Abstracts

The Research and Promotion of the Civic Identity of Youth

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In the current complicated international situation, migration and the need to adapt a large number of people to new social conditions requires a change of deep psychological and mental structures. We do not agree with the opinion that in the contemporary state (or at the approach to the nation as co-citizenship), civic identity is equivalent to the national identity. In our opinion, the concept of national and civic identity are not equivalent, as the national identity distinguishes cultural differences, and creates a common civic identity, you need to combine on a democratic platform. Civic identity in the educational context is the individual's sense of belonging to a community of citizens, based on democratic knowledge, recognized human and civic values, and commitment to civic participation in a democratic society. We believe the civic identity in the personal sense, and in the state, is the only chance to regulate relations, which would characterize safety, constructivism and human rights. It is therefore necessary to understand the specifics of an existing identity in many forms of cultural, ethnic, economic, social, and professional components that will find something in common to harmonize relations.

The results of my research are of great interest and support for scientists from different countries. I have been studying the state of civic identity in various aspects, the most important of which is civic political culture. The article includes the philosophical and legal basis of civic identity, summing up the experience worked out by scientists today. The theory used in the context of the development of education: the concept, technology, forms, methods, and diagnostic results. Create a sphere of state and public organizations (administrators, members of representative bodies, the Commissioner for Human Rights, members of non-governmental organizations) to help promote civic identity in educational institutions – schools and universities. The article includes the results of quantitative and qualitative methods of sociological research students state identity. It was established that the inclusion in the curricula of educational technology promoting civic identity on various subjects and outside academic work, has positive dynamics. Our research work has been recognized at international competitions, obtained five certificates for books and a medal of John Locke, however, we understand that this is just the beginning.

Legacy-Innovation Tensions in Eurasian Higher Education: Comparing De-Sovietization Cases in China, Russia, Georgia and Ukraine

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Across Eurasia, the collapse of the Soviet model of higher education ushered in a long and painful process of adjustment, often characterized by resentment and resistance to change. Privatization, liberalization, autonomy, transparency, and student-centeredness have raised the hackles of many professors and administrators whose entitlements used to come from an allegiance to ideology, commitment to indoctrination, compliance with surveilled curricula, and respect of rigid hierarchies. Competition has magnified bitterness on campuses as a new class, the academic capitalists, has grown by raising funds from non-conventional sponsors at home and abroad. The interventions have not only fueled mistrust of the much-derided (by the Soviet-era holdouts) "progressive policies" and "best practices," but also paved the way for more governmental intervention and scrutiny. The bureaucratic interference has grown under the pretext of enhanced equity and quality, while reinforcing the model of repressive administration. Hybrid effects have emerged in post-Soviet university governance which are often difficult to understand without direct experience or insights into how closed societies used to function.

This presentation sheds light on the legacy-innovation tensions by comparing the paths away from the Soviet model of higher education taken by four countries: China, Russia, Georgia, and Ukraine. Specifically, the presenter will explain how the study was designed to examine the correlations between policy frameworks and academic practice aimed at reducing political interference. The talk will delve into the intricacies of the governance matrix analysis, which is applied to trace patterns of alignments and misalignments in policies and practices across the levels of superstructure, structure, and understructure of the selected national higher education systems.

Enhancing Integration within Australia's Globally Engaged University Sector: Bridging Cultures and Transforming Student Learning and Assessment in Accounting

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Widespread recognition that skills and human capital are critically important to economic prosperity and social well-being in the 21st century (OECD 2012; UNESCO 2015), has led to a heightened demand for higher education (HE) globally and the development of internationalised policy frameworks (OECD 2008, 2012). Resulting demands for HE public accountability by ranking universities based on the quality of their teaching and learning outcomes have placed the curriculum designs and assessment practices of academic staff under scrutiny, creating tensions between standardisation and measurability, and the development of creative and reflective learners.

This article reports on a two-phase, cross-institution and cross-discipline project that investigates the capacity of innovative assessment design to provide some measure of relief from these tensions. Underlying both phases of the project is the research-supported belief that high level and complex learning is best developed when assessment, combined with effective feedback practices, involves students as partners in these processes. In Phase One, using a social constructivist view of learning, which emphasises the role of both teacher and learner in the development of complex cognitive understandings, we undertook an iterative process of e-technology-based, peer review.

