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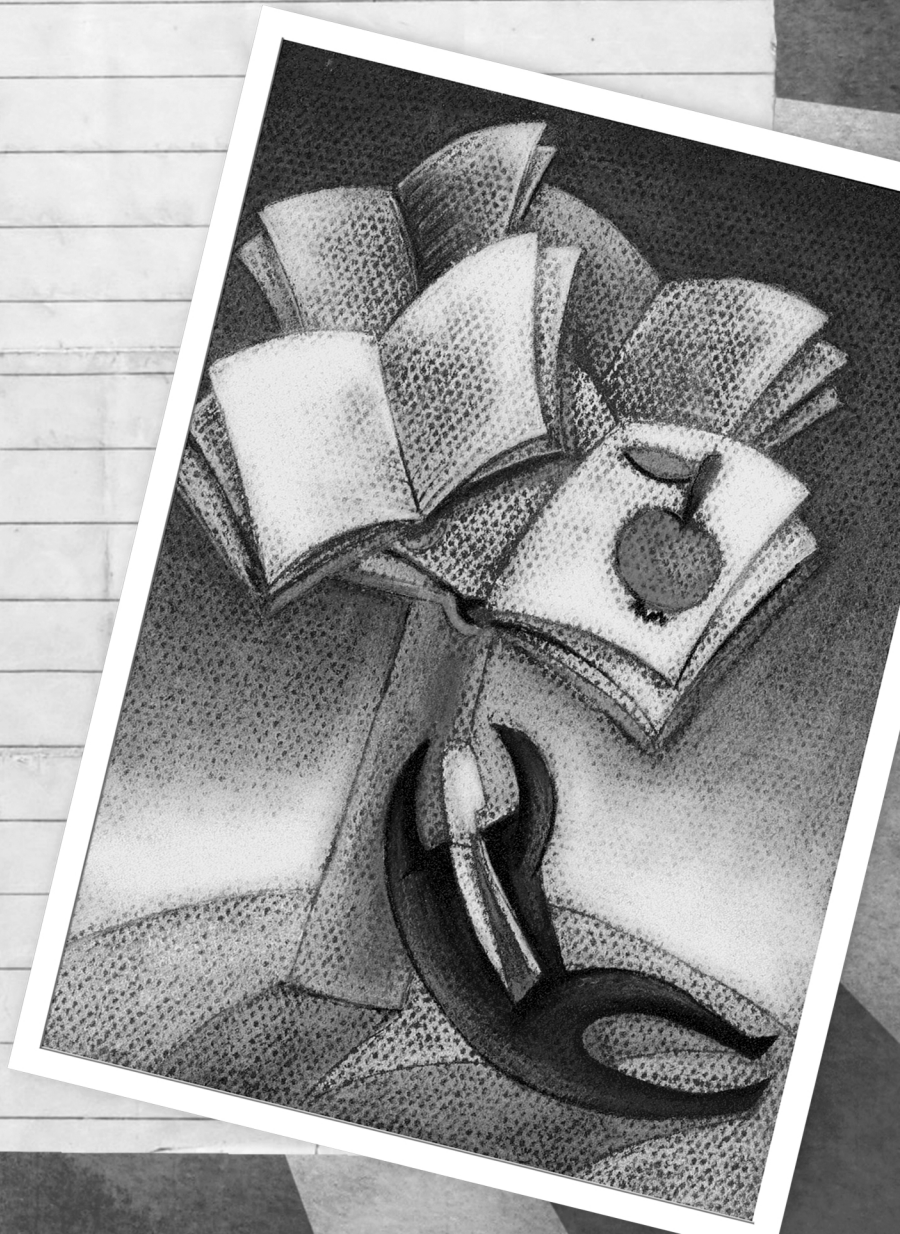
2013

1 - 3 June
Lisbon, PORTUGAL

Book of Abstracts

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BRIEF CONTENTS

FOREWORD

Dear Colleagues,

We are delighted to welcome you to the International Conference on Education and New Developments 2013, taking place in Lisbon, Portugal, from 1 to 3 of June.

Education, in a global sense, is a right since we are born. Every experience has a formative effect on the constitution of the human being, in the way one thinks, feels and acts. One of the most important contributions resides in what and how we learn through the improvement of educational processes, both in formal and informal settings. Our International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. Our goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues We take pride in having been able to connect and bring together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge. We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

END 2013 received over more 267 submissions, from 35 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations, Workshops and Round Table. The conference also includes a keynote presentation from an internationally distinguished researcher Professor Peter Jarvis Emeritus Professor at the University of Surrey, UK, to whom we express our most gratitude.

This volume is composed of the abstracts of the International Conference on Education and New Developments (END 2013), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.) and co-sponsored by the respected partners we reference in the dedicated page. This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program we have chosen four main broad-ranging categories, which also cover different interest areas:

- In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counseling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity; Extra-curricular activities; Assessment and measurements in Education.

- In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.

- In **TEACHING AND LEARNING**: Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.

• In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change..

The proceedings contain the results of the research and developments conducted by authors who focused on what they are passionate about: to promote growth in research methods intimately related to teaching, learning and applications in Education nowadays. It includes an extensive variety of contributors and presenters, who will extend our view in exploring and giving their contribution in educational issues, by sharing with us their different personal, academic and cultural experiences.

The authors of selected best papers will be invited to submit extended versions of their papers after the conference for possible journal publication in the following journals:
- Knowledge Cultures
- Policy Futures in Education
- European Journal of Futures Research

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, our sponsors and partners and, of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future,

Respectfully,

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS)
Conference and Program Chair

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KEYNOTE LECTURE

LEARNING - IMPLICIT AND EXPLICIT

Professor Peter Jarvis
Emeritus Professor at the University of Surrey, UK.

Abstract

Building on Polanyi's insight in *The Tacit Dimension* that we know more than we can tell, this paper argues that we actually experience more of reality than that of which we are conscious. Our conscious experience becomes the basis of explicit learning but that which we experience about which we are not conscious is the basis of implicit learning and tacit knowledge.

Brief Biography

Peter Jarvis is Emeritus Professor of Continuing Education at the University of Surrey which he joined the University in 1976. He has been studying adult education and lifelong learning for many years and has published many books and papers on the subject, some of which have been translated into a number of different languages and some have won international prizes.

