Dr. **David Martin**, PhD, Educator, Devin, UK

In the Shadow of History: Deliberations on Democratic Education

In recent times two important reports have been published in the UK and USA on the importance of a broader approach to learning in schools . The two reports are the Times commission on education UK and road map to education for American democracy in the USA . We have seen great emphasis on the teaching of STEM subjects . This paper explores the need for a broader conception of learning in schools in order that students are better prepared for the world in the 21st-century. This means having some idea on what it means about what to teach, how to teach and why these different approaches may be necessary for an understanding of the world and self in the 21st century.But this also means changes at a cultural and policy level in order to achieve a more systemic and systematic education at school level . This paper proposes some ways forward building on the work cited above.

Dr. **Alison Taysum**, Associate Professor, University of Birmingham, UK

Democratisation in Digitised Data Bases and Artificial Intelligence: Reversing Unconscious Bias and Marginalisation in Knowledge Economies

Race and racism in America and throughout the world has created racialised hierarchies. Dominated cultures have been deculturized and forced to assimilate. The oppressive nature of dominant groups operationalising their dominance through societal institutions seek to disregard and marginalize the cultural capital and the gifts of heritages considered to be outside the "mainstream". The Academy is a site for democratising representation of knowledge producers and knowers in the knowledge economy. This paper explores the professional challenge that knowledge production in the academy that is done by White professors within diverse communities can become dysfunctional if the phenomena of White Unconscious Bias is not considered and can replicate bias when coding digitised data bases and Artificial Intelligence that perpetuates White Unconscious Bias. Data collected by semi-structured interviews from credentialed educational professional African American women superintendents, whose doctoral research in the academy was mentored by White Professors, was analysed. Evidence reveals a huge intolerance for anything or anybody that challenges

the White Unconscious Bias narrative. We consider how research that challenges this solidity of White Unconscious Bias, passed through language that is disconnected from the physical world, makes challenging White Unconscious Bias intolerable because it attacks White people's solid sense of self in a fluid changing world they perceive with fear. Describing racism becomes intolerable, and a frightening personal attack on White people's safety with the pragmatic consequence that White Unconscious Bias is replicated. Recommendations are: i) Higher Education Policy eradicates the perpetuation of White Unconscious Bias in the knowledge economy, digitised data bases and Artificial Intelligence programmes, bots and machines and ii) funders democratise representation in the knowledge economy by requiring ratios of gender and race of researchers named on research project contracts be proportional to the populations of nation states named on the contract as a qualifying condition for funding.

Dr. **Les Sztandera**, Professor, Thomas Jefferson University, USA

Academic Perspectives: Data Analytics and Changing Economic Landscape as Driving Factors in Higher Education in the New Decade

Keywords: data analytics, education program, empowerment

Creating a higher education experience that empowers graduates for success in a changing economic landscape requires adjustments of college academic programs. It is critical for universities to commit to delivering high value educational programs that will enable graduates to thrive in the new decade. It has been almost a decade since the Harvard Business Review declared Business Analytics one of the future top job of the 21st century, and the glamour of that job has indeed not shown any signs of waning since then. The days of easily disrupting businesses and markets with iterations of existing technology are definitely over. So is creating "value" through planned practices, as well as optimized supply chains. Data Analytics is a powerful and essential capability for businesses to be competitive. The quantity, quality and diversity of available data continues to grow, creating new and significant opportunities for organizations to use data to improve their decisions with respect to both internal resources, as well as external resources with suppliers and customers. Making effective use of the abundance of data allows for better predictions, better decisions, and the formation of better strategies. Data Analytics provides the means to make actionable, impactful, and forward looking decisions. Thomas Jefferson University students are moving

beyond the current commercial and financial understanding of innovation as they go through an educational experience that requires break through ideas, approaching industry challenges with an experimental mind frame, as well as compelling insights and a focus on the human element with data written all over it. We have introduced four required Data Analytics courses for all business students regardless of their major. These courses also form Data Analytics Minor that could be taken by any undergraduate student. At the graduate level, an innovation MBA degree with a concentration in Data Analytics is offered.

