *Critical Pedagogy of the Place* as the lens, in understanding what constitutes good teaching across a range of learner-centered and teacher-centered pedagogies in the context of public schools in disadvantaged communities. Furthermore, this paper examines how pedagogical homogeneity, arguably influenced by dominant global imperatives with economic agenda – oft-referred as *economisation of education* – not only thins out local identities as structures of global schooling become increasingly similar but also limits the concept of good teaching to student outcomes and corporate employability.

This paper draws from qualitative research on students, thus addressing the gap created by studies on good teaching which looked mainly into the perceptions of teachers and administrators, while overlooking those of students whose voices must be considered in the formulation of inclusive policies that advocate for true education reform. Using ethnographic methods including student focus groups, classroom observations, and teacher interviews, responses from students of disadvantaged schools reveal that good teaching include both learner-centered and teacher-centered practices that incorporate 'academic caring' which sustains their motivation to achieve in school despite the challenging learning environments. The combination of these two pedagogies equips students with life-long skills necessary to gain equal access to sustainable economic opportunities in their local communities.

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OERS Abstract Submissions

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Paper Title	Understanding Problem-Based Learning in Saudi Arabian Mathematics Education: a TIMSS-related study
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>The aim of this study is to investigate the effectiveness of problem-based learning (PBL) on students' mathematical performance. This includes mathematics application and students' attitudes towards mathematics for third grade students in Saudi Arabia. This study goes deeper to examine the interaction of a PBL teaching strategy, with trained face-to-face and self-directed learning teachers, on students' performance (mathematics application and attitudes towards mathematics). It also examines the interaction between different ability levels of students (high and low levels) with a PBL teaching strategy (with trained face-to-face or self-directed learning teachers) on students' performance. It draws upon findings and techniques of the TIMSS international benchmarking studies.</p> <p>Mixed methods are used to analyse the quasi-experimental study data. One -way ANOVA, Mixed ANOVA, and paired t-tests models are used to analyse quantitative data, while a semi-structured interview with teachers, and author's observations are used to enrich understanding of PBL and mathematical performance.</p> <p>The findings show that the PBL teaching strategy significantly improves students' knowledge application, and is better than the traditional teaching methods. This improvement, however, occurred only with the trained face-to-face teacher's group. Furthermore, there is robust evidence that using a PBL teaching strategy could raise significantly students' attitudes towards mathematics, more than traditional teaching methods.</p> <p>For 3th grade students, no significant difference in mathematical application between high and low achieving students was found. The results were not expected for high achieving students and this is also discussed.</p>

OERS Abstract Submissions

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Paper Title	Strategic Partnerships need reimaging in order to offer multiple user experiences demanded by students today.
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>Companies can rarely reimagine their business for a digital world within their own four walls. Innovation-focused resources are required to support transformational new products, and user experiences.</p> <p>Can schools ignore this changing world and operate alone? Can they provide with their own resources the multitude of user experiences that engage students sufficiently? How do they continue to cater more appropriately for the diversity among their students?</p> <p>Canterbury College has been visionary in its approach constantly seeking new ways for enhancing student engagement and achievement.</p> <p>Strategic Partnering is a modern strategy that will prove effective in times of complexity. Canterbury College has been developing strategic alliances for several years in a range of curriculum and pastoral focus areas. It has positioned the College to gain new competencies, increase its "reach", offer distinctive skill sets, share and access a broader range of resources and risks, and move more quickly to take up new opportunities.</p> <p>The type of form it has taken has been flexible, developed and modified to suit the differing circumstances and presenting situations.</p> <p>Motivation to pursue Strategic Partnerships has been essential. This has required a move away from traditional structures and practices. The readiness of each area is determined by attitude/culture/beliefs, capability and resourcing. The cultural leap to pursue alliances/partnerships is not in all organizations. Staff must share the vision and ownership in terms of purpose to enhance student offerings.</p> <p>The College has engaged on a range of partnerships both domestic and global in order to offer enhanced user opportunities to a wider and diverse student body. The strategic importance of reinventing approaches to partnerships should not be understated. It should be a major consideration on every agenda for future leadership team discussions.</p> <p>-</p>