He has just completed editing The Routledge International Handbook on Learning, a companion volume to The Routledge International Handbook on Lifelong Learning which was published in 2009. In addition, he has prepared a selection of his own writings which Routledge has also published and is currently writing two books - a Philosophy of Learning and another on Reactive and Proactive Learning and he is preparing a five volume anthology of papers on learning. He has recently written a trilogy Lifelong Learning and the Learning Society which Routledge published between 2006 and 2008. In 2009 he also wrote Learning to be a Person in Society and in 2010 the fourth edition of his Adult Education and Lifelong Learning: theory and practice was published. He is also founding editor of The International Journal of Lifelong Education – now in its 30th year.

He serves on a number of other Editorial Boards. He has been honorary and guest professor in many universities in the world, including City, Nottingham and Southampton universities in UK, Pecs University in Hungary and Tianjin Radio and Television University in China. He holds a number of honorary doctorates and has received a number of other awards. He has twice won the C.O.Houle Award for Adult Education Literature from the American Association of Adult and Continuing Education and is a member of the American Hall of Fame for Adult and Continuing Education. In addition he is an Academician of the Academy of Social Sciences in the UK, and a Fellow of the Royal Society of Arts. He is also the founding chairman of the Thatcham branch of the University of the Third Age

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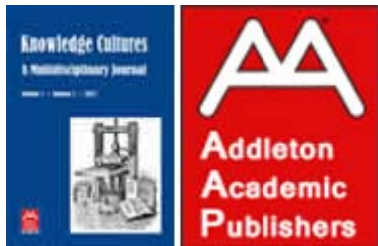
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ORAL Presentations

TEACHING AND LEARNING

HOW ADVISABLE IT IS TO BUILD COMPULSORY LANGUAGE CLINIC VISITS INTO A COURSE

Belinda Ho
Department of English, City University of Hong Kong

Abstract
A Language Clinic was established at a university in Hong Kong to give one-on-one help to students with their writing assignments. Since complaints had been made by previous and current teachers about the overall low standard of work of the students in English for Specific Purposes (ESP) course at this university, the course designer planned to seek help from the Language Clinic. To maximize the chance of students obtaining beneficial help from the Language Clinic, it seemed worthwhile building compulsory Language Clinic visits into the course. However, it was doubtful whether students with high performance would benefit from the visits. This project aims at exploring whether it was advisable to require all students with different levels of performance in an ESP course to seek help from the Language Clinic.
To help achieve this goal, in this ESP course, all students (120 altogether) were required to seek help from the Language Clinic in relation to the draft of their major written assignments before they submitted the final version of the assignments to their teacher for assessment. A questionnaire was given out to the students at the end of the course to find out their views on (1) how helpful the compulsory visit to the Language Clinic was, (2) whether it was workable for them to visit the Language Clinic before submitting the final version of their assignments to the teacher and (3) whether it was necessary to build in compulsory Language Clinic visits into a course. About 12 students, 4 with a high level of performance in their written assignment, 4 with a middle level of performance, and 4 with a low level of performance were selected for in-depth interviews to find out the rationale behind their answers to the questions on the questionnaire.
Results show that most students, no matter whether they had a high, middle or low level of performance found the compulsory visits to the language clinic helpful, workable and necessary. One main reason was that the visits provided them with chances and help to identify and solve their writing problems. The results informed course designers that it was worthwhile building compulsory visits to the Language Clinic into a course and suggestions on how to make the best use of the compulsory visits to a Language Clinic were also made.

Keywords: Advisability, Compulsory visits, Language clinic

AN INTERDISCIPLINARY MODEL OF TEACHING CHEMISTRY TOPICS

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Abstract

At the department of chemical education at the Faculty of Natural Sciences and Mathematics at the University of Maribor, our group of science educators participated in a three - year national project ''Development of science competences'', which primary aim was to generally increase the scientific literacy in Slovenian primary and secondary schools by introducing new learning tools and using active teaching methods. Over the past years the interest in and the need for applying methods and language from more than one academic discipline in order to examine a question, issue, topic, problem or experience has intensified for several reasons. Interdisciplinary integration uses methods to create connections between traditionally discrete disciplines such as sciences, mathematics, social studies and English language arts. There are various subject topics that have not been addressed in schools because of breadth or depth of information. Some of the curriculum that is contained in textbooks is neither timely nor relevant to students' lives. Learning is often being fragmented into pieces, because teachers have to cover certain topics in a very short amount of time. The paper presents an interdisciplinary oriented teaching material, which enables students to study particular chemical characteristics of acids and bases by using music and English language and to make cross-curricular connections between different subjects and topic areas as

well as provide a variety of perspectives. The method of listening to music and method of didactic musical games have been used as two leading methods being supported by the text-based method and the method of structuring data into systems. The didactic material introduces an activity of listening to a song "Acids and Bases Have Two Different Faces" in English, where students learn the chemical content – basic properties of acids and bases in an interdisciplinary and interactive way by using music, images and text. Preliminary results of the tested material in Slovenian elementary schools speak in favor of applied interdisciplinary model as the students from experimental group performed significantly better on post-test than students from the control group. Most of the students even suggested that teachers should use such an approach more often.

Keywords: Interdisciplinary model, cross-curricular integration, acids and bases, scientific literacy, active teaching method.

EXPERIENCES IN CONTENT AND LANGUAGE INTEGRATED COURSES IN HIGHER EDUCATION: CHALLENGES IN ENGINEERING STUDIES

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Abstract

Although integrated content and language instruction in Europe has entered its third decade, the convergence of content and language learning in higher education levels in Spain is still far from being consolidated, when compared to other European countries. Student mobility has greatly increased in later years in Spanish universities, thanks to the great promotion encouraged through the different EU policies and measures. As a result, the demand for the engineering university graduates with a profound technical education and good command of English is outstripping supply. This has brought language, and non-language professors to implement across the curriculum the model of content and language integrated learning (CLIL) in the technical university classrooms. Here, we present some teaching experiences in higher education carried out with Building Engineering students in Spain, which have proofed an interesting challenge both for teachers and for students. Outcomes to be highlighted, among others, are: it has integrated subject specific language technical terminology, it has provided greater opportunities to study technical issues through different perspectives, it has increased learners' motivation, and clearly prepared students for internalization contexts. In addition, it has also given the opportunity to increase the number of foreign students attending the classes and encouraged mobility throughout. Moreover, regarding general statements on the effect of CLIL on students, language learning outcomes have been surprisingly positive.

