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Are Elementary/Secondary Schools or Universities Legally Liable when Mass Shootings Occur?

Each day you read in the paper about a mass shooting in the United States, Parkland, Sandyhook, etc., in 2019 already there have been seven school and university shootings. As a faculty member and Department Chair of Educational Leadership at Virginia Tech, I experienced the tragedy of a mass shooting on April 16, 2007, when 32 people lost their lives. The question I have asked is are the schools or universities legally liable when these shootings occur.

This presentation reviews litigation that followed these school shootings. The litigation, court cases, commenced after the Columbine High School shooting. Fifteen cases related to the Columbine shooting were subsequently decided. The Columbine cases and other shooting litigation, both in state and federal courts, determined that the defendants prevailed; therefore, no liability existed. These decisions were the result of the high legal standards established in federal courts regarding liability under the fourteenth amendment and in state courts on the issue of governmental immunity where school boards, school offices, and law enforcement officers were held not liable since they could not have foreseen the horrific acts of private individuals who committed the acts. This presentation will discuss the case law and implications for schools. Also discussed will be "Active Shooter Insurance" which is offered to institutions as a result of these shootings.

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Privatization of Elementary and Secondary Education in the US

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Saudi Academics' Discourses Around Blended Learning Integration as an Instructional Methods: Chat- Inspired DBR

KEYWORDS: Blended Learning, Saudi Academics, Discursive Practice, Change Activities, Teaching Practice

This study aims to understand how Saudi academics construct meaning about Blended Learning (BL) integration in their teaching activities. It grew from the importance of conducting baseline research that moves beyond repeating or reinforcing existing practices. Design-Based Research, matched with different stages of the evolution of Cultural Historical Activity Theory (CHAT- inspired DBR) was chosen as a methodological framework because it presents activities as stages – analysis, design, implementation and reflection about principles – that enable access to more real-world practical data. This brings new insights into the development and knowledge

generation experienced by academics in everyday practices and how they expand knowledge about BL as a new concept. the analytical framework of Discursive Psychology (DP) adds to the understanding of the ways in which academics construct the meaning of BL, which in turn reveals what discourses surround how professional agency is practiced and can underpin the change from traditional to BL teaching. Therefore, DP helps reveals how contradictions are constructed within academics' discourses and how emotion and agency are formed from these contradictions.

The findings of this study contribute to a growing body of knowledge in the field of BL in higher education. the construction of tool-mediated BL it is evident that tools in academics' activities constitute a central discourse; as academics developed more knowledge they experienced conflicting professional needs between the vagueness of BL and the need to move on from traditional-based teaching practice. Yet these academics, with minimum university support, were able to implement BL and its non-traditional approaches quite effectively. Academics' use of tool-mediated activities to break away from the particular frame of action is understood as transformative agency; thus, they initiate commitment to transform their activity, embracing more possibilities for expansive learning. It can be said that BL as an object is an expansion of the academics' professional agency.

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Teaching of Grade 3 Prescribed Natural Science and Technology Education: A Case of Teachers from One Large Province in South Africa

KEYWORDS: Teaching, Science Concepts, Life Skills, Natural Science, Technology Education, South Africa

This paper discusses the teaching of the prescribed Natural Science and Technology Education concepts in grade 3, embedded under Beginning Knowledge in the Life Skills learning area. The paper is premised on the notion that effective primary science education teaching develops and stimulate learners to become scientifically literate citizens. It draws from a data collected in one large province in South Africa by means of a questionnaire, classroom observations and interviews. The questionnaire data was analysed using SPSS, while both the interviews and classroom observations' data were analysed using an iterative approach. The study reveals that most of the grade 3 teachers hardly knew that there was natural science and technology education in grade 3 even though they taught some of the prescribed topics. Many confessed that there was a neglect of Life Skills learning area as it was not for "assessment" or "passing" purposes. From the observed classrooms, teaching was mainly driven by following the prescribed textbook, viewed as easy for learners to understand. The other common pedagogical

approach was the telling/lecture method believed to be ideal at that level. In some classes, there was a clear lack of expectations for learner creativity and critical engagement with the topic. These findings, suffice to say, raises concerns about how science foundation should be built on the young learners and for progression to the next grade levels. I thus question the teachers' understanding of the Life Skills Curriculum and Assessment Policy Statement as it clearly describes that Beginning Knowledge comprises of, among other areas, the Natural Science and technology. I argue that the prevalent teaching approach/es and learning tasks hardly encourages learners to analyse, predict, synthesise and draw conclusions. To increase the numbers of learners who will later pursue sciences, I argue and conclude that it is imperative that a strong science foundation is developed from the lower schooling levels. Effective science teaching requires learners to think about and explain their thought processes and strategies and apply what they were learning in their context. Enthusiasm, passion and creativity is therefore key to teaching science and required to inspiring younger learners for future science learning.

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Conversational Contact Zones: Mediating Interpersonal Relationships for Active Learning

As has been widely researched, the indirect nature of students' daily communicative interactions script them into social spaces that do not primarily include face-to-face conversations and cued personal interactions that scaffold communities of authentic relationships. Within higher education classroom spaces in which immediate relational, collaborative face-to face interactions that are largely symmetric constitute the predominate interpersonal communicative mode (rather than communication being mediated by technology or asymmetry such as online or transactional modes), educators cannot take for granted that students possess in their communicative repertoires scriptings for personal conversations of this sort. Current research details strategies for addressing substantive personal classroom engagement as a mechanism to build authentic classroom communities. This research also discusses the connections between first-year college students' lack of facility with the kind of interpersonal conversation expected in college classrooms, their confusions about instructors' invitations to active learning and their variable facility with textual inquiry processes and strategies. Each of these contexts functions as a "conversational contact zone" that must be addressed to facilitate greater student success.

Interpersonal conversation and collaboration underlie the development of essential habits of mind, the engaged use of active learning strategies, and the generative nature of communities of inquiry in higher education that higher education institutions seek to foster in undergraduate courses. In this context, instructors, particularly those teaching first-year courses, need to pay more attention to and devote more classroom focus to the metaconversation about the different expectations in high school versus college classrooms as we introduce active strategies

and conversation in our classrooms. More particularly, we can build upon the rich complex of associative meanings in the phrase, "college is a common conversation," to integrate active learning techniques that develop intertextual conversation repertoires, inquiry techniques that help students to engage in researched scholarly conversations, and relational techniques that use face-to-face conversation to build authentic community and interpersonal conversation repertoires.