A major learning from first phase was that, while all students find it difficult to reflect in deep and meaningful ways unless they are provided with appropriate scaffolding, for international students, the cognitive demands are increased as they also try to negotiate the language and cultural nuances of the task. Our second phase response was to develop and test an original, "Bridging Cultures," integrated model of curriculum and assessment that scaffolds Ryan & Ryan's (2011, 2012) Teaching and Assessing Reflective Learning (TARL) model with the core psychological safety and acculturation literatures (Edmondson 2004; Berry 2005). Diverse learners at the "Self" aspect of the TARL model were supported by the generation of psychologically safe environments that assisted students in completing their summatively-assessed group/reflective tasks within a framework which builds trust and inclusion, fundamental cognitive competencies and cross-cultural skills including emotional resilience and empathy (Leadbetter 2008).

Neither Here nor There: Transformational Leadership & Cultural Intelligence in Presidents of U.S.-Accredited Universities Located in Foreign Countries

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The role of a university president combines the symbolism of an institutional ambassador with the leadership responsibilities of a private-sector executive. When considering the cultural context of the university and the culture of the surrounding community, the demands of the presidential position become far more complex. The Council of Higher Education Accreditation currently lists 42 colleges and universities with institutional-level accreditation located beyond the borders of the Unite States, and two more listed as candidates for future accreditation consideration. Presidents of the 44 internationally located universities bearing US accreditation must negotiate the potential for tension between the many cultures at play, namely the culture of the host nation and the culture perpetuated by accreditation from one of the six granting agencies. To understand how these university executives manage this balance, it is helpful to look at their leadership through the lenses of Transformational Leadership and Cultural Intelligence. This study will use an Explanatory Sequential Mixed Methods Design to explore the degree to which presidents of U.S.-accredited universities located in foreign countries demonstrate Transformational Leadership and Cultural Intelligence (CQ). An initial quantitative survey instrument will gather data from each of the 44 presidents, focusing on their leadership approach and behaviors. An analysis of the data will also determine if the degrees of these two competencies are statistically related. The results of this first phase of research will then inform a follow-up qualitative collective case study consisting of semi-structured individual and focus group interviews to investigate the ways in which key stakeholders of two different universities perceive the leadership style of their president. In addition to providing insight into the leadership of this subset of university presidents, this study will shed light on the ways in which presidents negotiate cultural differences.

Scaffolding Pedagogies: Fostering Effective Graduate Teaching for Critical Skills Development

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The Boyer Commission Report on "Reinventing Undergraduate Education: a Blueprint for America's Research Universities" describes the Professional Development Program (PDP) at the University of Iowa as an example of what graduate development of teaching praxis should become. First time instructors across the disciplines enroll in a practicum course that supports them in their first semesters of teaching while introducing them to research-supported pedagogical approaches and curricular concerns whilst providing opportunities to learn and practice instructional pedagogies in the Rhetoric 1030 course, in IDEAL (Iowa Digital Engagement and Learning Initiative, and in in the Speaking and Writing Centers. The Department further supports professional development by assigning each graduate instructor a faculty teaching mentor within the Rhetoric Department in every semester during which they teach. Using John Tagg's approach to learning as a cognitive economy, mentors in the PDP program partner with graduate instructors to effective what Tagg terms a "hot cognitive economy." In 2015, the Rhetoric Department undertook a comprehensive assessment initiative to explore how this curricular orientation and scaffolded pedagogical praxis of PDP-prepared graduate teaching assistants addressed the skills base present in the dynamically shifting student cohort at the University of Iowa with the aim of mapping the types and degrees of instructional effectiveness.

Academic Leadership and Faculty; Examining the Implementation of a Learner-Centered Campus

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Learning and teaching methods and strategies have been profoundly shaped by the gradual shift from a strict repetition of "sage on the stage" to an emphasis on enhancing analytical skills and access to knowledge. Through research we have gained a growth in our understanding of learning and teaching marked by differences between generations, technology, resources availability and a call for accountability. Consequently, contemporary American higher education had to re-conceptualize both the means and ends of learning and teaching in an era of an economy of knowledge and limited resources. Higher education finds itself in a peculiar position regarding the need to adjust century old institutions to new ways of learning and teaching.