OERS Abstract Submissions

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Session	Summer Session 3, 4 & 5 August, 2016
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Paper Title	Effective Feedback Around Instruction
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>This is a powerpoint presentation based upon practice. In my role, I present to school leaders around New York State on a regular basis. This is a distillation of the work of Paul Bambrick Santoyo, Grant Wiggins and others which focuses upon essential elements of a post observation conversation between principal and teacher using the Charlotte Danielson Rubric. Elements of effective feedback which focus on instructional improvement and professional growth will be explored and modeled in a way that supports school leaders who observe and evaluate classroom practice.</p>

OERS Abstract Submissions

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Paper Title	Informal Digital Literacy Edutainment on Safety, Data Protection and Privacy with the Happy Onlife Toolkit: insights from empirical practice in multiple settings
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>Recent technological innovation fostered interest in safety and privacy of digital interactions. Driven by the same attention to such themes, the Joint Research Centre of the European Commission has also been researching issues related to risks and learning opportunities in the digital age by children and adults.</p> <p>In addition to the mere research objective, this study was launched with the purpose to develop a tangible artefact aiming at empowering children and adults for a safe and responsible use of ICT (Information and Communication Technology). The outcome is a toolkit named Happy Onlife (HOL - contraction of Happiness, Online and Life) offering concrete resources, including a video/game for children, teachers and families and opening a path in building digital literacy competences in several spheres, promoting safe and responsible behaviours online, fighting cyberbullying, encouraging intergenerational dialogue. HOL was conceived under theoretical frameworks, which include notions of digital competence enhancement, empowerment, positive technology and psychology, gamification, meaningful learning, zone of proximal development (ZOPED), ecological systems theories.</p> <p>By way of qualitative research and infield preventive observations in local primary and secondary schools researchers gathered information on attitudes and believes. The study was conducted adopting participatory and user-centred approaches, where students, teachers and in some cases parents joined together to contribute to gaming sessions, focus groups, debates and project design activities. This method generated useful comparative data from discussions, feedback, suggestions and insights. Results confirmed that both children and adults are facing issues related to safety and privacy in their everyday life. Despite the presence of good guidelines available online and offline, being digitally literate, also in terms of safety and protection of personal data, remains an important individual and societal need.</p> <p>HOL, as a hands-on tool, has been acknowledged as effective informal digital literacy edutainment by schools, families, civil society (CoderDojo Network, Minecraft Educators).</p>

OERS Abstract Submissions

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Paper Title	The Geometry of Skills & Knowledge Shortages
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>This paper develops an abstract framework to conceptualise skills and knowledge shortages, which occur “when there are not enough people available with the skills [and knowledge] needed to do the jobs which need to be done” (British Training Agency, 1990). The two main building blocks are a discrete measurable space in which the locations of vacancies and workers are determined by the vectors of skills and knowledge required/possessed, and the vacancy-specific subsets of qualified workers. A generalized law of supply and demand, which explicitly accounts for interdependencies in the economy, determines whether vacancies located at a specific point experience a shortage. The main implication is that the existence of shortages and the policies aimed at eliminating them cannot be determined by looking at some vacancies and workers in isolation, but have to take into account the complete structure of the economy. Focusing on the education system, a simple example illustrates how a reform, which consists in changing the skills & knowledge composition of “not-in-shortage” graduates, can remove shortages. As a real-world example, I argue that STEM shortages are not only about “not enough” STEM graduates, but also about “not enough” STEM knowledge taught in non-STEM disciplines. Many employers in non-STEM occupations also require some STEM knowledge and skills. A key implication of this paper is that the solution to STEM shortages is not necessarily trying to channel more students into STEM degrees, which many of them will avoid however high the rewards may be because following advanced STEM classes for several years of their lives might be too difficult and/or uninteresting. Instead, introducing more mandatory or at least optional STEM modules into non-STEM disciplines could help alleviate shortages by allowing students to enroll in non-STEM degrees while still graduating with the employer-desired amount of STEM knowledge and skills.</p>