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Catholic Males with Physical Disabilities on Disability Concepts in the Context of Religious Practices: Secondary Qualitative Data Analysis

KEYWORDS: Social Sciences, Education, Religious Practices, Masculinity, Disability, Physical Disability, Qualitative Research, Secondary Data Analysis

The article presents a report on the secondary analysis of raw qualitative data regarding the concept of disability from the perspective of 16 males with congenital physical disability (spina bifida, cerebral palsy) and acquired disabilities after an accident. The project was performed as a secondary quality data analysis based on analytical induction, a methodological construct called the conceptual framework according to Imenda (2014) and was data-driven research according to Wolcott (1992) and Spradley (2016; 2016). The analysis was grounded in the context of religious practices undertaken by the participants (prayer, pilgrimage, retreat)The main research question in the secondary data analysis was: what concept of one's own disability do males have in the context of religious practices? The detailed research questions concerned the presence in the theoretical content of models of disability, the location of the field of one's own disability, its value and significance for Catholic males, participants of the religious practices. Secondly, raw data were analysed from primary reports and Polish ethnographic research devoted to pilgrimage, prayer and Catholic volunteering conducted by three researchers, Paulina Łyczbińska in 2012, Agnieszka Karpińska in 2014 and Magdalena Łazik in 2013. The authors performed primary research with a total of 28 adults, both females and males with physical and/or multiple disabilities participating in religious practices, including prayer, pilgrimages to Jasna Góra, meetings and retreats of the integration groups of Caritas. The secondary data analysis focused on data from 16 males aged 19–55 (including 15 males of normal intellect and 1 male with a mild intellectual disability) with physical (inheritable) (13 males) or acquired (3 males) disabilities, 12 of whom used a wheelchair, and 4 used crutches. The research findings indicated the understanding of disability by 16 males in the following models: medical (disability as a disease, illness), religious (disability as a cross, suffering, gift, God's will), social (disability as a situation, etc.), as well as its variant, the human rights model (disability as dependence and independence, barriers to overcome, etc.). In addition, the results

indicated the location of disability in the context of participation in religious practices, its' value, significance and characteristic rhetoric in the context of implemented practices.

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A Study of the Impact of Antecedent-Centered Community Environments on Engagement for Children with Autism and their Families

KEYWORDS: Autism, Antecedent, Inclusive, Community, Replicated

Antecedent-based variables are commonly discussed within the body of autism research and are most frequently reflected within evidence-based practice instructional strategies. Realizing this, a pilot program was designed encompassing factors whereby children identified with Autism Spectrum Disorder, mild to moderate to severely impacted, were invited to participate in a two-hour community class at a local public art museum. The instruction block took place within the general museum environment and included an introductory experience, a small group lesson, time for individual exploration, a nutrition break, and a one-hour art lesson. The children's educational setting in their various schools ranged from partial inclusion to Level 3 settings. The age range of the participants of the pilot program was 4 to 9. None of the children had previously visited a museum and indeed rarely visited any community site other than school.

The program was infused with Antecedent-Based Interventions. In addition, all art lesson materials for the final project were prepped for individual use within a prepared environment to reduce transitions. Adults were surveyed following the event along the themes of engagement, appropriateness, support, and safety. Open-ended questions were included as well, allowing for participants to share overall personal impressions. Results communicated exceptionally high levels satisfaction with the event: 100% of each respondent scored each area of the survey at its highest level. Many communicated that this was the first event they had taken their child to where they felt safe, accepted, and valued.

This program has become a grant-sustained regular event offered at the museum three times per year. Currently, this program is in its eighth year and is part of a qualitative study addressing ABI, ASD, and the impact of inclusive community experiences.

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Simulations in Education

KEYWORDS: Simulations, Professional Development, Reflection, Social Interaction, Intra-Personal, Inter-Personal

Escalating rates of teacher attrition require teacher training programs to consider more contemporary training methods. Adapted from the medical and aviation fields, the concept of simulations is currently making an entry into the world of education. An international pioneer in this venture, Israel already has twenty simulation centers at its universities and teacher training colleges and has more in the planning stages. I will highlight the benefits derived by teachers from experiences at simulation centers including, inter alia, heightened self-awareness leading to more successful interactions in the workplace. Numerous benefits, particularly for graduates entering the teaching profession, suggest that simulation center experiences should be necessary inclusions of teacher training programs as well as in-service professional development programs around the world.

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A Comparative Description of Singapore Students' Perceptions of School Science as an Examination Subject and as a Practice in Everyday Life Experiences

KEYWORDS: Students' Perception of Science, Examination, Situational Interest, Personal Interest, Prospective Career

As science and technology continue to advance, it is imperative to make students more interested in school science so as to increase their likelihood of pursuing a science-related career. Identifying the non-academic domains of the students' perception of science allows teachers to cater activities that integrate the students' learning needs with authentic experiences to spark their interest in science. This study compares the perceptions of science of Secondary 2 and 3 students from a science specialised school and a mainstream secondary school in Singapore to surface overlaps and differences in the domains that may contribute to the disparity in students choosing to further their studies in science. These perceptions of science were studied in with four areas, namely: Science (1) as an examination subject, (2) as a situational area of interest, (3) as a personal area of interest, and (4) as a prospective career-related field, through a questionnaire and a follow up focused group discussion. Despite the differences in academic abilities, the students' perception of science as a practice in everyday life experiences are largely similar, only differing in their perception of science as an examinable subject. While the students' experience in learning science is comparable, their past academic achievements did colour their future perception of science. The mainstream school students' concerns over examinations contribute to their overarching learning need. As such, these students are likely to benefit from teacher-crafted activities that use ideas from examination resources to engage them in authentic learning experiences, and at the same time also develop their interest in science. Although this is a descriptive study, it shows a good potential to

understanding students' perception of science and making school science more meaningful and productive for them.

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The Politics of Switching Funding Models in Higher Education

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Indigenous Perspectives on Truth: Some Thoughts for Primary and Secondary Schooling

KEYWORDS Indigenous Education, Languages, Philosophy, Character Education

It may be said that one of the highest human values is truth. Truth may be one of the most important values that inspires and even governs many human endeavors – especially those of discovery. Truth, as it is often said, may be an end onto itself. However, the apprehension of truth as a human value may be made opaque by the frequent use of the term truth as a predicate of sorts – one that only qualifies an element of a claim or statement. It may be important to observe that truth as a concept (as much as a qualifying term) has been and continues to be central to many topics in contemporary primary and secondary education – this may be especially true in the area of Canadian indigenous education. This presentation will explore how unique manifestations of indigenous knowledge and consciousness addresses truth. In order to accomplish this, this presentation will consider how this concept is addressed in some western philosophical traditions. In doing this, the author will consider differences and similarities between the traditions of western philosophy and those of some Canadian indigenous peoples.

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Assessing Attitude of Teaching and Learning Propriety in a Digital Age: Development of a New Classroom Teaching Survey

KEYWORDS: Technological Self-Efficacy, Flipped Classroom, Factor Analysis, Item Analysis

Given recent developments in educational technologies and theories of teaching and learning, a fundamental shift in the respective roles of teachers and students seems destined to occur. Meeting Owls, smart boards, podcasts, telepresence robots, and Zoom casting have made distance learning possible in ways not dreamt of a generation ago. The advent of constructivist thought made manifest in cooperative learning, problem-based learning, flipped classrooms, self-assessment, and student empowerment offers dimensions of engagement beyond

traditional modes of demonstration, lecture, textbook dominance, and formal testing. Progressives tout the merits of these changes whilst traditionalists point to losses incurred as teachers are urged to talk less, to be less directive, and students are exhorted to take charge of their own learning.

The point of the survey instrument, which we are in process of developing, is to capture teacher and student perspectives on preferred ways to teach and learn. The suggestion is not to seek "right" perspectives, but to find out what they are and who holds them. It is hypothesized that attitudinal differences may well be generational and/or associated with respondents' sense of technology self-efficacy.