Dr. **Brian McCall**, Professor, University of Michigan, USA

The Distribution of Earnings of Doctorates in the United States

Keywords: earnings, PhD, unconditional quantile estimation

This paper uses data from the 2019 Survey of Doctorate Recipients to examine the distribution of earnings for doctorates in the United States. Controlling for a doctorate's age, the field of degree, degree, date, employment sector, usual hours of work, nationality, race and gender, we find that women doctorates earn about 10% more than men doctorates, on average, and that Hispanic and Asian doctorates earn about 10.5% and 4.1% less than White doctorates, respectively. Results from unconditional quantile estimation show that controlling for other factors, women doctorates earnings are less than men's at the 10th, 25th, 50th, 75th, and 90th percentiles. In comparison, Asian doctorate earnings are less than Whites doctorates only at the 10th, 25th, 75th, and 90th percentiles, and Black doctorate earnings are less than White doctorates only at the 50th and 75th percentile. Hispanic doctorate earnings, however, are less than White doctorates across all percentiles.

Dr. **Wayne Slater**, Associate Professor, University of Maryland, USA

Critical Thinking in School and Society: Triangulation in a Post-Truth World

Keywords: critical thinking, triangulation, information search, post-truth

Despite the differences among the schools of thought on critical thinking: philosophical, cognitive psychological, and educational, areas for agreement exist. Researchers typically agree on the specific abilities included in their respective definitions of critical thinking, which include: analyzing arguments, claims, or evidence; making inferences using inductive or deductive reasoning; judging or evaluating; and making decisions or solving problems.

Other identified behaviors include asking and answering clarification questions; defining terms; identifying assumptions; interpreting and explaining; reasoning verbally, especially in relation to concepts of likelihood and uncertainty; predicting; and addressing multiple sides of an issue. Thus, critical thinking includes analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems. Background knowledge is a necessary but not a sufficient condition for enabling critical thought within a given subject. Critical thinking also involves dispositions, which can be seen as attitudes or habits of mind, that include open- and fair-mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well-informed, and a respect for and willingness to consider diverse viewpoints. That is, there are both general- and domain-specific aspects of critical thinking. Of all the strategies that support critical thinking, triangulation tests information validity through the convergence of information from different sources. With its use of multiple points of view, data sets, information sources, and methods of inquiry, triangulation is critically important for constructing valid and reliable conclusions based on complex, oftentimes conflicting, contested information. In this research, sixty students in an undergraduate class were asked to identify the information search strategies they used to resolve a controversial issue, censorship of social media sites. Results indicate that over 86% simply used a general web search and/or Wikipedia selecting one source. The remaining participants contacted an information search specialist and/or contacted other experts on campus and/or contacted a social media resource spokesperson and then selecting multiple sources. Implications regarding the importance of the use of informed information search triangulation strategies in critical thinking in a post-truth world will be discussed.

Dr. **Hashil Al-Saadi**, Lecturer, Sultan Qaboos University, Oman

Transforming Teaching and Learning through Research: How to 'EAR' and 'SoTL' in your Classroom

Keywords: exploratory action research, scholarship of teaching and learning, quality teaching and learning, classroom research

To transform teaching and learning, it's no longer sufficient to focus on enhancing teachers' teaching skills but also research skills. Recent evidence from research shows that improvement in teaching can be better achieved through engaging teachers in research. Exploratory Action Research (EAR) and Scholarship of Teaching and Learning (SoTL) are two types of classroom-based research which offer teachers a great opportunity to actively

and critically engage in researching their own practices and contexts. EAR and SoTL provide teachers with a better insight into the major issues they encounter in their classrooms. They require systematic reflection and observation of the major issues that, in one way or another, influence teaching and learning and, accordingly, collect the relevant data and suggest potential solutions. However, not all teachers can or would want to incorporate EAR and SoTL into their teaching. This can be related to a number of personal (teacher-related) and other contextual factors. In this conceptual paper, I argue for institutionalising EAR and SoTL and making research part of teaching, while rejecting the conventional belief that research might not be relevant to teaching and it is a sole responsibility of researchers. I will also define EAR and SoTL, give examples of each type, explain their defining characteristics, outline the procedures for conducting each type as well as discussing the importance of each type of research and their implications for quality teaching and learning.