A new strategic paradigm is crucial if higher education is going to manage the increasingly complex – and volatile – forces that impact learning. The focus of this presentation is on Learner – Centered and its implementation. The purpose of this paper is to revisit research that was completed 8-10 years ago examining the interest in and implementation of the Learner-Centered paradigm in higher education. The concept is of course built on the idea of increased responsibility for learning to be shifted to students and that teaching should focus on facilitating learning. This we concluded was received well by many faculty. We observed at the time much interest in the shift and reviewed exceptional activity that impacted students success. However, we concluded that there was a disconnect between the interest in the learner-centered approach and its effective impact in the classroom while "academic leaders often pay lip service to this idea." Furthermore, we concluded that "little discussion has taken place regarding the role of administrators….in fostering this institutional change." In an effort to facilitate increased interest among academic leaders we developed a framework for examining their work and our goal was to "bridge the disconnect between institutionally espoused values and our true operating values." In this paper we revisit this challenge in an effort to follow up on the implementation of the Learner – Centered approach and especially to examine whether the gap between faculty and academic leaders was bridged through the use of an administrator's framework for improving learning outcomes

Systemic Practices in Teacher Education

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In the Irish educational system and in education in general, teachers are taught how to work with students who are presenting with numeracy or literacy issues. However, they receive very little training around how to deal with students who are presenting with emotional, behavioural, or mental health difficulties. My research objective is to explore how practices often utilised in systemic family psychotherapy can intersect and be used as an effective model for teaching teachers how to deal with "difficult difference" (Slee, 2011) in the classroom. In my research, I have found that the literature highlights that teachers who are trained in systems theory can become a very useful and supportive colleague for school counselors. Research also shows that teacher "burn-out" is due to competency levels being constantly pushed and challenged. My research has found that when a system's perspective is brought to the classroom, teachers feel far more confident to deal with mental health issues as they arise. This not only impacts their own experience of teaching but also affords the student the opportunity to be truly heard.

The Impact of Aesthetic Experiences on Sport University Students' Citizenship Practice

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Aesthetic education is one of the major objectives of the schools in Taiwan recent years. Many domestic and international studies have found that art education can help students to create a sense of social concern, and also promote the social justice and civic practice; furthermore, the participation experiences of formal curriculum and informal curriculum are important factors for aesthetic education. But for the sport gifted students in Taiwan, they have to spend a great deal of time and efforts in practice and participation in the competitions during school. It means they were deprived of experiences of campus participation. The purpose of this study was to investigate the correlated factors with the campus participation experiences, arts literacy, humanities literacy, and the citizenship practice of the sport university students in Taiwan. In the main study, total of 223 valid questionnaires were collected, and the data were analyzed by means of descriptive statistics, t-tests, one-way ANOVA, Pearson product-moment correlation analysis, and multiple regression analysis. This research found that the arts literacy are positively related to humanistic literacy ($r=.547$, $p=.000$). With multiple regression analysis, the formal curriculum, informal curriculum, arts participation habits, artistic knowledge, artistic skills, social concerns literacy, humanistic literacy, and spirituality thinking can predict effectively their citizenship practice, and the coefficient of determination is 47.8%, and the stronger factors are formal curriculum, informal curriculum and arts participation habits. But in the experiences of campus participation, the students have negative experiences in informal curriculum, the worst experiences are the "campus public affairs activities" and the "arts and cultural exhibitions or activities." The arts literacy and humanistic literacy are in the good overall performance. In the performance of citizen practice, participation in "eco conservation" and "guardian of life" activities are the best, but "social political" activities are below the average score. Based on the results, the researcher offers his suggestions to related educators.

Academic Culture of Teaching and Learning Through Social Media in Abu Dhabi: A Case Study

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In the era of enhancing technology-based teaching and learning, exploring the expansion of academic culture of sharing knowledge online is a topic inevitable to comprehend. Many universities such as MIT have implemented open sharing system as a professional and official platform to share educational materials, to encourage students to create and manage their own learning experiences through online media. From my exposure to the academic world, I too have observed the growth of online knowledge distribution, more or less informally between colleagues and students, but largely limited to emails. I do believe that the curriculum and teaching delivered inside a classroom even with the sophisticated tools do not fully construct students' skills to compete in the rapidly upgrading techno-oriented world of education. Unquestionably, with a goal to develop self-efficacy through technological competency among the students, current educational institutions look forward to developing an academic culture encouraging 'viral-learning' using popular social media. This signifies the scope of this research. This paper aimed to explore the reasons for the low participation of teachers and students of higher educational institutions in sharing their knowledge through social media, selecting Abu Dhabi as case in point.