Abstract Submissions

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Paper Title	Female Technical Education in Conflict-Affected Countries: The Cases of Afghanistan and Iraq
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>The objective of this research is to identify strategies for intervention by aid agencies that will increase the number of female students in technical and vocational education in conflict-affected countries. Skills-based training is particularly recommended in nations struggling with armed conflict. The focus is on two such nations—Afghanistan and Iraq. The methodology consists of reviewing reports on the effectiveness of past interventions funded by donors such as the World Bank, Asian Development Bank, United States Agency for International Development (USAID), United Nations, United Kingdom Department for International Development (DFID), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and Japan International Cooperation Agency (JICA). The authors will also interview project officers and local stakeholders to determine which strategies have worked best and which least well. A principal finding is that donors must be particularly sensitive to tribal, ethnic and religious differences regarding female education. By focusing initially on recruitment of young women from groups that are supportive of female education, donors can achieve a demonstration effect that opens space for girls from less tolerant groups to join their “sisters.” A second finding is that technical schools must provide hostels that are trusted by the female students and their parents to be secure if young women from distant provinces are going to have access to tertiary education. A third one is that donors must develop public relations programs targeted at parents, including overcoming their fears regarding the welfare of their daughters interested in working in private businesses rather than governmental offices. Campaigns financed by donors that highlight the positive aspects of working in a private company for female employees are needed to address these fears and misunderstandings.</p>

OERS Abstract Submissions

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Paper Title	Sojourning for Academics in a University Vineyard: A Reflection on Teaching, Research, Service and Collegiality, A Case Study in China
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>Over the past decades, the quality of teaching and learning in higher education has been seriously addressed. The issue of improving teaching efficacy has received a good deal of attention, and any initiative specifically planned to enhance teachers' teaching so that student learning is supported (Taylor and Rege Colet, 2010). The application of the internationalization to the field of education, especially the high education is a key issue regarded the most crucial towards the development of educational institutions, organizations, individuals and societies (Arabkheradmand et al, 2015). As part of the internationalization reforms conducted in the universities in China, cross the border education program in the medium of English for global competence is an inevitable, manageable, meanwhile triggered debate. Although there is a growing body of research relating to the impact of study abroad in a wider context, far less exists specifically on teaching faculty and this makes systematic examination difficult. Or even the studies have investigated the linguistic and cultural benefit that those teachers acquired during their study abroad, little is known about how these experiences influence the improvement of teaching quality, research ability and future perceptions of themselves. The limited body of research and lack of information provided an incentive for developing my own research. Thus, this study is to examine the effects from the sojourns abroad in English medium countries and the impacts of these effects on their readjustments to the home environment, in the hope of to develop the teachers' expertise ,providing reference for the Chinese teaching faculty development, educational reforms and settings..In the current study, a concurrent triangulation strategy (Creswell, 2003) will be implemented, permitting quantitative data to provide much needed empirical evidence of the value of the sojourning and qualitative data to contextualize the results meanwhile ensure the reliability and validity of the study.The researcher conclude that a characteristic of the globally competent professionals with sojourning experience is the ability to reflect on diverse methods of teaching and researching and apply them to their career.</p>

OERS Abstract Submissions

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Paper Title	Management of problems concerning discipline, drugs and substance abuse in three South African rural secondary schools

Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions

Management of problems concerning discipline, drugs and substance abuse in three South African rural secondary schools

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INTRODUCTION

Abstract

Indiscipline among learners in schools is a worldwide problem. School violence, infighting and substance abuse among learners have been noted as one of the major problems, not only in South African schools but across the globe. In South Africa drug abuse has been identified as the major cause of school violence and infighting. This study investigated how teachers and school management teams manage disciplinary problems and drug and substance abuse in three rural secondary schools in South Africa. It was located within the interpretive paradigm. Three school management team members, three teachers and three principals were purposively selected as participants. The researcher used face-to-face interviews to collect data. The data revealed that drug and substance abuse was rife in the three selected secondary schools and this phenomenon was a direct cause of learner indiscipline in schools. It emerged from the data that disciplinary problems varied from school to school while some were common in all schools. The data also showed that social conflicts that occurred in the community spilt over into school premises. However, there were no coherent strategies that were put in place by these schools to manage discipline and deal effectively with the scourge of drug and substance abuse by learners. The study recommended that schools and communities work together to address disciplinary related problems and drug abuse.