Ms. **Okju Marcum**, Graduate, Indiana University Bloomington, USA

Instructional Supervision: Evaluation of Teachers' Instructional Performance through Informal Walk-throughs and Formal Classroom Observations

Keywords: conceptualize, contextualize, interrelation, interpersonal skills, integration for communication model

This study is not just about the fundamental function of school communication in order to better inform and influence stakeholders but focuses on strategic relations between leadership capacity and contextual communications: internal and external; formal and informal; upward, downward, and lateral (in a horizontal manner); intrapersonal for self-reflection and interpersonal; small group and organizational pragmatics; public and mass communications. School leaders can grow as a conceptual thinker strengthening their leadership by analyzing, evaluating, two different groups of stakeholders (internal and external) for a specific purpose of communication, and synthesizing (integrating) leadership standards that have evolved and developed for students needs in an authentic community where individual and social needs of democracy can be met. This study seeks to help educational leaders conceptualize communication roles in building a trust-based authentic community, integrating leadership standards in the perspective of educational change theory (innovative model) rather than specifying and separately interpreting each standard as expected in the classical organizational theory. For the most effective and efficient communication, school leaders as conceptual practitioners of metacognition, not just in terms of applying technical skills but

also perceiving a need to evaluate and transform their professional standards in a conceptually inclusive and constructive manner.

Dr. **Samantha Curle**, Assistant Professor, University of Bath, UK

Career Prospects of Students Studying through English Medium Instruction: Exploring the Influence of Success and Proficiency

Keywords: English medium instruction (EMI), career prospects, success, English proficiency, higher education, China

This presentation reports a mixed-methods study that explored university students and alumni's perceptions about whether and how English Medium Instruction (EMI) improves career prospects. English as a medium of instruction (EMI) is defined here as "the use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" (Macaro, 2018, p. 19). Questionnaire, academic grade data (n = 120), and interview data (n = 20) were collected from current and graduated (alumni) students from an EMI Finance programme at a Chinese university in Beijing. Participants reflected on the interplay between EMI and English proficiency, EMI and content learning, and EMI and career prospects. Results indicated that students with higher English proficiency and higher academic grades held more positive attitudes towards EMI's role in improving English proficiency. Participants with lower academic content grades believed that EMI hindered their study of content knowledge. And students with higher content grades were more positive about EMI positively affecting their career prospects. Practical implications for pedagogy of these results will be discussed.

Dr. **Richard Pring**, Honorary Research Fellow and Former Director, Department of Education, University of Oxford, UK

Secular Society, Secular Culture: Key Features and Challenges to Religious Education

Keywords: secular, religious, education, culture

Reference is frequently made to a 'post-Christian era in the UK in which a 'secular culture' has come to shape the structure and values of a 'secular society' and thus led to the neglect of religious education as originally conceived. Hence, there is need to think more deeply by what is meant by the teaching of religious education and its promotion in our schools: (i)

what is meant by 'secular culture' and (b) 'secular society' (ii) conflict between such a culture and a religious culture (iii) implications for teaching in schools exemplified

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Mrs. **Nicole Broder**, Lecturer and Pedagogical Advisor, David Yellin Academic College of Education, Israel

A Policy Argument: Why Do Teachers Need Social Emotional Learning as Part of Their Teacher Education? A Case Study of Teaching Interns During the Pandemic

Keywords: Social Emotional Learning (SEL), Social Emotional Competencies (SEC), teaching interns, teacher burnout, attrition, teacher and student wellbeing, role model, academic achievement

Teachers, as some of the most influential adults in the lives of school students, carry the responsibility of modelling social and emotional skills for them. To do this as effectively as possible, teachers first require training in social and emotional learning (SEL) at their own level. This study looks at the additional challenges faced by teaching interns incurred by instability at schools during the 2020/21 school year. The empirical data will highlight the need for the inclusion of SEL in teaching internship programs, as an integral component of professional development. At this delicate entry point into their teaching careers, a skill set of social and emotional competencies can bolster coping mechanisms of teaching interns and enhance teacher-student relationships. SEL instruction for teachers can prevent teacher burnout and attrition, positively impacting student academic achievement. The future is still unclear. For a vast variety of causes - from pandemics to terror attacks or extreme weather conditions - schools may again have to resort to distance teaching and learning, and teachers should be better equipped with the skills required to manage such crises should they arise. Perhaps, policy makers must start recognizing that the teaching profession is highly emotional; they must demand a reduction in the workload of teachers, provide the appropriate pay and status recognition for teachers in general, but particularly for teaching interns, in the hope that a dent will be made in the prevention of teacher burnout and attrition (Mercer and Gregerson, 2020) and that teacher wellbeing is acknowledged as critical to student wellbeing and, in turn, improved academic performance. My presentation, that focuses on research I carried out in the shadow of Covid19, highlights the need for explicit SEL instruction specifically for teaching interns, which I view as a worthy investment in an invaluable source of human capital. The return of this investment will be the social, emotional, and academic success of future generations of teachers and students alike.