Building the Learning Blocks for Online Courses

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"If they have not learned it, we did not teach it." Often students complain that they did not get it, or did not understand how to use it. Statements like these constitute a clear indication of the instruction has not been as successful as the instructor wanted it to be. Therefore, for instructors to teach effectively and enable their students to learn what they want them to learn, they ought to know how the students learn best. And accordingly, develop instructional strategies that match the students' learning styles. This is even more so in online learning for which online instructors need to be not only the instructional designers of their courses but also the web-based instructional developers. In his 5Ds Model for Planning and Teaching Online Courses, Aisami states that: "Before online instructors rush into posting course materials onto their course websites, they should first answer the questions of what to post and how to post it. Also, online instructors need to realize that once it is an online course, it is no longer traditional. Thus, teaching courses online should not be conceived as an isolated instructional event. Rather, it must be treated as part of a systematic process (Aisami 2009).

This paper addresses three fundamental questions: What should students learn; how they should learn it; and how well they ought to learn it? It also differentiates between effective and successful instruction, and presents a scheme for planning and managing effective as well as successful online courses. A scheme that includes some of the critical steps which online instructors ought to take before, during, and after the instructional delivery of their web-based instruction. Steps including: 1. Assessing students' needs and prior knowledge and determining their technological aptitude; 2. Defining the online course's goal and learning objectives; 3. Writing the course's performance objectives and developing matching assessment instruments; 4. Constructing a "road map" and developing instructional strategies and adapting instructional materials to enable students to reach the planned objectives; 5. Building the course website to include the instructional activities that are based on students' learning styles and needs; 6. Managing the course instructional delivery and discuss ways of keeping students engaged throughout the online course, and 7. Determining the course effectiveness and success.

Fundamental Requirements of Adaptive Personalised Mobile Learning Development Environments for Teacher Preparation

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Teacher support and teacher training have been the least explored topics in mobile learning research (Ekanayake & Wishart, 2014). Majority of learner support systems in Universities in Africa are manual (Muyinda, Lubega & Lynch, 2010), use print media and ICT-based support is still deficient (Aguti & Fraser, 2006). A challenge of learner support using mobile devices requires value addition by pedagogically deploying and utilizing learning objects onto them (Muyinda, Lubega and Lynch, 2010). However, the development of adaptive personalized mobile learning solutions for teacher preparation still remains a challenge. These issues can be addressed by identifying and representing the core fundamental requirements of adaptive personalised mobile learning development environments, personalized mobile learning services and disperate design elements involved with the personalized mobile learning development process. This paper presents findings of the fundamental requirements of adaptive personalized mobile learning development environments for teacher preparation in Uganda.

Writing-In-Role: An Untapped Resource in Language Acquisition

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This paper is based on research conducted at Masters level, carried out in Oxford University in 2012. Drama, a discrete subject in Irish primary classrooms, is traditionally valued for benefits in students' oral language. Yet teachers in Ireland remain relatively unaware of other possibilities within Drama for enhancing other areas of language acquisition. One specific area in improving literacy is creative writing. This research aimed to answer two questions: in what ways can Drama enhance creative writing and in what ways can in-role writing be taught in the classroom?

The methodology of this small scale action research was action research with a single class of thirty two female students aged ten years. The research was both qualitative and quantitative in nature. The research data was gathered from interviews, observation, reflective journals and "pen and paper" tasks. The project lasted for four months. The writing theme was the sea.

Findings indicated a new depth to students' creative writing. Drama appeared to be more powerful in stimulating writing than looking at images or holding discussions. There were three findings in particular. Students were writing with a "voice" that was opinionated, distinctive, honest and humorous. Their writing assumed a more visual quality due to the visual nature of drama. Students wrote from the vantage point of the characters they were playing which gave new qualities to their written vocabulary. Their writing became more emotional, subjective, inviting, and immediate.