In this presentation, we will provide an overview of certain theories of teaching and learning, a discussion of how educational technologies have transformed classroom teaching and venues beyond the classroom in the last decade, and illustrate the process of our survey development. Through an interactive discussion, we hope to engage the audience in sharing their perspectives and experiences as educators in a digital age, and to provide feedback on the survey items in ways that would enhance its cultural relevance and applications across secondary and tertiary settings.

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Models of Continuing Professional Development – a Teacher's Account

KEYWORDS: Continuing Professional Development, Models, Teacher Knowledge, Drama in the Classroom

A common misconception of continuing professional development (CPD) as a set of in-service techniques will be addressed in this paper. Over time, a series of models has evolved to enable teachers, especially the primary school teacher, to fulfil his/her obligation as a professional who is accountable and responsible for learning in his/her classroom. In this account, I take a critical look at my own journey through various in-service programmes as I seek to continually improve my own practice as a classroom practitioner as well as an in-service facilitator in teaching drama-in-the-classroom . Some of the models that I have experienced over 30 years are as follows.

I have participated in one-day workshops run by institutions such as the Association for Drama in Education Ireland, the National Education Union and more recently the World Alliance for Arts Education (Oct 2019). Regular international and national conference attendance can be 'hit and miss' as was the case of this month's Literacy Association of Ireland. Poster and paper presentations are a life-affirming form of CPD even though teacher knowledge and classroom accounts are not always highly valued. I have paid for and presented in Brazil, Australia, Hong Kong, Canada, often with only 6 or 7 in the room. Completion of a Masters programme is a

highly valued form of CPD in Ireland. Recently, I commenced PhD study at University College Cork. School inspection and communities of practice are forms of CPD. Language such as 'training,' 'inset,' 'continual and continuing' will be expedited. Comparisons will be drawn between the Irish and English contexts. The paper concludes with a consideration of my preferred form of CPD in Drama and how it is only through the context of the wider net of the Arts that drama can thrive.

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Lessons Learned in School Turnaround

KEYWORDS: Comprehensive Support and Intervention schools, CSI, School Turnaround, Low-Performing Schools, Education

Often low-performing schools share common characteristics. In this case study, two educational leaders who led both school and district turnaround initiatives collaborated to compare and contrast their experiences in low-performing schools and districts. Based on over two decades of working with low-performing schools in multiple states, they identified similarities and differences among the schools and districts as well as outliers. Many schools and districts scored in the lowest five percent of all public schools in the state. These schools frequently lacked essential practices commonly identified through the literature as essential to increasing leadership and instructional capacity. Drawing on their experiences as school and district leaders, the researchers uncovered a variety of contributing factors that impeded school and district transformation.

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Effective Revenue Generating, Cost Reduction and Resource Allocation Strategies During Periods of Fiscal Stress

KEYWORDS: Fiscal Strategies, Fiscal Crisis, Public Private Partnerships, Budgetary Models, On-line Education

During Fiscal Crisis a number of colleges and universities have explored ways of increasing revenue and reducing operating costs. To increase revenue some schools have implemented on-line learning programs. These programs have served to provide instruction to students regardless of time, place or distance. To reduce capital costs colleges have also implemented public private partnerships (PPP). Under these agreements a private sector partner will construct a facility such as a resident's hall, classroom facilities, or parking structures and then lease them back to the university for a fixed period of time.

 In recent years a number of colleges and universities have also explored alternative strategies for developing operating budgets. In part this exploration was driven by the desire for transparency among various constituent groups and the need to tie budgeting to campus strategic planning. With the advent of declining federal and state support and changing student demand the need for a more strategic approach to budgeting has gained momentum.

This paper highlights the various budgetary approaches currently in use and provides examples of their application in a variety of university settings. Particular emphasis is given to the process by which universities develop new models. The research is based on both reviews of relevant literature and site visits to a variety of schools and colleges.

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Boosting Students' Interest in Solubility Concept Through the Usage of 8e Learning Cycle Model-Based Strategy

        The 8E learning cycle model-based strategy used in this study is an expansion of the 7E model once proposed by Eisenkraft. Although, research showed that 7E has positive effect on a number of students' learning outcomes, we observed that this model lacks a stage where students' alternative conceptions are directly addressed; hence, the rationale behind the proposed 8E, which specified 'Exhibit' stage. This study determined the efficacy of 8E model in boosting students' interest in solubility concept. One hundred and eighty-one senior second year students sampled from four public secondary schools in Ibadan, Oyo State, Nigeria were used for the study. The pre-test, post-test quasi experimental design was adopted for this study. Two intact classes from two randomly selected schools were taught solubility and its related topics using lesson plans for 8E learning cycle model-based strategy (experimental group) while the other two intact classes were taught using lesson plans for traditional teaching method (control group). The Interest in Solubility Questionnaire (ISQ) was administered before and after the intervention. Analyses of pre-test and post-test interest scores of experimental and control groups indicated that while 8E was significantly efficacious in improving students' interest in solubility, the experimental group did better than the control group. We therefore concluded that the addition of 'Exhibit' stage to 7E learning cycle model as a way of directly addressing students' alternative conceptions in solubility, needs to be further looked into as it has been shown to make students' interest in the concept better.

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Continuous Evaluation of What Works and for Whom in Enhancing School Outcomes: Realist Evaluation of Live Big Data From Schools and Human service agencies in Chautauqua and Rockland Counties (New York State) and Manchester City Council (UK)

This paper reports on a continuous realist evaluation utilizing big data on the entire school populations, using real examples and an interactive analysis of real data sets from the $4m SAMHSA System of Care Expansion grants in each of New York State's counties-- Chautauqua and Rockland; and from Manchester UK. Mental health, low family income and special educational needs affect school functioning, and human services can be effective (Gracy, 2014; Cappella et al., 2008; Desrocher, 2015; McKenzie et al. 2011; Rossen & Cowan, 2014). However, most studies have focused on at risk groups rather than the total school populations.

This paper demonstrates how real live data from management information systems (schools, social services, mental health, youth justice) can be used to investigate the effectiveness of the human service interventions in the schools. As the emphasis is on data naturally drawn from practice, quasi-experimental designs and binary logistic regression models are used as part of epidemiologic evidence based on association, environmental equivalence, and population equivalence. Evaluators and agencies can make the best use of the available data to inform practice. The demonstration will show how evaluators work in partnership with these agencies, to clean the data, and to undertake data analysis with them at regular intervals and not just at the end of the year. Establishing cause and effect in real time is a particular theme of this demonstration. This is a mixed methods approach, combining the traditions of epidemiology and effectiveness research in human services (Kazi, 2014, 2015) to investigate demi-regularities (Lawson, 1998, in Archer et al., Critical Realism). The author has extensive experience in evaluation of human services programs in the U.S., United Kingdom, and Finland and was awarded the US federal agency Substance Abuse and Mental Health Services.

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"Financial Implications of Tuition Policies on Undocumented Students attending American Colleges and Universities"

U.S. law under Plyler v. Doe mandates that all children, regardless of citizenship, are entitled to a public K-12 education. However, no such law exists in regard to post-secondary educational opportunities. This study reviews laws related to the assessment of out-of-state tuition fees for state residents who are undocumented, or in the U.S. without proper legal paperwork. The financial impact of the assessment of out-of-state tuition on students and the resulting impact on student enrollment is also discussed.