Dr. **Christine Kiracofe**, Professor & Director of the PhD in Higher Education, Purdue University, USA

The Cost of COVID: Pandemic-related Litigation Involving Higher Educational Institutions in the United States

Keywords: higher education, finance, COVID

The COVID-19 pandemic required higher education institutions (HEIs) in the United States to dramatically alter how students were taught, mentored, and (in some cases) housed. With the advent of the pandemic, many students who enrolled in what they expected to be face-to-face classes and labs were transitioned to online learning formats. Many institutions closed student dorms, food service, and auxiliary campus services. These decisions on the part of HEIs left many students - and parents - asking "did we get what we paid for?" For stakeholders who answer this question in the negative, some have sought remedy by filing suit against HEIs. This presentation will provide an overview of some COVID-related litigation involving HEIs in the United States.

Dr. **Eileen Wertzberger**, Assistant Professor, Kansas State University, USA

Mrs. **Laura Schwartz**, Program/Project Coordinator, Kansas State University, USA

Teaching through Crisis: A Case Study of First-Year Teachers' Induction Experiences During the COVID-19 Pandemic

Keywords: COVID-19 pandemic, teacher induction, efficacy, critical spatial theory, social cognitive theory, first-year teachers

In the immediate aftermath of the WHO's COVID-19 pandemic declaration, school district administrators and teachers throughout the United States hurried to shift their classrooms to alternative modalities. In a matter of weeks, schools across the country transitioned entire components of their institutions to new platforms, with little guidance from state and federal governments (Turner, Adame, & Nadworny, 2020). The subsequent years have posed challenges for school districts as they figured out how/when to reopen schools; how to manage disruptions, and how to effectively transition between remote, hybrid, and in-person instruction (Goldstein & Shapiro, 2020). For the first-year teachers who began their careers during the 2020-2021 school year, their induction into the profession was marked by this new educational landscape—one that looked significantly different from the one they had prepared for in their teacher preparation programs. This case study builds upon existing body

of research (Friesen & Besley, 2013; Ingersoll & Kralik, 2004; Jerusalem & Mittag, 1999) on teacher induction by capturing this unique induction into the teaching profession and offers a qualitative examination of how the pandemic affected participants' sense of professional efficacy, as well as their teaching practices. Two key theoretical frameworks, Social Cognitive Theory (Bandura, 1997) and Critical Spatial Theory (Lefebvre, 1991), frame this research, situating participants as change agents within the various educational spaces (i.e., physical and virtual) they inhabited. Additionally, this study revealed the ways in which informal mentorship and collegial relationships served as protective factors for first-year teachers, as they developed their sense of efficacy and teaching practices, while also navigating a global crisis. We offer a framework for diversifying field experiences in order to effectively prepare teacher candidates for the realities of teaching through crises.

Dr. **Charles Larkin**, Director of Research, IPR, University of Bath, UK

Legislating Accountability: The Changing Nature of University Governing Bodies in Ireland

Keywords: governance, legislation, financial accountability, policy

This is a case study of the development of the governance and accountability structures in Irish higher education institutions from the 1997 Universities Act, through the creation of the Technological Universities sector, to the new Higher Education Authority Bill 2022 and the balance between institutional autonomy, academic freedom, public money accountability and corporate governance best practice. This is a legal technical and corporate governance analysis that finds that while these new provisions ensure better accountability, they do not deliver the necessary agility for strategic policy develop on that part of institutions or resolve the lack of clarity that exists with the conflict of laws, such as with the Charities Act 2009. This study is in part informed by first-hand knowledge as a sitting non-executive director and trustee of two postsecondary educational institutions in Ireland (Technological University Dublin & Accounting Technicians Ireland).

Ms. **Nerys Rees**, Assistant Professor, Rikkyo University, Japan

Current Climate and Future Challenges for Higher Education Internationalization in Japan

Keywords: internationalisation policy, disruption, international students, mobility, foreign workers