Findings indicate the need for teachers to become more aware that Drama has significant pedagogical application in the teaching of creative writing. Drama can harness the affective domain to enhance in-role writing. It was concluded that teachers and students can benefit from this accessible, workable, enriching, untapped pedagogical tool. Teachers may teach writing in new ways that tap into the affective capacities of their students.

New Paths for Technology Enhanced Learning: Moving Beyond the Dead-Ends of Essentialism

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The paper is a journey through current research relating to female Arabic learners at a university in Dubai for thicker understandings of technology enhanced learning (TEL) that are situated in context. Challenging essentialist descriptions of gender and culture, it explores cultural-historical and intercultural approaches and moves beyond normative and neoliberal itineraries to suggest alternative paths or 'sabeels,' prioritizing gender. The word Sabeel is a direct Quranic name meaning "way," "path," "road," "route," in Arabic. Intercultural and cultural-historical routes into TEL offer non-essentialist understandings of learners and alternative "sabeels" bypass limitations of ethnocentric literature, opening up situated understandings.

Hutchinson's (2016:1) discussion of digital research methods emphasizes the significance of "mapping" work carried out in TEL. He suggests digital data provides technologies for constructing new research methodologies to explore evolving ontologies and celebrates the sometimes awkward collaborations of humanities scholars and computer scientists. "Mapping" current literature establishes key trends and themes. However, an intercultural and cultural-historical exploration of the female Arabic learner's context indicates uncharted territory. This sense of "sabeel" has potential to develop new routes in other TEL contexts for those seeking alternatives to cultural and gender essentialism. Therefore, this journey through literature signposts issues and themes for higher-education researchers to navigate their contexts as well as reasons to go off track.

Following the ethnographer Carbaugh (1990), this paper is more than an exercise in cartography, mapping what has been identified before. Carbaugh (1990) described ethnographic departures from the beaten track as explorations of "…no man's land." This study's appreciation of the wider landscape and female dimension of TEL, is also a sojourn into non-male territory, adding another twist to the metaphor.

Virtudes (Porto): Exhibition at the Google Arts & Culture

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"Virtudes (Porto): Exhibition at the Google Arts & Culture" is a work in progress, currently under development as part of an MA in History of Art, Heritage and Visual Culture, at the Faculty of Arts and Humanities of the University of Porto. This was one of the 10 projects awarded in the 2017 "Pedagogical Innovation Projects" competition by the University of Oporto. The project congregates two Curricular Units: Project and Research Methodology I and Heritage and Cultural Management, and a group of 22 students. Its innovative character resides in the possibility of implementing an integrated cultural management program applied to a concrete object – the Garden of Virtudes – of a scientific investigation that is oriented and put to practice as a heritage lab, in the classroom and fieldwork contexts. Virtudes is the only historic and public garden included in the UNESCO Historic Centre of Porto site. Therefore, with this project we intend to 1) create a virtual exhibition in a free virtual access platform (Google Arts & Culture); 2) create an integrated cultural management program focused on this urban space, which also includes: a physical exhibition, a catalogue, artistic workshops developed for different publics and round tables, exploring a "bottom up" approach that seeks to involve both the students and the local community.

Young Children's Aesthetic Education within Museum Space

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Colors, shapes, sounds, textures – all are the meaningful components of the museum space which is seen as a platform of aesthetic experience. Art museum's environment as a multidimensional space of meeting with the various forms of artistic creation may become at the same time an influential space of stimulating young children's aesthetic sensitivity. To investigate and develop various methods and forms of young children's aesthetic education within museum space, we designed in collaboration with the National Museum of Poznan a special educational program for young children's and their parents. Within the program we provided multidimensional forms of children's activities to develop the relation between young visitors and museum space or objects. The aim of this paper is to present the result of one year long project based on newly developed theory of aesthetic education which when turn into practice may stimulate the process of developing children's aesthetic perception and be helpful in designing the art education programs, as well as educational exhibitions which may become a significant for developing aesthetic experience since early age.

Parent Involvement in Educational Activities in Tanzania: Understanding Motivational Factors

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Studies have shown a positive association between involvement of parents in their children's educational activities and children's academic achievements. In Tanzania, however, the education system focuses mostly on schools and teachers as key educators of children, while little attention is paid to the role of the home environment in children's learning. This study examines motivational factors that may influence parental involvement at home and at school, using Hoover-Dempsey and Sandler's model of parental involvement as a theoretical framework.