Key words: drug and substance abuse, disciplinary problems, management

OERS Abstract Submissions

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Paper Title	Towards Building an Online Filipino Learner's Dictionary: PreliminaryTasks, Process and Challenges
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>Dictionary making in the Philippines is a complex and challenging task. The early dictionaries (Noceda & Sanlucar 1754; Plasencia 1580; Ochoa 1580) in the Philippines were a colonial tool to propagate Christianity and to install the rule of the Spanish Crown in a multicultural and multilingual archipelago by means of linguistic understanding (Hidalgo 1977) and subversion (Lumbera 2000). In the postwar era, the ground breaking encyclopedic Glosario-Tesaurus-Diksiyunaryo (Panganiban 1972) became one of the model dictionaries of UP Diksiyunaryong Filipino (Almario 2010; 2001). This daunting task of building an online dictionary is borne out of the need to make a learner's dictionary accessible for free via the internet to a new generation of Filipino users, especially in the 21st century when information and language competency become a basic necessity in education, industry and international relations. This paper is subdivided into three parts. The first part underscores a theoretical framework, a lexicological blueprint, that defines and provides direction to a learner-centered dictionary making. The second part delves into the details of lexicographic collection and the process of two-pronged method of groundedsourcing and crowdsourcing to enable learners and the general public to contribute in the expanding corpus. Lastly, the paper lays down the challenges ahead in sustaining the project and the task of cross-validation, review and evaluation. This project aims to contribute to further the intellectualization of Filipino as a national language and a medium for teaching and learning in the 21st century. (Additional co-authors: Everlinda Aleta, Maria Fe Chiong-Balaba, Nelson Joseph Fabre, Leslie Anne Liwanag, Gaudencio Luis Serrano, Evelyn Varron, PhD students, De La Salle University)</p>

OERS Abstract Submissions

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Paper Title	Education and socio-cultural integration of Muslim students in K-12 schools in Western settings: What educators need to know and do!

Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions

This presentation is based on our book entitled "Beyond Hijab and Halal: A Practical Guide for Educators of Muslim Students" (Forthcoming, Roman & Littlefield, 2017). In the post-9/11 world, especially in the current hostile political discourse about Muslims in the U.S. following the recent terrorist attacks in Boston, Paris, and Belgium, negative biases have permeated even K-12 schools. The news media, particularly in the U.S., has been reporting on a daily basis many incidences of disparate treatment towards and bullying of Muslim youth by classmates, educators, and local communities. As socially-aware researchers guided by critical pedagogy and culturally responsive teaching, we aim to offer school professionals (teachers, principals, counselors, psychologists, and administrators) with a practical guide for working with Muslim students. The ultimate goal of this book is to help such educators connect with their Muslim students and support them to integrate socially and culturally within their local communities. In addition to a review of international statistics and cases, and effective models of culturally-responsive teaching, we report on semi-structured interview and observation data from refugee Muslim children and their parents in a North-Eastern State in the U.S.

Research questions include:

1. How do Muslim students and their families find themselves in conflict with school practices, procedures, and policies?
2. What knowledge, skills, and dispositions do school officials and staff need to acquire to become more ready to support the education and socio-cultural integration of Muslim students?
3. How can school officials and staff adopt and implement an anti-bias pedagogy that is representative and inclusive of diverse student populations?

In addition to expanding the current knowledge, results of this project and its proposed pedagogical recommendations offer important implications for pre and in-service teacher education and professional development. Specific outcomes for the education and socio-cultural integration of Muslim children are also discussed.