Keywords: CLIL, Engineering courses, language competences, technical vocabulary

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iPAD OR PC COMPARING TABLETS AND PCs FOR SCIENCE TEACHING PURPOSES

Manfred Lohr
BG/BRG Schwechat

Abstract

This paper outlines different approaches of the use of desktop computers and tablets in competence-based science teaching evaluated at the BG/BRG Schwechat. Over the recent years the school equipped with 100 personal computers and 28 iPads has become one of the leading e-learning schools in Austria.
There is a huge emphasis on competence- based learning and practical orientation in teaching natural science. In order to further improve on these concepts the competence model sets not only standards in the field of acquiring knowledge but also in the field of acquiring learning skills such as: organizing knowledge, gaining insight, drawing conclusions and designing.

Our experience in the field of e-learning allows us to draw the conclusion that the use of a learning platform encourages the formation of those learning skills.

The implementation of interactive graphs and digital animations makes it easier for students to understand complex processes in natural science. For those tools teachers prefer conventional PCs because most of those Flash and Java based animations are not supported by iPads.

Those tablet computers show their advantages in the context of blended learning sequences: the devices are instantly ready to use and allow pure haptic interaction with the content. The iPad appeals with its simple interface and very stable operating system. It encourages teachers with few digital competences to implement e-learning into their lessons.

iPads are devices which interact with the environment: Their internal sensors and cameras allow them to "see", "hear" and respond to physical movement and acceleration. The instant read out and optically appealing presentation of collected data turns the iPad into a mobile laboratory. Augmented reality inside and outside the classroom is not science- fiction any more.

Significant differences between PCs and tablets are also evident in the use of communication tools of learning platforms: Students use these tools much more intense when they are logged in with tablets and mobile phones.

The evaluation of this paper was created with the feedback tools of the learning platform Moodle asking students about their views. Through workshops with teachers and lectures at national and international conferences, a validation of this work was accomplished.

Keywords: eLearning, tablets, competence– based science teaching, sensors

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ENGINEERING STUDENTS AND THE APPLICATION OF MATHEMATICAL KNOWLEDGE: HOW TO EXPLAIN THE DIFFICULTIES EXPERIENCED?

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Abstract

The article presents the results of two focus groups and a questionnaire implemented with engineering students from the University of Minho, in order to assess opinions and perspectives concerning the main learning difficulties in mathematics-based disciplines. The results obtained show that students generally see the relevance of mathematics to engineering courses. Mathematics is considered as an essential discipline in course selection and a vital part of their career as engineers. The importance of the instructor is recognized when learning mathematical concepts. Students would like their courses to address mathematical concepts that are more in line with their future professions. The 73 undergraduate students who completed the questionnaire manifested a high self-efficacy and a high perception that the learning of mathematical concepts and the development of mathematical skills are essential for progression in their future career.

Keywords: Learning factors, Mathematical concepts, Engineering students, University of Minho, Portugal.

DIDACTICS OF BODY FOR COGNITION. NEUROBIOLOGICAL SCIENCES AS SUPPORT TO PEDAGOGICAL PERFORMANCES

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Abstract

The research project, in agreement with the Department of Human Sciences, Philosophy and Training and the Department of Pharmaceutical Sciences at the University of Salerno, aimed to investigate the possible

correlation between cortisol and learning, using the teaching of corporeity as teaching/learning methodology. Starting from the theoretical framework, the mechanism of mirror neurons to empathy approach, the selective pressure on the genetic heritage of the human population by proteome product, Kandel's reflections on underlying environmental epigenia and synaptic circuits are checked by experience are only some paradigmatic strengths which give great value to environmental input to the report body and in preserving and enhancing neuronal networks. Many studies have also shown that the activation and strengthening of mnemonic processes, may be indirectly related hormone cortisol changes in its hippocampal feedback. The project has provided, as part of a research-action, the administration on experimental teaching groups of corporeality; in parallel the same learning units programmed by teachers were administered in control groups with traditional method. For teachers who have joined the research project was conducted a training course on Neuroscience applied to education. The sample (250 children) was chosen within the school population-based primary school. The effectiveness of corporeality applied to teaching, was assessed through a biological parameter, cortisol, which through quantitative and qualitative test of skills assessment and previous knowledge and acquired in short, medium and long term. Analyzing data emerged, it is evident that the body has led to the experimental class, a raising of the rate of cortisol, with subsequent return to normal afterwards. Constant and light, however, was the growth in the level of cortisol for monitoring class, indicating a higher level of consideration value of experimental class in the final stage. In parallel, the results of learning content test clearly demonstrate that the clinical trial protocol raised the success percentage of correct answers. In this sense, the teaching body protocol considered as innovative methodology, developed, thanks to good professional conduct of teachers, educational circumstances in which students face with interest and curiosity the cognitive issues that arise during lessons.

Keywords: Cortisol, body, learning, evaluation.

INTERNET INTERVENTIONS IN PHYSICAL ACTIVITY AND DIETARY BEHAVIOR FOR ADOLESCENTS – WITH OR WITHOUT SCHOOLS?

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Abstract

Purpose of Study: To perform a review on internet interventions for adolescents focusing physical activity and dietary behavior and to understand the effect of schools and teachers involvement in the outcomes.
Background: Although the well known benefits of a healthy lifestyle (high physical activity levels and a healthy eating pattern), the adolescents of most industrialized countries fail to meet dietary and physical activity guidelines.
Most governments are trying to find effective interventions that may focus in a wide range of individuals, rather than face to face (school based) interventions.
The internet has been used recently in a lot of health interventions, its advantages have been mentioned broadly, especially when targeting children and adolescents.
Recent reviews on similar topics are not coherent on their conclusions, some are in favour of the computer based interventions, others mention that there is no clear effectiveness of eHealth interventions. However no studies exclusively on adolescents were found. It seems relevant to perform an updated review, focusing studies with adolescents.
Methods: Articles were identified for inclusion using key word database literature searches. An initial search using electronic databases: Medline, ISI Web of Knowledge, Elsevier and Ebsco was performed, using as key terms: Internet Intervention; Web based intervention or online intervention. The search was completed using the Boolean term "and" with expressions: nutrition; diet; physical activity; exercise or motor activity. The full text review was done according to a matrix developed in a Microsoft windows excel database. It was calculated a quality score, based in nine methodological items.
Conclusions and discussion: Most of the papers reviewed had modest results in favour of the intervention group, but failed to show long term effects, when evaluated.
Less than 50% of the studies involved teachers, schools, parents or group leaders, and no relation was found between this involvement and the outcomes.