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The Case of Brand Knowledge of Southern Business School as a private provider of Higher Education

KEYWORDS: Branding, Competitive Edge, Customer Relationship Management (CRM), Marketing Communication

Orientation: Southern Business School (SBS) as a private provider of higher education in distance learning has been selected. In this study the focus is on the brand's exposure and the public's awareness of the brand in spite of current advertising campaigns. Branding is a way of communication to attract customers to a service or product. Customer Relationship Management (CRM) guides the researcher to study the possibilities of branding in creating knowledge in the minds of customers and creating a conversation when they need to make a decision to register at SBS. Research purpose: To explore and assess the knowledge of the public about SBS and if branding could play a role in order to carve out a stable and sustainable place for the institution in the cut-throat market in which it is operating. Motivation: The exposure of SBS needs to be increased. Although SBS is advertised in different media, it has not yet been established how many potential customers have knowledge of SBS offerings and the role they play as a private higher education institution. Research approach, design, and method: Quantitative research was carried out among participants of the general public. A questionnaire was designed as the measuring instrument. Convenience and judgement sampling were used. Main findings: The main question was about the knowledge of individuals about the SBS brand and the effectiveness of branding. The results were analysed according to the research objectives and questions. • To explore the influence that Customer Relationship Management (CRM) practices could have on the attraction rates of SBS • To determine the level of knowledge of customers about the SBS brand • To understand and study information on branding and its use as a communication tool to create knowledge in the minds of customers Practical/managerial implications: The management of SBS would be able to use the research findings in the decision-making process regarding advertising strategies in the marketing department and the marketing budget and to use ideas and information from the study with regard to CRM and to apply branding in new and creative ways. Contribution: To create knowledge about branding as a marketing strategy that will lead to the contribution to the community with regards to creating awareness of the possibilities that SBS as a provider of private higher education institution can offer regarding qualifications, affordable studies, and employability.

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Generating Stable University Funding Mechanisms: Income Contingent Loan Structure Choice Within the Irish Education System

This paper presents an exploratory analysis of the funding mechanisms for higher education across sixteen countries which builds upon existing work on educational institutions, educational outcomes and welfare regimes. We focus upon the current financing dilemma within the Irish higher education system, seeking potential solutions within an international comparison. Our quantitative analysis identifies four clusters of countries: the Nordic, Continental-Europe, Mediterranean and English-Speaking; all of which are strongly correlated to economic and structural characteristics based on welfare state literature. Each education regime is associated with particular institutional, economic and political factors. Our analysis presents evidence that Ireland does not possess the characteristics of a country that could benefit from an income contingent lending structure to fund university education due to inherent sovereign characteristics. Further, Ireland could be better served through the introduction of free fee structures such as that found in Norway and Scotland or through the generation of state-sponsored lending facilities through private institutions similar to those already in place in Finland, Germany and Sweden.

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Tool-Task Dialectic in Mathematics Education

Innovation is a solid trend in educational research, in particular, use of manipulatives is one of key research areas in mathematics education. Tool-based pedagogy is an innovative way to fabricate interactive environment for the construction of students' mathematics knowledge through the use of tools. Research reveals that the tools not only empower students' ability to construct cognitive models for abstract mathematical concepts, but also allow them to communicate with contextualised language based on the manipulation of the tools. A multiple-case study, as a qualitative educational research, was conducted to empirically explore innovativeness of tool-based learning and teaching environment and to investigate tool-based mathematics classrooms integrated with concepts of science. A number of mathematics lessons was being observed and analysed across cases by tool-based theoretical frameworks, e.g., tool of semiotic mediation by Vygotskian approach. The empirical research included the analysis of the mathematics lessons which were designed and implemented by participating mathematics and science teachers. Rationale of teachers' designed tasks and its implementation, and students' manipulation of the tools during the lessons were the units of analysis in the study. Interviews with the participating teachers and students, accompanied with analysis of

documentation such as lesson plans and worksheets done by the students, were conducted for the purpose of triangulation to validate the findings in the study. An innovative didactics, which is called Tool-Task Dialectic, is purposed as a main finding in the research, promoting harmonisation of task design and utilisation of tools. Several protocols in Tool-Task Dialectic are established to illustrate interplay between tools and tasks cultivating instructional considerations for not only mathematics teachers, but also science teachers to design and implement interactive lessons with the use of tools. In addition, integration of mathematics and science concepts in the lessons potentially contribute to certain aspects in STEM education.

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Predictors of Singapore Grade 8 Lower Track Students' Science Process Skills

KEYWORDS: Science Process Skills, Science Capital, Lower Track Students, Predictors

Science process skills (SPS) refers to the set of thinking skills used by scientists to construct knowledge and formulate results during scientific investigations. The mastery of SPS is emphasised in Singapore's current science curriculum framework, which aims to inculcate the spirit of scientific inquiry in students. For this goal to be achieved, necessary resources, or science capital, must be afforded. Science capital is defined as any form of capital related to science, including cultural capital, social capital and mental schemas. In this paper, we aim to identify the specific mental schemas in science capital that can predict the SPS competencies of Grade 8 lower track students in Singapore. A total of 1,822 Grade 8 Normal Academic (NA) and 726 Grade 8 Normal Technical (NT) students from 37 Singapore public schools participated in this study. Three SPS tests were designed and administered to students across one academic year. Test-equating methods were used and the test scores were analysed using Rasch analysis. A student survey was also conducted at the end of the final test to investigate students' mental schemas, namely, students' view on science lessons, science teachers, the importance of science, the nature of science and their self in science learning. Ordinary Least Squares multiple regression analysis was used to examine the relationship between the students' SPS tests results and their survey responses in order to identify the significant predictors of students' SPS competencies. Results showed that students' views of their science teachers and the nature of science were significant predictors of the NA students' SPS competencies. Students' views on science lessons was the only significant predictor for the NT students. Based on the results, specific strategies that science teachers can adopt to improve lower track students' SPS, and implications of this study on educators, policy makers and researchers were suggested.