Asian EFL Teachers' Web-based Instruction and National Educational Technology Standards for Teachers

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Abstract

The current paper investigated the relationship between secondary school teachers' Web-based instruction (WBI) and National Educational Technology Standards for Teachers (NETS•T), as well as the role of their demographic variables in WBI adoption and integration by TESL secondary school teachers. Data were collected from 450 secondary school English language teachers in Malacca, Malaysia. A questionnaire comprising of two separate sections (demographic variables and National Educational Technology Standards for Teachers) was selected as the instrument of the study. Analysis of data showed a positive correlation between NETS•T and WBI integration. Similarly, the results revealed the role of gender in WBI application. Male teachers outperformed their female counterparts in WBI integration. In conclusion, this study suggests the need for more professional development programs and training sessions for Asian English language teachers to be more informed on the standards of educational technology introduced by International Society for Technology in Education (ISTE).

Keywords: Web-based Instruction (WBI), National Educational Technology Standards for Teachers (NETS•T), Demographic variables, EFL teachers.

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OERS Abstract Submissions

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Paper Title	Classroom language practices and education quality in Eastern and Southern Africa: A 21-country review
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>In 2014, UNICEF commissioned a review of language policy and education quality in the 21 countries of UNICEF's Eastern and Southern Africa Region. UNICEF's goal for this review was to better understand the contexts and implications of language choices being made in the classroom, particularly as they relate to student learning outcomes.</p> <p>The author carried out this review in 2014-2015, by means of extensive literature review and data analysis. The author's 20+ years of experience in the field of African-language education facilitated both the gathering of documents related to education project outcomes and the analysis of data from sources such as the Human Development Report, Early Grade Reading Assessments and SACMEQ.</p> <p>This paper examines findings from the review, as they relate to the role of English and local languages in current education practice in the region. National language policies and implementation practices, and specifically the mismatch between the two, are examined. Student learning outcomes are also examined, as well as the correspondence between language policy and data on learning outcomes.</p> <p>The evident widespread use of English as the language of instruction in primary classrooms of Eastern and Southern Africa, even where the pupils do not speak English, generates two central questions: (1) is English really the 'villain' in this context? And (2) why do teachers and pupils in these classrooms have to choose one language or another as medium of instruction? This paper discusses these two questions, positing answers to each.</p> <p>The paper concludes that language of instruction is only one feature of many that contribute to effective learning outcomes in the formal school environment. However, without getting this feature right, successful learning is very difficult to achieve.</p>

OERS Abstract Submissions

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Paper Title	Lost at the Margins: The Longing for Meaning as Partner of the University President
Abstract: In 300 words or less describe your research objective, methodology, findings and conclusions	<p>This paper focuses on American public university presidential partners, in the course of carrying out the university regents' role expectations, and the ways in which university policies and procedures impact their university service. Drawing on the findings of a study of the experiences of female and male partners at American public four-year colleges and universities, the paper explores the various university roles assigned to the partners, the levels of their engagement in performing these roles, as well as the level of satisfaction and meaning that they associate with their role performance. It utilizes the framework of meaning, mattering, malaise and marginality that Karpiak (1997) detailed in her earlier study of mid-career university faculty's experiences. The paper highlights the struggles of navigating through the margins to find meaning in their role as a presidential partner. The study's recommendations focus on organizational and board of regents' policy changes in supporting the university presidential partner. The study advances knowledge of an under-researched population from theory to practice.</p>

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The Concept of Infant Depravity and its Role in the Birth of Didactic Children's
Literature in Puritan America

Childhood is as much a social construction or concept as it is a span of years in the life of a human being. Philosophies of education and pedagogical approaches are, at their foundation, premised upon commonly held ideas associated with childhood. During the Puritan period in American history, many of the leading figures in New England believed in the concept of *infant depravity*, and this belief strongly influenced their approach to education. Drawing on the writings of John Calvin, these Puritan leaders maintained that young children were innately sinful, and that it was the duty of parents and teachers to suppress children's sinful inclinations. This goal is clearly evident in the reading material that Puritans wrote for children. For example, in the famous *New England Primer* there is a section that deals with the alphabet, and it starts with the line, "A—In Adam's fall we sinned all." The concept of infant depravity is especially evident in the Puritan story titled *The Prodigal Daughter* in which the central character plots to murder her parents. Although Puritan children's literature seems very heavy-handed by today's standards, the reading material we provide our children today also reflects the ideas that we now associate with childhood.