This review shows that besides the importance of interventions for adolescents, few studies are published. The improvement in diet and physical activity outcomes seem modest and not long term, either with the involvement of schools or not. Schools should evaluate and improve the health education programmes. The authors suggest that more interventions should be planned including innovative methodologies, as so much is still to be known in how to improve health behaviours in adolescents.

Keywords: Health education, physical activity, nutrition, adolescents

THE MOTOR LITERACY ITALIAN PROJECT. COST- BENEFIT ANALYSIS

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Abstract

In the Italian primary school qualified teachers are presently not fully involved in the teaching of physical education. Compared to other EU countries, the qualitative and quantitative level of motor activities in the educational field appears to be less adequate.

Over the past few decades, the Ministry of Education, Universities and Research (MIUR) has promoted several interventions in order to offset the negative trends resulting from the latest scientific research, both those examining the quantity of children's physical motor activities and also those dealing with the growth of phenomena such as sedentariness and improper nutrition.

A "Motor Literacy" three-year project was activated in primary schools in 2009, following an agreement protocol between MIUR and the Italian National Olympic Committee (CONI). The project establishes that an expert with a degree in Physical Education (Scienze Motorie) has to assist the primary school teacher during the curricular hours of motor activity.

The purpose of the present study is to reflect on the positive and negative aspects of the project, whose activities aim at acquiring several motor abilities and active lifestyles. There has also been an attempt to outline a financial statement of the project through a cost-benefit analysis. The reference scientific literature and the three-year progress of the project have been re-examined using the theoretical-argumentative approach.

This study has made it possible to consider the strengths and weaknesses of the project and to analyze its effectiveness and scientific validity. The results of the project have been analyzed considering the data taken from national monitoring. The descriptive and statistical analysis has shown that the participants in the project obtained a significant increase in their abilities and motor skills. This is underlined by a substantial decrease in the number of mistakes made (48.9 %) in the prearranged course and by a slight improvement in the time taken to finish it (an average of 9.8 % considering the whole group analyzed).

The opinions of the students, the families and the school heads involved in the project have been collected through questionnaires which indicated 85% of positive answers and a general will to continue with the experience. The project expenses rose from 5 million euros in the first year to 12.5 million euros in 2013, with an average cost of 24 euros per student.

Overall, the results of the "Motor Literacy" project are positive for motor monitoring and also considering the approval obtained. If the Motor Literacy was extended to all students in Italian primary schools, with the introduction of a teacher holding a degree in Physical Education (Scienze Motorie), it would produce an increase in the physically active population and a general improvement in the level of the psychophysical conditions of the children. In addition, this would lead to an increment in the competitivety and the efficiency of the country's production system.

Keywords: Fisical Education, Primary School, Sedentary, Motor Science.

THE INTERSECTION OF THE AUTHORS IN THE QUOTIDIAN APPRENTICESHIP

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Abstract

The objective is to discuss the relations of the quotidian apprenticeship established between teachers and students. The focus is on school reality, it's possibilities, routines and cultural diversifications, compared to actions the authors (teachers, students and community), analyses the intersection with the school cultural quotidian. The question is how the effect of the quotidian apprenticeship affects the relation between teachers and students. The research's context begins from the low rates of apprenticeship in the Primary Education Brazilian School. The hypothesis: the results obtained in the school suffer everyday cultural intersections, resulting in significant apprenticeship not rated. The research methodology, qualitative, was performed in two phases. The first: analyzed the depositions of 19 teachers, sought to understand the concept of educational routine and educational quotidian. The routine categorization in depositions of teachers, are standardized practices and quotidian practices are unusual. However, the limits that distinguish them proved to be tenuous and conflicted. In the second phase, the record was performed by the ethnographic research in two classes of students between 11 and 13 years, totaling 30 students of public schools, children of parents who do not have, in total, higher education, industry workers. The type of ethnographic research, based on case study is justified by the need to comprehend a particular case, prioritizing the context that generates and complexity of relations, for interpretation linked to cultural intersections in quotidian school life. Nothing observed suffered value judgment or criterion of assertiveness, the generated facts examined within category educational events scrutinized: the school quotidian. The procedure used was the observation, transcribed by chronic. The chronicle was the chosen genre, by having the subject a quotidian situation observed or experienced, allowing unusual conclusion. The chronicles enabled penetrate interpreting the relations established, the records are not neutral. The records to reveal categories: the actual time in the relationship between teacher and students to promote apprenticeship; use the time for personal relationships between teachers and students; students and students; and time for diversification in activities not directly related the content of the discipline. The first results showed that the apprenticeship by standardized routine, measured by school ratings represents 40% of class time. The remainder time focuses on different situations, linked to the quotidian and unusual, with no prescribed mediations or planned by the teachers and they apparently do not add value to the students, but they take 60% of class time.

Keywords: Quotidian; ethnographic research; learning.

LEARNING ABOUT MATERIALS, CHEMICHAL REACTIONS AND SOUND THROUGH INQUIRY

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Abstract

In Portugal, the curriculum guidelines for teaching science propose the use of inquiry based learning as one of the strategies for promoting scientific literacy. Inquiry is a multifaceted activity that includes posing questions, searching and synthesizing information, planning and conducting procedures, using different tools to collect data, analyzing and communicating results. Taking it into account, three Physics and Chemistry teachers used inquiry with their pupils. This presentation aims at describing the type of learning that took place when pupils were involved with inquiry and showing its consistency with the proposals of national curricular guidelines. The research reported is qualitative, adopting an interpretative orientation. Participants were 161 pupils who attend the 7th and 8th grade. The inquiry activities were related with the subjects Materials, Chemical Reactions and Sound. The data sources used in this study were the interactions among pupils during the lessons, groups' interviews, at the end of the study, and written

documents produced by the participants. Consistent with a naturalistic research paradigm, the data analysis consisted of repeatedly examining the data to uncover salient patterns, singularities, and themes associated with research questions. This study shows that pupils mobilize competences while they are accomplishing inquiry activities. The use of these activities enables pupils to question their ideas and conceptions, explore new ways of explaining what happens, communicate and support their findings, extend their own ideas and reflect upon the work done. Therefore, inquiry activities pose a challenge to pupils since they have to be active learners and take responsibility for their own learning process. They find it difficult to assume this new role. However, over the activities, pupils were able to overcome those initial difficulties. In fact, pupils learn while they overcame those obstacles since it enables the development of knowledge competences, reasoning, communication and attitudes as the National Curriculum recommends. Their own difficulties become a challenge which promotes pupils' learning. It is important to communicate these findings to other teachers because they can plan their lessons with them in mind.