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Examining the Effectiveness of Academic Vocabulary Teaching-Learning Model among Arabic Native Speaking Middle-School Pupils

KEYWORDS Academic Vocabulary, Arabic Native Speaking, Middle-School Pupils

Examining the Effectiveness of Academic Vocabulary Teaching-Learning Model among Arabic Native Speaking Middle-School Pupils Dr .Bahaa' Makhoul Abstract Adolescents arrive to middle school with significant difficulties in comprehending academic texts across the different disciplines. Such difficulty can be attributed among other to the antiquate textual structure of such texts, informational load as well as the challenge of academic vocabulary (Fang, Schleppergell & Cox, 2006). In Arabic, additional source of difficulty comes to play due to the socio-linguistic gap between its written and spoken forms (i.e., diglossia). This discrepancy is found to impair literacy development among native Arabic-speaking pupils, leading to extreme difficulty in acquiring the academic register of the language and thus to poor achievements (Ayari, 1996; Saiegh-Haddad, 2012; Makhoul & Olshtain, 2015; Myhill, 2014). In light of the importance of academic vocabulary to academic achievement, the present study aims at examining the efficacy of research-based teaching-learning intervention program aimed at promoting the academic literacy of native Arabic-speaking students, integrating up-to-date teaching-learning methods adapted to the 21st century. The current intervention program aims at: (1) Strengthening, expanding and deepening the Arabic academic knowledge; (2) developing and validating a didactic model that combines modern approaches in teaching as well as digital media integration; (3) fostering digital skills among teachers and pupils as an integral part of the process. The results of this study will guide the design of up-to-date teaching-learning model "prototype" for Arabic instruction as L1 among middle school pupils in Israel. The current study includes two components: (a) An intervention program for seventh grade; (b) A follow-up study to evaluate the efficacy of the teaching\learning model developed here. The latter will be carried out through testing academic vocabulary mastery before, during an at the end of the project with and additional testing in eighth grade after completing the intervention to assess long term effects. Here we will focus on presenting the pilot results, collected from 116 native Arabic-speaking students across different schools in Israel to insure adequate representation of the different Arab subgroups in Israel (i.e., general Arab, Druze and Bedouin). The accompanying teachers received professional training in up-to-date didactics as well as familiarization to the introduced curriculum. Following Makhoul and Olshtein (2015) Arabic academic vocabulary list, two vocabulary tests (Knowledge of Receptive Vocabulary RAVT, and knowledge of productive vocabulary PAVT), alongside these two tests a comprehension test of informational text (ARCT)

were developed. For the purpose of the pilot study, the tests were administrated before and after the intervention program. First, to examine pre-post differences across all participants, a series of t-tests for paired samples were performed for each test separately, pointing to higher performance on all tests after participating in the intervention program. For the between group comparison, due to extreme variance in the data obtained from the Bedouin subgroup, only the general Arab and Druze subgroups were considered for analysis. A one-way analysis of variance (ANOVA) was performed with subgroup as between subject factor. Due to initial differences between the two groups on the PAVT and RAVT tests, the pre-test scores on the latter were inserted as covariates. As indicated by the results, performance on both the PAVT and RAVT tests among the general Arab subgroup was higher when compared to the Druze subgroup. To examine pre-post differences on the ARCT, mixed factors ANOVA was conducted with time (pre-post) as a within subject variable and subgroup as between subject variable. Only the main effect for time reached significance. As we were interested in examining the relationship between academic knowledge and reading comprehension performance in Arabic, hierarchical regression was performed. The results of the hierarchical regression indicated that PAVT and RAVT post-scores accounted for 10.6% of the variance in the ARCT. Overall, the study findings attested to the efficacy of the proposed model in promoting academic vocabulary as well as reading comprehension performance, serving as proto-type for future curricular and pedagogic development in Arabic language instruction. The results strength the need for curricular adjustments and policy change such that the differences between the Arab subgroups are taken into consideration.

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Coaching and Peer-Collaboration as a Means for Improving Teaching: Action Research in an International School in Serbia

KEYWORDS: Professional Development, Reciprocal Coaching, Peer-Collaboration, Reflection, Change, Metacognition, Mixed Method, Action Research

My research interest emerges from my observation that teachers in the international school in Serbia, where I worked during the research, seemed to be alienated in their classrooms and resistant to change agents. I, therefore, wanted to find out how coaching and peer-collaboration might affect teachers' beliefs about their classroom practice, values they cherish about teaching, new knowledge constructed through collaboration and emerging attitudes towards reinvented pedagogies.

Having applied a mixed method approach, I gathered two sets of comparable data: quantitative data, collected through the Questionnaire of Teacher Interaction (QTI), and qualitative data, generated from the coaching sessions. Once interpreted using thematic analysis, these sets

produced teachers' profiles as well as three themes: (1) resistance to change and reconciliation, (2) reflection about teaching, and (3) collaborative teaching through peer-collaboration. The findings showed how coaching and peer-collaboration situate in the context depending on the teachers' career age, their openness to reculturing and preparedness to adapt to international education requirements. Finally, this study illuminates how the changes, which coaching and peer-collaboration bring about, take distinctive yet interdependent forms: (1) changes in the self, related to the innermost processes of the teachers, their personality traits and core values; (2) changes in the classroom, that is in the pedagogical practice and instructional designs with the students; (3) changes in communication within a school, not only with the students and other teachers, but also with the parents; (4) change in professional lives, which concern teachers' understanding of their immediate context, collaborative culture and learning community.

This research resulted in a process of radical reculturing of the school as an institution (Fullan, 1999), which allowed the teachers to voice their most pressing concerns, examine prior knowledge in the light of new understandings and construct new knowledge through processes of reflection, dialogue and enquiry (McCormack et al., 2006).

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Preventive Measures for Problematic Internet Use (PIU): A Wesleyan Response to a Global Problem in a Digital World

KEYWORDS: Digital Addiction, Self-Regulation, Self-Regulating Strategies, Internet Addiction Disorder (IAD), Technology Addiction, Problematic Internet Use (PIU), Self-Control, Digital World

There is wide agreement among scholars of the benefits of the internet, which makes information accessible to billions worldwide and makes instantaneous sharing of ideas affordable. However, problematic Internet use (PIU), also called internet addiction disorder (IAD), is a growing problem worldwide, and numerous empirical studies reveal that this is a health problem requiring therapy and/or treatment. Since the number of students diagnosed with PIU is increasing, educators and scholars are seeking viable solutions.

This researcher, a Wesleyan scholar, presents research on PIU among students and address these research questions: What is problematic internet use? What is a Wesleyan response to PIU? Which preventative measures can be implemented in a college/university setting? What kind of support can be provided to students who experience symptoms of digital addiction?

Wesley informs the discussion on faith-based education in our digital world. Susanna Wesley wrote a letter to John Wesley in which she describes her theology and approach to parenting, emphasizing these key elements: developing an awareness of the love and sovereignty of God,

teaching self-regulating strategies, providing a structured home and learning environment, and involvement in small accountability groups. John Wesley's theology of education included key elements that he acquired from his mother. Although developing moral and ethical resiliency is a complex process, John Wesley's theological praxis promotes the internalization of moral values and the self-control that students need in order to resist their own natural proclivities and socio-cultural pressures to overuse and sometimes misuse technology. Studies emphasize the importance of self-control and youth behavior. This is a significant aspect in Wesley's theology of education and his perspective on the development of moral character. Recommendations for educational leaders are given.

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Status & Challenges Encountered in Quarry Operation : Basis for Sustainable Development Plan of Malungon, Sarangani ,Philippines

The objective of the study was to describe the status and challenges encountered in quarry operation as basis for sustainable development plan of the municipality of Malungon. The study combined quantitative and qualitative research methods. Survey questionnaire was utilized to gather quantitative data. In order to validate the quantitative data, FGD sessions were repeatedly done among quarry operators as participants of the study. Respondents of the study were purposively sampled. Two types of data i.e. primary and secondary data were used in the study. The study revealed that Local government provides management awareness training to quarry operators is functioning but not effective; Monitoring procedures on the quarry sites are functioning and excellently effective; Quarry operators are not compliant to Environmental Compliance Certificate (ECC) conditions; and quarry waste materials such as debris boulders and log bolts are not properly managed. Thus, study recommends that the Local Government Unit of Malungon should come up with a sustainable development plan to address the problems on proper quarry waste management, environmental management and sand and gravel extraction issues.