Dyad Pedagogy: Beyond the Anatomy Classroom/Laboratory and into the Workplace

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American public education was intended to create a literate public able to participate more fully in social, political and economic life while healthcare practice now demands that practitioners be clinically competent in an otherwise highly complex workplace. Clinical best practices are now responding to market forces and cultural shifts, requiring a more singular "practical-oriented" rationale. Dyad pedagogy [DP], a novel educational approach, has been important in the development of market place skills while simultaneously facilitating learning in the classroom, particularly in the Allied Health Sciences curriculum of structural anatomy. The theoretical grounding of DP is found in the works of philosophers, psychologists and reformers. For example, DP integrates affective and psychomotor skills into the cognitive domain of Benjamin Bloom's "Taxonomy of Learning," which promotes higher forms of thinking in education such as assessing and evaluating concepts, procedures and principles rather than retrieving facts, or rote learning. Semester-long pairing of students is the driver for dyad activities including medical problem-solving scenarios, laboratory dissection, written lectures summaries and clinical case presentations focusing on anatomical regions coupled with Q & A sessions. Activities that promote problem-solving, high order thinking, communication skills, and integrated learning have demonstrated invaluable learning outcomes critical for marketplace behaviors. DP, a powerful learning method, has been used in high school, graduate and postgraduate courses in expanding traditional modes of anatomy education with interactive problem-solving activities in and outside the classroom/laboratory setting. Its effectiveness in advancing student mastery of anatomical content and its clinical relevance were all confirmed in this study by pre- and post- tests (P< 0.05) and with other metric analyses. Qualitative assessments showed DP to be successful in honing oral presentation techniques and in promoting interpersonal and professional collaborative skills critical in problem-solving, preparing students beyond the classroom for entry into the workplace.

How Principals Use of the Evaluation System to Improve the Instructoinal Capacity of Teachers and an Examination of the Factors That Influce the Evaluation

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The purpose of this study was to examine the extent to which principals were able to maximize the evaluation process in their districts to improve teacher instructional capacity. The researchers posited that the evaluation system created barriers to the improvement of teacher effectiveness through micromanaging the type, frequency and methodology for observing and rating teacher instructional practices. Current educational research literature focuses on the relationship between teacher effectiveness data and principal subjective ratings of teachers on an evaluation instrument. These studies, with mixed results, do not systemically and intentionally seek to understand how the evaluation process is used to improve instruction. Two research questions guided the study: 1) How do principals use their districts' evaluation processes to improve instructional practices of teachers? and 2) What factors influence principal behaviors? A qualitative, multiple case study design was used for this project. Data were collected by interviews and document mining. Researchers conducted semi-structured interviews with six principals of which three served in Kentucky schools and three in North Carolina. Data were gathered over a four-month period. Researchers collected data and used three main categories to initially code interview data: 1) teacher characteristics, 2) principal characteristics and 3) school characteristics. Within each category, data will continue to be sorted until the saturation point is reached. Researchers currently are concluding the coding and analysis process.

Short Term Retention of Science Topics of Pubertal Girls Seeing a Video Class

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In the curriculum of elementary education, the concepts of mass, weight, gravity, velocity, and acceleration are taught in 5th and 6th grades, exactly in the age in which girls are entering puberty, one or two years earlier than boys. Our hypothesis is that very few women choose study a STEM career because they had lesser capacity or interest to retain science basic concepts during puberty than boys. In order to explore this hypothesis we measured the short term retention of scientific topics in girls, compared to boys. The instructional strategy was a 30 minutes video about "the continental drift" (https://www.youtube.com/watch?v=khDWDRbLSYs&t=942s). The video was produced by the Mexican Academy of Science and the script was written by the authors. It was projected in 92 classrooms for 5th and 6th graders of 17 public schools of México. Immediately after the projection, children answered a multiple choice questionnaire with 22 items directly related with the video. A binary logistic regression analysis was used; the answer for each item was considered a dichotomous variable (correct or incorrect) and the dichotomous predictor variable was the gender. The model obtained with the responses of 585 girls and 590 boys predicts that the odds to answer correctly at least half of the questions are slightly higher for girls than they are for boys: global score 1:1.15, definitions 1:1.24, classification of intensive or extensive properties 1:1.18, and physical causes of daily phenomena 1:1.02; while in distinguished scientific evidence it is 1.107:1 times higher for boys. The overall small odds ratios obtained indicates that the effect of gender is very weak and do not support our hypothesis; curiously, the only statistical significant result were for questions that involved humor in the explanation.