Keywords: Scientific literacy, science education, inquiry, pupils' strategies

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AN EVALUATION OF MENTORING PROGRAMME AT NORTH WEST UNIVERSITY, MAFIKENG CAMPUS

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Abstract

Background: Mentoring programmes are one of the most widely used strategies in providing assistance to less-experienced persons in various organisations including institutions of Higher learning. In the teaching and learning contexts especially at institutions of Higher learning, it appears that mentors can positively influence students' behaviours, school attendance, and sense of competence in school. However, the impact of such programmes may not be determined if evaluation is not conducted. While bearing in mind the various types of mentoring programmes, the current study evaluates a mentoring programme that was established as a way of supporting first year extended programme students at North West University, Mafikeng campus, South Africa, to ease their transition into University. *Objectives*: The purpose of the study was to i) explore the degree of importance of academic mentoring programme, ii) explore the degree of importance of mentoring and its impact on academic growth, and iii) investigate the challenges faced by the mentees and mentors in the programme. *Data and Methods*: The study used both quantitative and qualitative approaches in order to have a comprehensive understanding of the issues involved. Data was collected from13 mentors, 200 mentees and 2 members of staff from 2 participating Faculties. All the mentors and mentees were asked to complete a questionnaire. The data obtained from the study was evaluated using SPSS for Windows 11.0. In particular, descriptive statistics (frequencies and percentages) were used to analyse the data. The qualitative data was analysed first by transcribing the recorded interviews, followed by an analytical reading of the transcribed data to look for recurring words, phrases, topics and emerging themes in the data from the interviews. Categories and themes were identified and the results of the qualitative and quantitative data were merged. *Results*: The results indicate that most of the people interviewed feel that mentorship programme is beneficial. Mentors reported transferring skills and identified effects beyond mentoring. The study affords insights into the training requirements and learning experience of mentors and shows that mentor training is indispensable in providing tools and techniques and an opportunity to reflect on practice, and in facilitating the feedback necessary for continuous improvement in the mentoring capacity. Areas requiring improvements were suggested.

Keywords: Mentoring, mentors, mentees, university teaching-learning

AUTHORS AND EDITORS AS ONE COMMUNITY – A PUBLICATION PROJECT

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Abstract

A recently completed work of collecting grassroots educational ideas and experiences will be described, in which contributors and editors were involved as one community, exploiting a variety of ict solutions. At the same time, two members of the editorial board were engaged in a very demanding, special role as mediators between educational contexts and the academic world.

The plan, as conceived and carried out by a team of teachers and pedagogy scholars at the Bologna university, aimed at providing a sample as varied as possible of the liveliness that characterizes the world of education and training, suitably framed to allow weighting and evaluation of reports and thus rendering the content usable by the academic community.

See http://www.dropsintheocean.net for more detailed information's.

The end result, as 'handbook of research', has recently gone into print and delivered by an international publisher.

Keywords: Grassroots innovation, pedagogy, research directions

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CONSTRUCTION OF A STUDENT'S PERSONAL LEARNING ENVIRONMENTS IN THE MUSEUM: THE EMPIRICAL STUDY

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Abstract

The research literature (Hein, 1998; Falk, Dierking, 2000; Hooper-Greenhill, 2007; Khaled, 2010) distinguishes dual educational approach to the museum: students are studying in the museum as at "a school" of non - formal education, where the educational activities are adjusted to general syllabuses of schools. Meanwhile, aiming to make the learning process attractive and joyful, museums offer the possibilities of *edutainment.* Although education in museums and the organization of their environments have been subject to analysis, there is a lack of research that would analyse how visitors react to museum environment. The aim of this paper is to answer the following questions: what personal learning environments are identified by various visitors in the same museum; what factors determine the construction of such personal learning environments.

The article presents the essence of the museum potential learning and educational environments and factors behind the formation of students' personal learning environments also the vitality of the constructed theoretical model is analysed. The methods of the empirical research are presented; the findings of the empirical study - interview with the museum educator, teacher and students - are presented and discussed.

Keywords: Education in museums, educational environment, learning environment.

DEBUNKING THE MYTH OF THE IMPORTANCE OF NATIVE SPEAKERS IN EFL CLASSROOMS

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Abstract

The team teaching model of native and non-native teachers in EFL classrooms has long been considered an effective means of instruction. In fact, the employment of native English teachers has been actively promoted by policy makers in Asian countries, such as Japan, Korea, Taiwan, and China. Recently, however, the role of such monolingual native speaker teachers in the EFL classroom is being more critically examined. We report initial findings of our study about the role of native and non-native teachers in EFL classrooms with a particular focus on the Japanese context. Based on qualitative data collected through semi-structured face-to-face interviews with elementary, secondary and post-secondary teachers, we explore the myth that native speakers make better teachers, especially in regards to the teaching of pronunciation, writing, and cultural issues. Our findings reveal that what Japanese teachers expect of native English teachers differs at each educational step, and that the roles of and attitude towards nonnative speaker teachers in the classroom need to be reassessed based on different criteria. Given the enormous differences in ideology, teaching ability and motivation of native speakers, it is thus critical to reconsider the employment, management and use of native speakers in EFL settings and move away from the misinformed belief that they are best teachers of languages.

Keywords: Native teachers, non-native teachers, EFL.