The internationalization of Japanese higher education institutions can be viewed as a tool to address many social and economic issues in Japan. Japan's declining birth rate means fewer students' enrollments in higher education and fewer workers to address its shrinking labour force. Combined, Japan also has a super ageing society, raising social security and pension costs annually. With fewer workers, many ask how such systems and infrastructure will be managed in the future. Business lobbyists, such as the Japan Business Federation, have called for the Japanese government to relax visa requirements to increase the number of foreign workers. The government is reluctant or slow to move toward an immigration policy. In 2008, the '3000,0000 International Student (IS) Plan' was initiated with the cooperation of six ministries to increase the number of international students in Japanese HEIs by 2020. Such cooperation indicates the multi-layered involvement of stakeholders and how education policies can hold various ideological motives. The '300,000 IS Plan' states that with fewer domestic students to fill university capacity and future jobs, it is crucial to accept IS "to take root and work actively in Japanese society" (p. 4). In this sense, education policies can develop and exist in the face of socio-cultural, political and economic reasons. This study examines the interdependence of Japan's '300,000 IS plan' to recognize the broader significance of the policy. It also examines the widespread disruption to internationalization strategies due to Japan's two-year entry ban (April 2020 - April 2022). To conclude, the study discusses potential challenges for internationalization in Japan, especially for those tasked with managing and leading its future.

Dr. **Janeth Emanuel Kigobe**, Lecturer, The Open University of Tanzania, Tanzania

Potential Links between Parents' Role Beliefs for School Involvement and Social-Contextual Variables Contributing to Its Development in Tanzania

Keywords: primary school, parents,

To understand what influence active parental involvement in children's education; we examined the potential links between parents' role beliefs for involvement and social-contextual variables contributing to its development to primary schools parents in Tanzania.

The study involved 1176 parents of grade two children from 55 primary schools in 10 districts of four regions in northern Tanzania. Hoover-Dempsey and Sandler's model of parental involvement with its questionnaire items was used to assess that relationship. A multilevel modeling which took into account specific school effects revealed a strong association between parent's perception of general invitation from school, specific child's invitation, and parent's valence towards school on parents' role beliefs for school involvement. The mediation model showed that specific teachers' invitation had an indirect effect on parents' role construction through general school invitations, and parent's valence towards school. In the discussion, possible interventions to promote parents' role beliefs for inclusive parental involvement will be discussed.

Dr. **Alfred Frederick**, Distinguished Service Professor, State University of New York at Oswego, USA

The Impact of the Eurocentric Male-Defined Curriculum on the Self-Concept, Self-Esteem, and Academic Achievement of Culturally Diverse Student Populations: A Case for Culturally Responsive Pedagogy

Keywords: culturally responsive teaching

The presentation is based on findings of the cross-cultural research conducted in the Republics of Benin and Brazil. The objective of this research is to review and identify the educational, political, and social injustices that must be addressed in order to provide an educational experience that will serve to transform the structure of the traditional male-defined eurocentric schooling process to accommodate and enhance the academic achievement of culturally diverse student populations. In both Benin and Brazil, the cross-cultural research teams conducted a survey of opinions of elementary and secondary level school students, teachers, administrative staff and parents concerning the quality of the teaching and learning process and outcomes in their respective schools. The primary research instrument was an adapted version of the highly regarded multivariate "Dimensions of Excellence Survey" (DOES) developed by the "Research for Better Schools" consortium in the USA. The research instrument focused on the quality of the following research variables: classroom climate, teacher behavior, leadership, curriculum relevancy, student discipline, staff development, monitoring and assessment, and parental involvement. The instrument was modified and translated to be compatible with the socio-cultural and educational realities of

Benin and Brazil, which was administered to the research population by a team of highly trained investigators.

Dr. **Rebecca Blair**, Associate Professor Emerita, Department of Rhetoric, University of Iowa, USA

Not Just A Metaphor: Essential Questions and Critical Imperatives to Decolonize Higher Education Curricular and Pedagogical Practices

Keywords: curriculum, pedagogy, higher education, decolonization

Arundhati Roy observes that "historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next" (Roy, 2020). Considering the hegemonic racial, cultural, and socioeconomic assumptions that have served as foundations for pre-pandemic norms in the academy, how might higher education practitioners use the pandemic pause as an opportunity for transformation to renew the global conversation concerning curricular and pedagogical decolonization? Drawing upon global interdisciplinary literature, this paper explores essential questions and generative strategies to revise aspects of knowledge production systems that perpetuate coloniality.