Dreaming Beyond the GED: Transformative Learning in a Women's Homeless Shelter

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The fragility of democracy and social justice are being sorely tested in the globalization age. Marginalized populations disproportionately experience resulting inequalities and are less likely to have access to learning experiences where epistemological complexity (ways of making meaning) are prioritized. This paper advances knowledge of teaching in informal settings and adult development. It argues for expanding the typical emphasis of adult learning beyond what we know (informational learning) towards more purposeful integration of practices for better understanding how we know (transformative learning), a worthy goal for all adult education and especially for supporting marginalized learners enhance capacity for self-agency against hegemonic influences.

A well-developed body of research, largely based on experiences of subjects privileged by wealth, education and gender, confirms that adults construct knowledge and the meaning of education in ways that are consistent with their system of making meaning. This study uses narrative description, valued for facilitating women's transformative learning, privileging the cases of two women of Color in a US homeless shelter-based adult literacy program. Therefore, feminist critical theory and constructive-developmental theory frame the research.

There are two lines of inquiry: (1) how are transformative learning goals integrated into an adult literacy program design? And (2) how do marginalized women of Color who demonstrate qualitative change in developmental growth make meaning of learning experiences? Staff focus group findings showed commitment to a program design supportive of self-empowerment goals featuring opportunities for discourse and reflection considered preconditions for transformative learning. Subject narrative description findings of learning experiences reflected enhanced self-esteem, self-advocacy, and role model perspectives. The study supports conceptualizations of adult learning program designs that prioritize empowerment goals and potentially advance self-advocacy against marginalizing ideologies.

From Theory to Transnational Practice of Gulen (Hizmet) Movement Schools in an Ambiguous World

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Gulen (Hizmet) Movement is one of the biggest worldwide NGOs and it is recognized mainly with its educational movements including interfaith and intercultural dialogue, humanitarian aid, and media involvement. Fethullah Gulen -an authoritative mainstream Turkish scholar, an advocate of peace and a dedicated pious preacher- and those inspired by his ideas put a project called Hizmet to find ways to help out-of- town students by providing accommodations during 1970's. In the direction of Gulen's ideas about education the first two Gulen inspired schools were established in 1982 in Turkey. The Gulen Movement schools are now serving with more than 1300 schools in more than 170 countries including the US with the same understanding of education. The Gulen (Hizmet) Movement has achieved a very great success and seems like to achieve repeatedly for the last 35 years. In this paper it was aimed to analyze the immediate causes of this success as well as to identify the dynamics of how Gulen's service (Hizmet) project theory became a transnational practice of Service to Humanity and World peace. Interviews, surveys and observations show that those Gulen inspired school stakeholders are satisfied with moral education, universal humanitarian values education and science education.

Visual-Motor Perception of the Students Suffering from Congenital Heart Defects

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Visual-motor perception is a combination of the visual and motor perception. It involves capacity to integrate the visual skills with the motor skills, the ability to use the fine and motor skills and cognitive planning abilities. It plays a significant role in the learning process; any difficulty in this sensory-cognitive process can adversely affect the learning of the individual. Students suffering from Congenital Heart Defects tend to suffer from certain difficulties in visual-motor perception. Objectives: i)To compare the visual-motor perception of the students from Congenital Heart Defects with their normal counterparts. ii) To compare the visual-motor perception of the operated and non-operated cohorts iii) To compare the visual-motor perception of the students suffering from acyanotic and cyanotic Congenital Heart Defects. Methodology: Sample- 83 students suffering from either cyanotic or acyanotic Congenital Heart Defects and they are either non-operated or operated cases. 184 normal students, who do not suffer from and known physical or psychological diseases. Samples belong to the age range 7-11 years. Tool- Indian Adaptation of the Bender Visual-Motor Gestalt Test. Findings: i) the mean scores of errors for visual-motor perception are 2.9 and 11.11 for the normal students and those suffering from Congenital Heart Defects, respectively. Their z-value is 11.186. ii)Mean scores for visual-motor perception of the operated students is 9.14 and that of the non-operated students is 12.17. The obtained z-score, is 2.547. iii) Mean scores for visual-motor perception of the students with acyanotic and cyanotic lesions are 10.58 and 11.68, respectively. The z-value is 0.854. Conclusions: In terms of visual-motor perception-i) The students suffering from Congenital Heart Defects differ significantly from the normal students. ii) Operated cohorts perform better than the non-operated counterparts. iii) Acyanotic and cyanotic groups do not differ from each other.