THE RELATIONSHIP BETWEEN THINKING AND LEARNING STYLES TOWARDS THE STUDENTS' ACADEMIC ACHIEVEMENT IN MALAYSIA

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Abstract

This study was conducted to examine the relationship between Sternberg's thinking and learning styles towards the students' academic achievement in Social Science, Information Science and Engineering Science. A total of 236 students were involved in this study from the University Selangor (Unisel), Management & Science University (MSU) and Universiti Teknologi MARA (UiTM). The instrument used in this study was 'Sternberg Thinking Styles Inventory' which uses the theory of mental self-government based on three dimensions: Functions, Forms and Levels. While the VAK module involving Visual, Auditory and Kinesthetic was used to measure the learning styles. Questionnaires method was used throughout this research and the data were analyzed using descriptive statistics. The findings showed that 'Legislative and Oligarchic' is the dominant style of Social Science students, 'Judicial and Monarchic' as the dominant style of Information Science students and 'Executive and Hierarchic' style as the dominant of Engineering Science students. 'Global and Visual' style has also been found as the dominant for students of Social Science, Information Science and Engineering Science. ANOVA analysis has showed significance on gender, socio economics and VAK learning styles, but did not show any significance on parents' educational background and birth order on the students' academic achievement. Pearson correlation analysis showed significance on socio-economic and birth order, but did not show significance on gender and parents' educational backgrounds. Overall, the Pearson's correlation analysis on the socio-demographics, Sternberg's thinking and learning styles, and VAK learning styles, showed a significant linear positive relationship on the thinking styles of dimensions Functions, Forms, Levels and style of Auditory. Regression analysis showed the relationship between Sternberg's thinking and learning styles and socio-demographic as intervening variables affecting the relationship except parents' educational level showed no significant effects towards the students' academic achievement.

Keywords: Sternberg's thinking and learning styles, VAK module, academic achievement.

VISIONS OF TEACHING INSTRUMENTAL MUSIC PEDAGOGY. A CASE IN THE FINNISH HIGHER MUSIC EDUCATION INSTITUTION

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Abstract

The question of *how to teach to teach (instrumental) music* is little addressed in music education research. The purpose of this study was to examine the visions of teachers of instrumental and vocal pedagogy (N-12) in higher music education regarding 'good' teaching and instrumental student teacher development. In a wider view, this study aims at understanding the approaches the pedagogical studies take by examining the assumptions, ideals and beliefs of the teachers who teach those courses. Theoretically the study is based on the notion of *vision of teaching* (Hammerness 2006, 2009) referring to images of an ideal teaching practice. The data of this qualitative case study was gathered through 12 semi-structured qualitative interviews and analysed by qualitative content analysis.

The findings support Hammernesses (2012) recent findings in the context of Norwegian teacher education in that the program or the faculty members in question did not have a shared or negotiated vision of teaching; teachers' visions were personal instead. Findings suggest that teacher educators' visions of good teaching can be seen to entail two main characteristics: on one hand, the vision was very close to the traditional understanding of a good teacher as a "didactically thinking teacher". On the other hand, their understanding of good teaching could be described as "pedagogical vision" referring to an ideal teacher–student –relationship. (See, Kansanen & Meri, 1999) The process of teacher development was primarily understood as acquiring a package of skills and knowledge that are partly instrument specific, partly generic. The visions appeared somewhat steered and limited by traditions rather than reaching for new possibilities. The pedagogical thinking in general seemed instrument driven instead of guided by larger educational principles. Yet, the traditional canon of the *instrumental music pedagogy* subject was challenged by the ideals of research and reflection based teaching, along with challenges of the vocational field and the labour market.

The notion of vision, as such, did not seem to suit entirely to the ways in which teachers thought about their teaching. Still, teachers were content to share their thoughts and felt the need to discuss visions of teaching with their colleagues. Obviously examining music teacher educators visions offers important insights with regard to teaching quality of music teacher education which in turn benefits the construction of a clearer understanding of music teacher preparation and serves as a good starting point for discussion and collaboration aiming at developing shared reflection on pedagogical practices. Thus, the notion of *visio*n seems to function as a tool worth applying also in the future research on music teacher educations.

Keywords: Vision, higher education, music education, pedagogy, instrumental music

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SERVANT LEADERSHIP AND STUDENT WORLDVIEW

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Abstract

The purpose of the proposed study is to examine the factors that influence the development of a biblical Christian worldview amongst undergraduate students at a Christian institution of higher education. Specifically, recent studies have shown that the educator plays an integral role in impacting the undergraduate worldview. Examination of the instillation of a biblical Christian worldview (believed to be of significant value to Christian institutions of higher education) and the influences that faculty play in this development in light of the servant leadership model, allow for a significant avenue of new leadership research. Theoretically, the servant leadership model should have the ability to impact this worldview via conscientious faculty who weave biblical truths into both instructional methodology and curriculum. Two variables that can be directly measured are the change in the undergraduate biblical Christian worldview and the faculty servant leadership character itself. As such, the mean scores of the undergraduate biblical Christian worldview, as measured by the Nehemiah Institute's *PEERS* (2003) survey instrument, should shift considerably over the course of one academic year toward the more desired biblical Christian worldview through the effective application of the servant leadership model by faculty members as

measured by servant leadership self-assessment instrumentation. Theoretical assumptions that exist in light of this type of research, which are expounded upon herein to include: the difference between leaders and managers, undergraduates and faculty can both discern and self-report concerning their worldviews, worldviews are subject to change, the Christian university desires that the Christian worldview is articulated, the undergraduate desires to live within a realistic and truthful worldview, and the faculty are sufficiently trained in the servant leadership model. Therefore these measurable components, undergraduate worldview development and servant leadership as a mediator of change inside academia, stand to be furthered within their respective bodies of literature from the proposed study. The conference attendee should expect the presentation to be considered a work-in-progress for future research regarding servant leadership and undergraduate worldview in order to generate discussion and feedback moving forward.

Keywords: Education, teaching, worldview, servant leadership.

FEASIBILITY STUDY ON LEARNING REHABILITATION BY SMELL AND SOUND

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Abstract

The mechanism has not been clarified enough though it is known that perceptual stimulus of the sight, the hearing, and sense of smell, etc. influence the learning effect. We quantified the influence by the sensory impulse by monitoring an autonomic activity with an electrocardiograph. Moreover, the reliability of data has been improved by using a gas chromatograph mass spectrometer and a high-speed Fourier analysis. The influence that the smell exerted on the activation level of the communications network in the study class was quantitatively investigated. Perceptual stimuli are commonly known to influence man's behavior. Senses of smell and sound in the perceptual stimuli were researched in the study. The olfactory stimulus is transmitted directly to the brain, it is thought that the major impact is given to man's behavior. The influence on the learning efficiency by giving the sound stimulus with the 1/f fluctuation was examined about the acoustical environment. The limonene, the α-pinene, and lavender (extraction oil) were used as a smell substance. We know that the limonene improves person's level of alertness. The α-pinene has the effect of decreasing a psychological stress. Lavender makes feelings quiet down and there are sterilizing properties, too. The influence on the learning achievement by the presence of the smell was examined by using the testee. The measuring object was a university student. Communications strength in the class was analyzed by the sociometry method developed by Jacob L. Moreno. As for a certain kind of smell, it has been found that there is working that improves strength of internal communications of the class as a result of examining the difference of the group cohesiveness index by the presence of the smell. Moreover, it was shown that strength in the effect was different depending on the kind of the smell. We were able to clarify that the smell was able to be used to improve communications in the class from the above-mentioned result. On the other hand, it was clarified to us that the sound with the 1/f fluctuation might become a trouble in the study process. Moreover, the rhythmical music showed that there was an effect of improving the memory. The effect of the learning rehabilitation achieved by giving an appropriate smell and sound to the student who had learning disorder by our research was able to be quantified.