Dr. **Alan Fenn-Lavington**, Adjunct Lecturer, Southern Cross University, Australia

First Year University Students' Perceptions About eLearning Versus On Campus, in a 21st Century Setting: An Activity Theory Analysis

Keywords: Activity Theory, e-learning, academic capital

The aim of this study is to identify the similarities, tensions, contradictions and implications for informing the improvement of university teaching and learning. It is related to eLearning and on campus learning within the context of the first-year experience (FYE) of university study through an activity theory (AT) lens (Engestrom, 1987, 2001). The importance of social and academic capital (Bourdieu, 2000; Tinto, 2012; Wacquant, 2014) via various assistant personnel for students acquiring academic skills and succeeding in assessment tasks in the FYE, is seen to be influential for student success (Tinto, 2012; Kuh, 2017). Consequently, there has been a trend for universities to appoint specialist personnel, such as PASS Coordinators, First Year Coordinators, Mentors, Subject Tutors and various Advisors, whose purpose is to assist in enhancing student success and retention. This study explores the

viability of universities in the 21st Century keeping a strong personal presence by using effective supportive programs to complement ON-Campus and the sometimes inadequate eLearning methods of the 21st Century. Locating the study within the theoretical and conceptual framework of cultural Activity Theory (AT) (Engestrom, 1987, 2001; Bourdieu, 2000) provides a means to describe the dynamic interactions of the various lecturers and students in the 21st Century teaching and learning environment. In addition, by employing AT, the findings of the survey and the subsequent focus on four first year students provide an expanded view of student cognition. An Activity Theory basis for future research holds significant potential for a broader and deeper theorisation of the complexity of learning in the FYE at university. Balancing the descriptive and interpretive elements of this study with structure and organisation enhanced the explication of the findings. In doing so, this study represents a credible contribution to the field and offers a viable approach for future investigations.

Ms. **Asia Majeed**, Graduate Student, University of Toronto, Canada

Establishing Blended Learning Environment in Online Learning Mathematics for University Students

Keywords: blended learning, mathematics, pedagogy

The purpose of this study is to explore the possibilities that an online learning and teaching offers for learning mathematics for university undergraduate students. The blended learning environment will be used to guide my investigation into how instructors perceive teaching online undergraduate mathematics courses. The expanding competition among advanced education due to technology development has brought paradigmatic shifts in higher education. For example, people can gather and preserve knowledge through technology. This has brought changes in education in general and in classroom structures. Nowadays, a person can engage in educational activities outside of school through planned or unplanned activities with the involvement of technology. Community of Inquiry (COI) Theory is chosen as a methodological framework because it presents the necessary elements to create deep and meaningful learning. Inquiry-based teaching provides meaningful engagement opportunities to learn through cognitive engagement that allows students more control over the way they develop a knowledge base. Increasing connectivity can improve the opportunities of students with online learning centers in efficiently, effectively, and economically. There is need of

models of online learning method to come up with an improved proposal that could help achieving better outcomes for learners. Blended learning model is a teaching and learning environment that integrates face-to-face and computer-assisted learning. This model offers the most effective elements from both traditional and the e-learning medium. The objective of this study is to gain critical insights on the key challenges in developing a curriculum plan for learners in a flexible blended learning environment offers and an understanding of their needs and most salient enablers of success. Moreover, blended learning environment is the most effective from both traditional and the e-learning medium. This will enable instructors to meet and understand sustainable development goals of mathematics course design that can shed light on instructional practices that support success and efficacy in introductory mathematics courses.

Dr. **Todd Goodson**, Professor/Assistant Dean, Kansas State University, USA

Explore, Connect, Invent, Perform: Mapping Impact of Professional Travel on Teachers' Identity

Keywords: teacher identity, teacher reflection, place-based writing, travel writing, professional development, professional growth

A considerable body of anecdotal evidence and educator lore speaks to the impact of travel on teachers' identity. Teachers routinely return from conference trips and other structured staff development opportunities speaking to the power of travel to foster reflection on practice. While conference attendance or participation is normally considered the source of growth gained from the experience, we know from years of interactions with teachers that travel itself might well play a role more important to professional learning than previously accounted for. Intuitively, we understand travel in and of itself contributes to the enriching experience of the entire event (Bramwell, 2021). The experience of being 'placed,' 'displaced,' and 're-placed' can impact teachers' sense of identity (Powell, 2014; Sinor & Kaufman, 2007). Time away from the daily routines of teaching and spent in close quarters with colleagues on planes, trains, or motor vehicles provides opportunities for conversation and dialogue that might not be possible within structures of the normal workday. This phenomenological study begins with the assumption that the physical act of travel can contribute to identity development and professional growth (Kesner, 2005), particularly if focused activities are structured to guide teachers' reflection as they encounter new places, people, and ideas toward deepening levels of pedagogical sophistication. Our findings

describe the experiences of teacher candidates, in-service teachers, and university faculty during participation in international travel comprised of educational and cultural site visits. Participants worked through a series of place-based writing activities throughout their travel leading them through a recursive series of stages in which they explored the new, connected the previously unknown to the known, and invented and shared new personal and professional written artifacts from their encounters. Context-sensitive textual analysis of the data generated through the study provides insights into the contributions of travel toward teachers' identity and professional growth.