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Continuous Improvement Implementation and Its Implication to School Effectiveness among Public Elementary Schools in Sarangani Division

KEYWORDS: Continuous Improvement, School Effectiveness, Efficiency,Learning Outcomes, Innovation

The study aimed on determining the relationship of continuous improvement implementation and school effectiveness and the meaning and sentiments of stakeholders on continuous improvement implementation. The study utilized the quantitative and qualitative research design that gathered information through survey, interview and focus group discussions to 120 teachers, 35 CI team members, 2 (two) principals, 12 pupils, 8 parents and 4 stakeholders of the four CI pilot schools of Sarangani Division namely Glan Central SPED Center, Kiamba Central SPED Center, Malandag Central SPED Center and Malalag Central SPED Center . Simple random sampling was used to identify the 120 teacher respondents for the survey while schools were identified on the purposively sampled school respondents. The statistical tool used was mean for the descriptive data while RQDA was used in the analysis of qualitative data. The study revealed that continuous improvement implementation did not find any relationship to school effectiveness in terms of academic qualifications, teachers' adequacy, instructional processes, assessment of academic performance and administrative support for effective instruction.

Based on the data gathered during interview and focus group discussions, five meanings of continuous improvement emerged included: beneficial, contributed to school development, fun, interactive process and partnership experience. Further, qualitative data revealed that principals, teachers, parents, pupils and stakeholders had sentiments on continuous improvement implementation. The study generally, recommends for provision of teachers' training, learning materials for learners, capacity building for parents, technical support for principals and strengthened partnership between schools and stakeholders.

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New Findings on the External Benefits of Higher Education: A Preview of a Forthcoming Issue of the Journal of Education Finance

KEYWORDS: Higher Education Externalities, Social Benefits of Higher Education

This paper addresses the main underlying source of the decline in government support for higher education, which is a lack of understanding of the external social benefits and how they are vital to productivity growth and human well-being. Education externalities are benefits that flow to others and future generations. They are not captured by students and their families, who therefore will not finance them through their investment in sufficient amount. This is the main rationale for government financial support. As government support declines, it is leading to

rising private tuition, privatization, and high student debt, all symptoms of this falling government support which are the focus of this Symposium.

The paper first summarizes the conceptual framework for higher education externalities and how they are vital to broader development including, but not limited to, growth in per capita GDP. It is this future well-being that is what families really care about. The paper then gives a preview of the new empirical evidence offered by eight new articles on important impacts of externalities that are soon to appear in a forthcoming Special Issue of the Journal of Education Finance.

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On Becoming Participatory Citizens: Schools as Socializing Agencies?

This article aims to report a qualitative study on how youth groups are unintentionally politically socialised to be actively participating in petitions and demonstrations and looking into the role and function of the agents in the socialising process of youth participation in social and political incidents. To study whether socialising agents matter in the process of transforming students to become socially and politically active, secondary school students and their civic education teachers were purposefully selected for interviews. The analysis focussed primarily on the role of teachers in the carrier of "school" where the notions of personal beliefs or values, relevant pedagogies adopted, experiential learning and student participation are explored. It is found that civic engagement of the youth facilitates their civic development in which negotiating and interacting with socialising agents will help construct and reconstruct their political identity in specific cultural and social contexts. In fact, student informants recognised that they were growing up and gradually developed within themselves a sense of civic awareness. Political socialisation is a dynamic process through which the youth interact with and respond to socialising factors and through which they construct, refine and reconstruct the conception of citizenship in specific cultural, social and political contexts. In this study, student informants constructed their social and political relationship with the context in which they engaged.

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Exploring Organizational Learning Cultures through the High Reliability Organizations Framework

The modern pace of business has changed the way organizations need to function to maintain viability in the rapidly changing marketplace. Healthcare organizations face similar changes in the way they do business, partly because of the recent changes in national healthcare and the emergence of electronic health and medical records. Healthcare organizations are also challenged to find solutions to preventable medical errors, which cost $38 billion annually and negatively affect patients and staff. Organizational knowledge is critical to identify and implement the rapid changes required in these systems. The purpose of this qualitative exploratory multi-case study was to explore characteristics of learning organizations from different industries to identify common themes to enhance the use and distribution of organizational knowledge. Data were collected from 29 participants representing 11 organizations from different industries including healthcare, investment and small IT consulting firms, online learning organizations, global technology companies, and educational TV stations. Data were analyzed using Complex Adaptive Systems theory and the High Reliability Organizations framework. Data were analyzed to explore how organizations may meet the demands for safety, quality, and agility in a fast-moving, ever-changing environment and disseminate knowledge across their organizations. The authors explored the benefits of using this framework as a learning tool for students and faculty engaged in organizational and healthcare research and as an evaluation method for organizational and educational leaders to improve outcomes. Key themes included the need for extensive education and training, continuous learning, communication, development of a problem-solving culture, and teamwork. The results may enhance awareness of safety and quality issues, development of adaptable core competencies, improve morale, reduce turnover, and empower staff to make timely, informed decisions. This may help reduce costly errors in care, enable agility in the rapid-changing knowledge economy, and enhance front-line leadership to promote a resilient, highly reliable organizational culture.

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Exploring the Role of Coaches for Student-Athletes with Disabilities in Malaysia: A Tale of Unconditional Love

KEYWORDS: Student-Athletes With Disabilities, Coaches, Sport, Qualitative

The engagement of coaches is undoubtedly paramount in ensuring the performance of their athletes. Indeed, over many years since professionalism transformed the agenda of the

sports world, our sporting culture has to become multi-dimensional and complex. In any sporting event such as the Olympic, Commonwealth and Paralympic games, coaches in various competitive sports have carried numerous responsibilities that are undoubtedly substantial and have prominently contributed to the success stories of their athletes. Nevertheless, since the 1960s, there is little interest in exploring the coaches' experiences in managing athletes with disabilities, and subsequently, it requires more studies to be conducted in the area. In this paper, we aim at narrating the stories of coaches who train their athletes with disabilities. We also describe the nature of coaches' aspiration while handling their athletes. Meaningful data were collected through a semi-structured interview with five coaches from the sports of para-athletics, goalball and para-swimming. Apart from these respected coaches, we also interviewed student-athletes (N=10) with multiple disabilities who shared their experiences training and living with their coaches. These coaches are widely experienced as they have been coaching athletes with disabilities at the international level for more than ten years. All but one are from the ethnic groups of Malay and Indian. From this research, it is revealed that coaching student-athletes with disabilities is an exploration of impossibilities. The findings also indicate that coaching these student-athletes is also a testimony of a long-standing relationship experiment between coaches and student-athletes with disabilities. In conclusion, the narratives of coaches for athletes with disabilities provide an arena for discussion and improvement, particularly in managing young talents with different abilities in sports.