Alberta Rectal Cancer Initiative (Arci): Implementation of a Provincial Rectal Cancer Clinical Pathway Quality Improvement Project

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Objective: Level-one evidence supports improved clinical outcomes with accurate preoperative staging, appropriate neoadjuvant therapy, improved surgical technique, and complete pathological reporting. Knowledge transfer through education and performance measurement is known to improve outcomes.

Background: A multi-disciplinary evidence-based clinical pathway with discipline-specific goals was created. Following baseline data collection (2010 – 2013), stakeholders from radiology, oncology, surgery, and pathology were engaged to standardize care and inform reporting schemas. Education days with international experts from each discipline were held to reinforce best practice. Synoptic reporting templates were developed for radiology and surgery.

Methodology: Quality indicators determining adherence to best practice and oncologic outcomes from each discipline were collated and reported. Pathology reports were used as quality assurance for surgical technique and MRI staging. The appropriate use of neoadjuvant therapy was correlated with collaborative staging. These measures were then used to provide on-going individualized audit and feedback reports to practitioners through a secure web-based portal; reports contain individual physician data and aggregate provincial data for each indicator to inform and improve practice.

Results: Compared to baseline (2013), by 2015 there was a 14% increase in the use of preoperative staging MRI, provincially. Reporting also improved for essential elements on rectal staging MRI, including distance to mesorectal fascia (22 to 81%), extramural venous invasion (17 to 70%), relation to anal sphincter (29 to 78%), and relation to peritoneal reflection (6 to 64%). Surgical technique improved with 91% of rectal specimens graded as 'complete' or 'near-complete' and a margin positivity of 7% on pathology. Nearly all (94%) pathology reports were completed synoptically, with 90% reporting all mandatory data elements.

Conclusion: Implementation of a clinical pathway for rectal cancer has improved uptake of best practice across the clinical continuum; this sustainable multifaceted approach includes education, engagement, feedback reporting, and is easily adaptable to other tumour groups.

'Unkuymanta Yuyaykuna': Mental Health Perception and Treatment Practices in the Indigenous Community of Saraguro, Loja, Ecuador

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Treatment models popular in North America and Western Europe are based on western occidental medicine, current cultural ideologies and in social economical contexts. To inform treatment models in Latin American countries, cultural adaptions are suggested. In order to formulate treatment adaptations for indigenous populations in Latin America, it is important to first learn the perception and care within mental health of these people. The current research was based on five perspectives: perceptions of mental well-being within indigenous communities, awareness of contextual factors that contribute mental distress, contemporary mental health treatments, perceptions of mental health providers within indigenous populations, and collaboration within the mental health care system in the region.

Contemporary mental health treatments for Latin American indigenous peoples represent the infusion of three competing forces: a) western biomedical approaches to mental well-being, b) spiritual and religious teachings, and c) indigenous cultural practices. The present study examined the explanatory model of mental distress by each of these three spheres of influence when seeking to relieve indigenous peoples' distress and to what extent there were attempts to cooperate across these spheres. Conducted in Saraguro, a canton inhibited by indigenous and mestizo people located in Ecuador, this investigation examined these concepts through on-site interviews with mental health providers in the region. By interviewing psychologists, doctors in family practice, Catholic priests, and shamans (curanderos), it was possible to see what factors were perceived to contribute to the distress within the indigenous community. Perceived root causes of mental distress are migration and the eventual disintegration of families that have interacted with problematic cultural ideologies such as "machismo". In analyzing these three spheres of influence, a proposed model for future mental health care for indigenous people in Latin America is proposed, based on integration of Christian theology, Shaman traditions, occidental medicine, and psychology principles.