Dr. **Jan Bamford**, Professor of International Higher Education and Acting Deputy Dean, London Metropolitan University, UK

The Relationship of Leadership Roles to the Improvement of the Student Experience: International Perspectives

Keywords: third space, leadership, student experience

This paper explores the ways in which key academic roles operate in higher education, bridging space, a 'third space' (Whitchurch, 2008) between the academic and the administrative, that frames the activities of academic staff engaging in projects that improve the student experience. We argue that such roles are the focus for implementing and designing change management projects that can promote innovation in pedagogic practice. Data was gathered through undertaking 21 interviews both in the UK and overseas with interviewees from Australia, Canada, France, Italy, Germany and the Netherlands. The data provides insights into the ways in which academic staff acting in academic leadership roles, both here and overseas, engage in such projects. The paper draws from a chapter in the authors' recently published book, Understanding and Improving the Student Experience in Higher Education: navigating the third space. Through the voices of practitioners in UK and international settings, the importance of understanding the role of third space professionals and the importance of leadership is brought to the fore. The paper considers the ways in which third space professionals act as educational leaders from the perspective of their agency, the fluid spaces that they operate within, their creativity and the metrics discourse.

Dr. **Bernard James**, Professor, Pepperdine University, Caruso School of Law, and Editor, Journal of School Safety, National Association of School Resource Officers, USA

The Duty to Protect Students: Federalism, Special Relationships, and Affirmative Duties

Keywords: affirmative duty to protect students

Schools have an obligation to protect students from foreseeable risk of injury. First and most obvious, schools are liable "where school officials encouraged, facilitated, or authorized the conduct that led to the injury." Nearby lies a second category of cases in which educators are liable for their "deliberate indifference to [conditions] that increase the risk of serious injury." There is no bright-line test for resolving the many cases that fall into this second category. As a result, the duty to protect students remains a point of contention in litigation arising from campus incidents. In its unsettled state, it fosters poor legal advice; enables campus predators; and compromises the learning environment. Students have been uniquely harmed by this uncertainty. The empirical research of one scholar points to the conclusion that, "[s]chool officials, then, should be forced to take control of the climates in their schools and to reduce the prevalence of bullying and related peer-on-peer violence." This lecture briefly explores the changing liability climate, describing outcomes and rationales of student injury cases from 2021-2022 and the insight they provide on the duty of protect question. It is a narrative of increasingly open and obvious patterns of misconduct that place educators on notice, reforms in the underlying laws on child protection, greater responsibilities on schools, and more rigorous judicial review. The rigor emerging from these reforms manifest as liability verdicts and as an unmistakable pattern of denials by courts to motions demanding dismissals and summary judgments before trials begin. The pattern of denials demonstrate hidden attributes of more rigorous judicial review, nonexistent in the previous regime, e.g., the removal of the shield that constrained deeper inquiry into school decisionmaking. The lecture clears away the clutter on the constitutional duty to protect, introduces the state-based affirmative duty to protect, and its standards on special relationships, foreseeability, reasonableness, and immunity.

Dr. **Thanasin Chutintaranond**, Assistant Professor, Faculty of Communication Arts, Chulalongkorn University, Thailand

"Student Planner": An Educational Innovation for Drop Out Rates Elimination

Keywords: drop out, student planner, educational innovation

This article aims to examine a "Student Planner" tool in relations to drop out rates of Grade 7 students in Saraburi province, Thailand. The student planner was developed as an educational innovation by Life Skills Foundation committees and professors from interdisciplinary field such as communication arts, psychology, education and so on, in order to decrease the large amount of drop out rates of grade 7 students in Saraburi province. The data were collected for 3 years (2018-2020) continuously as total of 4,500 samples by using survey, focus group along with self-assessment methods. The result reveals that after using the student planner, the drop out rates were declined dramatically from 23% (345 students) to 0. The success factors of student planner are 1) the school administrator's policy and support 2) the teacher's knowledge and responsibility 3) the student's discipline and continuity and 4) the parent's understanding. According to Covid-19 pandemic, massive open online course (MOOC) under the "Life Skills Development" subject was selected as additional self-directed learning toolkit for both teachers and students in an effort to increase efficiency of student planner.