Keywords: Smell of plants, Sound with 1/f fluctuation, Learning rehabilitation, Communications strength

SPORT AND SOCIAL INCLUSION: RESEARCH PROJECT "TI PROPONGO UN CAMBIO"

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Abstract

A survey led by ISTAT about the aspects of the daily life of disabled in Italy, shows up how the inclusion of them, in the social relationships, is one of the most relevant issues. It results that, the more high the limitation degree is, the more the personal autonomy is affected and then the ability to relate with the other. A possible solution could be found in the associations as a potential inclusion mean and an opposition to the isolation.

In this context, took form the project "Ti propongo un cambio". This is about the change of perspective which tried to make an able-bodied society go towards disabled subjects to understand their situation in trying the disability on themselves.

This project wants to encourage the meeting and the dialogue between these two realities and to promote a better inclusion by able-bodied, along one of the few possible ways: the sport.

17 able-bodied young, from 13 to 17, volunteers of a local Oratory, participated to many sports and psychomotor recovery activities, with other disabled young of a sports association. The activities were held every week, three days a week, in January 2013. The able-bodied simulated the disability to realize the real conditions of the disabled of the Association. During the simulations, there were obvious difficulties in the execution of the motor task required by the trainer; these inconveniences were reported in observation cards properly compiled by the able-bodied subjects. Apart from the simulation test, the most important for this project, two other tests were held.

At the beginning and at the end of January, it was compiled the "TGMD" Test for the valuation of the gross motor development. In the first test, not all the subjects were able to execute the exercise in a proper way, but there was a huge improvement in the second test, thanks to the good conduct of the sports activities in the project's program.

Before the project activities the subjects answered some questions about the disability and about their behavior in approaching the disabled subjects; also this test was repeated at the end of the activities. It showed up a change of perspective, thanks to the overcoming of the stereotypes and of their fears. From the results detected by the simulation cards and the answers about the disability, it is clear how the two observed realities were able to find and maintain a strong contact point, which led to the incrementation of the awareness that we're all part of a unique world.

Keywords: Inclusion, change of perspective, able-bodies, disabled, associations.

INTEGRATING UNIVERSITY-BASED RESEARCH, TECHNOLOGY AND CULTURE IN FLY-IN CANADIAN INDIGENOUS COMMUNITY SCHOOLS

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Abstract

One of the challenges facing schooling in Indigenous communities around the world is how to enhance students' achievement through culturally responsive pedagogies. The issue involved is not merely that of moving away from Eurocentric pedagogies to emphasize all that is related to Indigenous culture, but of recognizing Indigenous epistemology as a necessary tool for educational innovation. This paper describes a three-year project funded by Canada's Social Sciences and Humanities Research Council (SSHRC) to investigate the development, evolution and educational role of an innovative digital high school that provides an alternative delivery model for high school students in remote and isolated fly-in Aboriginal communities in Northern Ontario. The project was a collaborative study between university-based researchers and Aboriginal communities to investigate key aspects of Aboriginal knowledge and culture that communities see as reflecting the curriculum needs of Aboriginal students, as well as the effective digital tools that would enhance and extend the delivery of the curriculum. Working collaboratively with members of the communities that have the Internet high school classrooms, the research team used a

participatory research framework to negotiate the research process and its implementation. The study focused on the relationship between and among university-based researchers and Aboriginal communities for the purpose of providing research-based educational programs that are significant and sustainable for Indigenous children. To develop and sustain the university-community partnership, the research focused on valuing and engaging multiple perspectives for a mutually beneficial collaborative partnership. The study has documented what Aboriginal people perceive as top community priorities for their children's high school education and proposed strategies that would help close the achievement-gap between Aboriginal and Canadian mainstream students. Information technology scholars argue that technology and the social are inseparable and mutually constituted and that responsive, well-designed technologies empower users. When digital systems are used in Indigenous societies for educational purposes, models need to be negotiated, and their implementation tested against the needs of the local inhabitants. Conventional Eurocentric models that fail to measure themselves against the development needs of the people for whom they are intended may be inadequate. This paper looks more closely at the alternative research strategies; the understanding of power relationships; the prospects for collective learning; and the production of knowledge that is linked to new innovations in learning. The paper concludes that genuine and authentic research projects should be collaborative and decisions need to be negotiated and their implementation carried on with the wishes of community members.

Keywords: Traditional culture, technology, university-based research, fly-in Aboriginal communities, collaboration

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SIMULATION-BASED LEARNING FOR CONVEYING SOFT-SKILLS TO XL-CLASSES

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Abstract

Soft skills have become more important in higher education in order to prepare students for employability in later career. In XL-Classes, the theoretical conveyance of soft skills to students presents a special challenge. One approach for the application of theoretically imparted knowledge in practice is the concept of simulation-based learning. Simulations have been used for a long time in a variety of disciplines, particularly in high-risk areas such as medicine, aviation and space industries, using virtual environments to prepare professionals for real life situations.
The term 'simulation-based learning' is particularly used in medical education. Approaches of simulation-based learning are increasingly used by other disciplines in the context of higher education and the education of students. Based on a definition of the term 'simulation-based learning' a concept to convey soft skills in higher education courses is developed. A practical implementation of the concept is demonstrated in the paper by using it in the XL-Class "Communication and Organizational Development" for students in the bachelor programme Mechanical Engineering at RWTH Aachen University. Here, the foundation of an enterprise in the automotive industry is simulated within 1.5 days. Key skills such as team building, time management and project management are applied, experienced and trained in the simulation. Overall, 600 students pass an organizational development process in which they establish a fictional automotive company with various departments, develop target systems as well as business strategies and construct an innovative car prototype. The basic knowledge for the realization of this task is mediated via microteaching units. Therefore the developed concept transfers soft skills knowledge to students by experiencing and training them in a simulated environment.