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Effective Parenting Practices: Training of Benighted Mothers to Enhance Developmental Ecology in Indian Children

KEYWORDS: Child, Mothers, Parenting Practices, Knowledge Sharing, India

The argument that child's personality demands good nurturing for a productive adulthood is commonplace in academic discourse. Policy discourse perspective suggests that these facets remain challenged to marginalized fringe of society. The caretakers are personality-influencers who are referred to as mothers in this paper. The macrocosmic view of various methods that are (un) intentionally adopted by the latter are given as short cases. Educated mothers have websites/ books/ support-groups to refer from when they need response-related suggestions to child-demands. But the uneducated mothers are nescient about the documented parenting practices. Due to the low education level there is difficulty in reading and following them. The crux of this study is mother parenting which is downplayed in rural areas. This study gives five parenting functions. It is hoped that policymakers will understand the need of empowering mothers by knowledge sharing as they raise the future of nation.

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Creating Shared Experiences: Elementary Classroom Teacher Strategies for Connecting with Young Learners

KEYWORDS: Elementary, Teachers, Students, Connection, Inclusion, Think Tank

The purpose of this study, conducted in 2018, was to invite Manitoba (Canada)elementary school classroom teachers into a think tank and ask them what they believe they do to connect with students in their classroom. Elementary school classroom teachers who participated in the study believed that connecting with their students was a very important component of their job. The participants strived to find creative ways to connect with students by: a) Attempting to meet students' needs; b) Empowering students to express themselves and discover their own interests; c) Incorporating what they learned from students into their daily interactions and the curricula; and d) Creating opportunities for shared experiences. The study concludes that elementary teacher practices for teacher-student connection align with Harari's (2014) emphasis on establishing 'shared' or 'collective imagination.'

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The Explanatory Power of Digital Rhetoric in Written Communication

KEYWORDS: Digital Rhetoric, Written Communication, Theory and Practice

Digital rhetoric is the emerging foundation in written communication informed by four premises: 1) writing is visual, 2) writing is digital, 3) our definition of "text" now includes multimedia, and 4) theories and practices of rhetoric serve as the foundations for written communication. Contemporary forms of writing now routinely include pictographic information that is neither text nor representative of speech, which can work in concert with alphabetic text or replace it altogether. The majority of writing that is being composed today is digital. Technology mediates the vast majority of contemporary writing, whether it is composed on a word processor on a desktop or laptop, a note-taking app on a tablet, or a text-messaging system on a phone. Writing as process and product is far more malleable in digital environments, and writers can now shape and reshape the forms of their texts. That is, in the teaching of writing, then, text no longer equates to just print but can include multimedia and even multimodal elements. In light of the preceding three premises (writing as visual, writing as digital, and text as encompassing a broad range of semiotic resources placed in the service of writing), perhaps the best definition of rhetoric is proposed by Davis and Shadle in Teaching Multiwriting: "Rhetoric is a practice that creates new knowledge by posing questions differently and uncovering connections. Its creativity does not exclude history but often comes from recasting traditional forms in new contexts and questions." (103) Given the visual and digital nature of written communication, an expanded view of what may constitute text, and the function of rhetorical theory in explaining and informing written communication, I argue that

one of the future directions in research, technology, and best practices in writing is digital rhetoric. Implications for theory, research, and instructional practice will be considered.

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My Sisters' Keeper: The Role of Service-Learning in Development of Gender Critical Consciousness

Purpose of Research

This panel stems from research conducted in a service-learning course, Gender and Education. Students in the class, working with young women in local public schools, select a country to research in terms of girl literacy rates, university or college gender composition, and general opportunities available for women. The students selected to conduct their research on Russia, Brazil, Germany, Argentina and the United States of America.

Perspectives or theoretical framework:

This research draws from the feminist theoretical framework of intersectionality (Crenshaw, 1990). Intersectionality entails the ability to examine "interconnections and interdependencies between social categories and systems. Intersectionality is relevant for researchers and for practitioners because it enhances analytical sophistication and offers theoretical explanations of the ways in which heterogeneous members of specific groups (such as women) might experience the workplace differently depending on their ethnicity, sexual orientation, and/or class and other social locations" (Atewologun, 2018, p. 2). This perspective was employed by the class to conduct data analysis on what in means to grow up in a selected country of research. Students were also able to engage in critical self-examination based on the knowledge that epistemology is also produced and reproduced from one's positionality.

Methods and Techniques

Students used a qualitative and quantitative method of research, with documents and online platforms as data sources. They used documents to respond to the overarching question: what is it like to be a girl child in a specific country they were provided. Data sources assisted them in responding to sub-questions such as: what is the literacy rate of girls, what happens after girls graduate from high school, what happens after girls graduate from college or university?

Results

Students found that there has been improvement in terms of literacy and higher education attainment in the countries that they researched. However, They found that other forms of

marginalization that girls and women in education are obstinate and unresponsive to the calls of equity and social justice.

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An Examination of University Students' Self-Perception Levels through Engagement in Student Managed Investment Fund Learning

Student Managed Investment Fund, General Self-Esteem, General Self-Efficacy, General Well-Being, Binary Logistic Regression, University Students, Extracurricular Activity, Rosenberg General Self-Esteem Scale, Schwarzer and Jerusalem General Self-Efficacy Scale, World Health Organization Five Well-Being Index

This paper makes an original contribution to the understanding of university students' self-perception levels by assessing variables of general self-esteem, self-efficacy and well-being between students who are involved in a student managed investment fund and those who are not. This project addresses the question of whether students who engage in student managed investment fund learning are more or less likely to indicate lower levels of self-perception compared with students who do not. The sample used in this study represents cross-sectional data taken from a cohort of university students attending the College of Business at the Technological University Dublin. Rosenberg's General Self-Esteem Scale, Schwarzer and Jerusalem's General Self-Efficacy Scale and the World Health Organization's Five Well-Being Index were used to ascertain the levels of general self-esteem, self-efficacy and well-being respectively. The scores from these tests were converted into binary form, where category one indicated that the student did not identify as having low general self-esteem and so on. The research question was addressed through three separate logistic models, where general self-esteem, self-efficacy and well-being were the independent variables. The results of these tests indicated that students who engaged in student managed investment fund learning were less likely to identify in the low self-esteem category. However, these same students were more likely to identify in the low well-being category. Possible causes for this result include overloaded work schedules warranting investigation into the workload required of these students and how this load may be eased going forward. Another significant finding of this study was presented in the high level of alcohol consumption among both groups studied. This finding highlights the need to reassess health governance at third level to increase students' awareness of the harmful effects of excessive alcohol consumption. No significant results were attained for general self-efficacy levels among either study group.

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Collaborative and Interactive Learning Modalities in Academic Libraries

As developed for more than 200 years, academic libraries in the United States and abroad have generally been designed first and foremost as places to collect, access, and preserve print collections. To enter and use them was considered a privilege. Despite their handsome exteriors, the interior spaces were often dim and confining, the buildings were difficult to navigate, and specialized services and collections were inaccessible to all but the serious scholar. Libraries were revered but, with the exception of providing expanding collections, were comparatively static buildings. Planning and design of these facilities were primarily devoted to the preservation and security of materials and to the efficiency of the library collection services. Prime space was routinely reserved for processing materials. Given this longstanding practice, it is no surprise that the traditional library we inherit today is not the library of the future. To meet today's academic needs as well as those in the future, the library must reflect the values, mission, and goals of the institution of which it is a part, while also accommodating myriad new information and learning technologies and the ways we access and use them. As an extension of the classroom, library space needs to embody new pedagogies, including collaborative and interactive learning modalities. Significantly, the library must serve as the principal building on campus where one can truly experience and benefit from the centrality of an institution's intellectual community.