Mr. **MD Salah Uddin**, PhD Student, Marmara University, Turkey

Effectiveness of Compulsory Religious Courses in the Non-Islamic Disciplines at University Level: Stakeholders' Perception Analysis

Keywords: Islamic education, Islamic course, Islamic university, students' perception, secular environment

Background & Objectives: Religious education has been widely used for spiritual and ethical development in Muslim societies across the globe. However, the stakeholders' perception of the effectiveness of such Islamic education at the tertiary level requires scientific investigation in a secular environment. The objective of the study is to investigate the perception and attitude of the various stakeholders (students, teachers, and guardians) on the effectiveness of compulsory Islamic courses offered at the tertiary level. Methodology: The study is conducted among the students, teachers, and guardians of three major Islamic universities in Bangladesh, namely, Islamic University Bangladesh, International Islamic University Chittagong, and Bangladesh Islami University. The study is based on primary data

collected from the students, teachers, and guardians of the universities by using qualitative research techniques, including- in-depth interviews, FGDs, KIIs, and a questionnaire survey using 5 points Likert Scale. Results: The study reveals that although Islamic courses are designed for the moral and spiritual development of the students, their effectiveness depends on various factors. There are both on-campus and off-campus factors. On average, most of the respondents claim that the courses fail to develop Islamic knowledge and the practice of Islam in their personal life. The effectiveness of the courses significantly depends on the course instructor and the teaching medium. The syllabus of each course is so concise that it covers only the basic knowledge of Islam, and as Muslims, many students are familiar with this knowledge from their childhood. Since each religious course weighs one or two credit hours, the students do not care about the class lectures; they complete the courses mere as the requirement of the degree. Another factor for which students do not pay heed to the subjects is the question format in the examinations since questions are repeated almost regularly. However, the off-campus factors include- peer network, non-academic reading materials, degree of access to media, political ideology etc. Implications: Based on the study, new knowledge can be developed about the effectiveness of compulsory Islamic courses at various levels and contexts. The study has significant implications for designing Islamic education programs at the tertiary level in a secular environment.

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Assessment and Evaluation of Engineering Programs: Benefits and Challenges

Keywords: assessment, evaluation, accreditation, program quality, COVID impacts

This paper describes the author's 20+ years of experience with assessment and evaluation of his Departmental programs for the Accreditation Board for Engineering and Technology (ABET) and also for the Senior College and University Commission of Western Association of Schools and Colleges (WASC). A desire to have a successful compliance with the rigors of accreditation defined by both agencies combined with the expectations coming from our own Industrial Advisory Board led into a robust system of quality control and continuous improvement of our programs. The paper illustrates a gradual development of our assessment and evaluation methodology as well as related benefits and challenges. It emphasizes the importance of consistency of standardized procedures that lead to regular data collection and periodic evaluation exercises for both direct and indirect assessment methods. A review of

evaluation results points to a concussion that the system we developed contributed to increase of quality and relevance of   our programs and individual courses over the years. At the same time there were several challenges to overcome. Among them were: the need to timely adjust to changing accreditation requirements, ability to timely address any program shortcomings recognized by the accreditation visits, a need for continuous motivation of the faculty to timely gather the necessary data; and an issue of evaluators' fairness and overall competence. The paper also demonstrates the impact of COVID-19 on the students' perception of the resulting quality of their learning under the pandemic restrictions. The overall conclusion of this paper is that the well-defined and properly implemented assessment and evaluation procedures have a strong positive impact on the Engineering programs' relevance and quality with the accreditation rigors being an important contributing element in this process.

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The Moral Landscape of Indigenous Knowledge in Learning: Initial Thoughts for Primary and Secondary Education

Keywords: Indigenous, character education, curricula, faith

This presentation is of a paper that explores how moral and character education programming in primary and secondary education has begun to recognize, affirm and adduce indigenous knowledge and traditions and its potential contributions to curricula. In many instances, such developments have incorporated indigenous perspectives that are intended to inform how children and youth interface with one another – perspectives that are, ostensibly, religious in nature. Employing W.D. Ross's (1930) Intuitionism, the manner in which indigenous perspectives on morality, faith, and reconciliation are explored. The paper on which this presentation is based includes discussion on the implications for teaching and learning.