The academic library as place holds a unique position on campus. No other building can so symbolically and physically represent the academic heart of an institution. If the library is to remain a dynamic life force, however, it must support the academic community in several new ways. Its space must flexibly accommodate evolving information technologies and their usage as well as become a "laboratory" for new ways of teaching and learning in a wired or wireless environment. At the same time, the library, by its architectural expression and siting, must continue to reflect the unique legacy and traditions of the institution of which it is part. It must include flexible spaces that "learn" as well as traditional reading rooms that inspire scholarship. By embracing these distinct functions, the library as a place can enhance the excitement and adventure of the academic experience, foster a sense of community, and advance the institution into the future.

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The Critical Digital Literacy Project: Canadian Elementary Teacher Candidates Make Videos to Engage Curriculum and Difference

KEYWORDS: Critical Digital Literacies, Video Production, Teacher Education, New Literacies, Digital Technologies, Curriculum, Critical Pedagogies

This three-year qualitative research inquires into the challenges and possibilities of integrating video production into teacher education as a critical digital literacy practice. Such a practice is built around the technical skills, the curricular and pedagogical knowledges, the personal dispositions, and understandings of New Literacies (Leu et al., 2013) theory and practice, required to critique and create digital texts that interrogate the self, the other, and the world (Ávila & Zacher Pandya, 2013). Video making holds out enormous potential, as multimodal text that not only enables students to construct more complex meanings, but is also sharable online. In our increasingly diverse classrooms there is an urgent need to have students critically construct and share their identities and perspectives within and beyond the classroom and their own communities (Dwyer, 2016; Ontario Ministry of Education, 2015, 2016; Spires, Paul, Himes, & Yuan, 2018; Watt, 2017, 2018; Watt, Abdulqadir, Siyad, & Hujaleh, 2019). Video is especially significant, as it is replacing print text as a dominant mode of communication (Manjou, 2018). Multimodal composing with video is, in fact, considered by some to be the essential 21st century literacy (Miller & McVee, 2012), but much remains to be done to bring these digital technologies into Canadian elementary classrooms. Qualitative data includes a focus group, questionnaires, observations, and content analysis of teacher candidate videos and instructional plans. This study thus considers how digital video production can be integrated into existing teacher education programs to promote New Literacies alongside traditional print literacies, from critical perspectives. It responds to the pressing question of how to do teacher education differently in the digital age. Funding for this research was provided by the Social Sciences and Humanities Research Council of Canada. Ávila, J., & Zacher Pandya, J. (2013). Traveling, textual authority, and transformation: An introduction to critical digital literacies. In J. Ávila & J. Zacher Pandya (Eds.), Critical digital literacies as social praxis: Intersections and challenges (pp. 1–12). New York, NY: Peter Lang. Dwyer, B. (2016). Teaching and learning in the global village: Connect, create, collaborate, and communicate. The Reading Teacher, 70(1), 131–136. Leu, D., Kinzer, C., Coiro, J., Castek, J., & Henry, L. (2013). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. In D. Alvermann, N. Unrau, & R. Ruddell (Eds.), Theoretical models and processes of reading (6th ed., pp. 1150–1181). Newark, NJ: International Reading Association. Manjou, F. (2018, February 14). Welcome to the post-text future. The New York Times. Retrieved from https://www.nytimes.com/interactive/2018/02/09/technology/the-rise-of-avisual- internet.html Miller, S., & McVee, M. (2012). Multimodal composing: The essential 21st century literacy. In S. Miller & M. McVee (Eds.), Multimodal composing in classrooms: Learning and teaching for the digital world. New York, NY: Routledge. Ontario Ministry of Education. (2015). Literacy for a connected world. Capacity building K-12 monograph. Toronto: Ontario Ministry of Education. Ontario Ministry of Education. (2016). 21st century competencies: Foundation document for discussion. Toronto: Ontario Ministry of Education. Spires, H, Hervey, L., Morris, G., & Stelpflug, C. (2012). Engergizing project-based inquiry: Middle grade students read, write, and

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Astrid Lindgren's Stories, Junibacken, and the Playful Approach to Literacy Education

KEYWORDS: Astrid Lindgren, Literacy Education, Dramatic Play

Astrid Lindgren's Stories, Junibacken, and the Playful Approach to Literacy Education Toward the end of her life, Astrid Lindgren was approached about establishing a cultural center in Stockholm devoted to celebrating her many children's books. Initially, the idea of creating a center focused entirely on her and her books did not appeal to Lindgren, but she did support the idea of establishing a place that celebrated children's authors and illustrators from the Nordic region. This idea eventually resulted in the creation of Junikacken. Promoted as a "children's cultural center with books at its heart," Junibacken combines the elements of an interactive children's museum, a children's theater, and a children's bookstore. Junibacken opened to the public in June 1996, and Lindgren attended the opening. In many ways, Junibacken promotes literacy education with an emphasis on learning through play. As Ulla Lundqvist points out her article about Astrid Lindgren's Pippi Longstocking series, Pippi "plays all day; for her, work is play and play work." Pippi's propensity to play reflects the high premium that Lindgren placed on children's play. Play, especially dramatic play, figures prominently in all of Lindgren's stories for children. Jerome and Dorothy Singer are two of the most influential child psychologists to study the topic of children's dramatic play. In their book The House of Make-Believe: Children's Play and the Developing Imagination, they discuss at length the importance of dramatic play in children's psychological and cognitive development. They argue that through this type of dramatic play, children explore social roles, improve their communication skills, and cultivate their imaginations. The Singers also stress that this type of play contributes to the development literacy among children. By playing in stories, children began to understand and eventually internalize narrative structures. By pretending to be various characters, they began to discern character traits. By speaking for characters, they began to learn

about the importance of voice and point of view. For these reasons, Junibacken contributes to children's literacy education by providing children with opportunities to engage in story-based, dramatic play.

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A Strategic Contingency Approach to Instructional Design: Linking Instructional Strategies to Learning Outcome

In 1977, borrowing from organizational behavior, I developed my version of a " strategic-contingency approach to instructional design". This MODEL suggests that the design of an effective educational/training experience to achieve the strategic mission of the client organization is a function of the learning objectives to be achieved and the learning styles of the student. An earlier version of "THIS MODEL was presented the article "Preparing public administrators for an era of globalization and decentralization: A strategic-contingency approach," International Review of Administrative Sciences, 70 (2), 385-403.

The learning Styles of the students/participants are captured in terms of the dimensions of Dunn and Dunn Learning Styles Inventory and Witkin's Group Embedded Figure Test. The link between Learning Objectives, using Bloom's six categories of Cognitive Domains and seventeen common instructional strategies are the results of a reputational survey of public administration instructors in the United States.

The implications of these results for the design and delivery of instruction will be described and discussed. Suggestions for further research will be described.