Keywords: Simulation-based learning, XL-Class, higher education, soft skills

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THE REALIZATION OF A SPORTS EVENT AS A TOOL FOR THE DEVELOPMENT OF MOTOR ACTIVITIES FOR THE DISABLED

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Abstract

The difficulties involving the insertion of the disabled in sports and activities keeps growing. Disabilities, minor and major, concern one in six people in the European Union (EU); that is, about 80 million people are not able to fully participate in everyday social and economic life. (Communication from the European Commission-European Disability Strategy 2010-2020: A renewed commitment to a barrier-Brussels 2010).
The organization of events therefore becomes a movement of significant importance to which innovation and new identity is necessary.
Our research was based on the validity and the return of a sports event called "Una giornata abilmente…diversa" ("An ably diverse day"), dedicated to the disabled.
Three associations for the disabled participated in the event, as well as secondary schools of the commune Santa Maria Capua Vetere.
The event took place at the public pool of Santa Maria Capua Vetere on May 15, 2012 and saw:
- Recreational activities
- Activities linked to water autonomy
- Activities regarding lifesaving
Subjects without disabilities also took part in the events.
The analysis and the elaboration of the data, as well as a survey given to the disabled subjects, the operators, family members and managers of the associations involved in the event, found that such an initiative results in moments of true inclusion, and the possibility to take advantage of certain structures and therefore carry out physical activities.
The organization of the event demonstrated that the synergy between the players, the local organizations, the universities and schools, sports associations and social associations, can bring about moments of confrontation and development to allow the realization of a consolidated program for the physical activities for the disabled.

Keywords: Event, synergy, disabled, motor activities

SPORT COLLABORATION AS A TOOL IN CULTURAL DIVERSITY: THE EXPERIENCE OF A NEAPOLITAN PRIMARY SCHOOL

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Abstract

Text our society is presented with propaganda of aesthetic standards nearing perfection, exalting models of efficiency based on the excellence of the results of their competitive capacity, on the maniacal and narcissistic exhibition of winning models, especially in the world of sports where clearly the disabled are excluded.
From this collective knowledge comes the idea to create activities within the school system that foresee the reality of disabilities.
The experiment was carried out in an institute in Naples and involved two fourth grade classes, twenty students per class. Controlled recreational activities were introduced, where body movement and motor skills were limited.
The goal of the project was to create a spontaneous relationship between children with normal abilities and those with handicaps.
Adequate athletic activities were carried out, under form of recreation, guided by a teacher, necessary to carry out the tasks: children without disabilities were put in a position where they were able to live the disability of another child.

The results of the data collected through the systematic observation and that of a survey show the predisposition of the child without physical impairments with regards to the disability, eliminating through a natural process the concepts of "acceptance" and "tolerance" and the internal existence of two worlds.
This experience can surely be a starting point to create and elaborate the culture of diversity already at a young age.

Keywords: Collaboration, primary school, motor limited activities.

SWIMMING ACTIVITIES FOR AUTISTIC SUBJECTS: THE EXPERIENCE OF A SPORTS ASSOCIATION IN CASERTA

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University of Salerno

Abstract

Autism, originally called Kaner Syndrome, is considered by the international scientific community as an ailment concerning cerebral function. A person affected by autism displays a significant decrease in social integration and communication.
Aquatic motor activities involve a natural element (water) in a structured environment (public pool), according to a theoretic reference model and an organized methodology through phases, and uses cognitive, behavioral, and relational techniques and motor senses (Caputo G., Ippolito G., Maietta P., 2008). Our research was carried out at the public pool of the commune of Santa Maria Capua Vetere where a group of ten subjects affected by autism from the ACFFADIR Association, have been practicing aquatic activities for two years, with biweekly meetings. During these activities, the pool is also attended by subjects who are not affected by any ailments and by athletes in training.
The analysis of the research carried out through the systematic observation by the operators, the surveys of the teachers in the educational field, and the findings of family and social environment and the results of the surveys show given improvements on the social affective and relational level, and improvements regarding personal autonomy and self esteem.
Such an activity can, therefore, be considered a valid tool to favor the insertion and the inclusion of subjects affected by autism into the social environment.

Keywords: Autism, aquatic activities, inclusion

THE VIRTUE OF AQUATIC MOTOR ACTIVITIES FOR THE DISABLED IN THE SCHOOL SYSTEM: THE EXPERIENCE OF A NEAPOLITAN SCHOOL

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Abstract

Educational activities that satisfy the needs of particular subjects, i.e. the disabled and reentry dropouts, play a significant role in the field of initiatives regarding the prevention and the recuperation of scholastic dispersion (G. Duclos- D. Laporte – J.Ross -2006). Our research regarded eighteen students and was carried out in a secondary school in Naples, situated in a peripheral part of the city where only private sports facilities are available.
The difficulty in finding easily accessible sports facilities increases the need among the disabled to practice sports activities.
The students carried out two hours of physical water activities from January to May in the public pool of Monterusciello (NA). They were followed by a special needs teacher, expert in the sport of swimming, and by the qualified personnel granted us by the facility. The activities were primarily recreational. During the activities the pool was attended by other subjects who did not have any disabilities and by athletes in training.

The analysis of the data collected, and the surveys given to the students, teachers, and family members, showed that the activities had a positive influence on the personal autonomy of the subjects, on a social level and showed improvements in scholastics as well. Furthermore, an increase in attendance was seen, from an average of 63% for the months of September- December, to about 85% in the months of January- May.

Such an activity can therefore be considered a valid educative tool, on hand for teachers of schools found in areas of social decay, favoring the inclusion of disabled and/ or destitute subjects.

PROJECTS AND TRENDS

FRAMING DEMOCRATIC GOVERNANCE OF HIGHER EDUCATION IN TURKEY FOR THE FUTURE

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Abstract

The current structure and functioning of the higher education system in Turkey contains administrative and educational practices under the influence of Fordism, Weberism, and Taylorism, which are intermingled and intensely interactive. These three concepts complement one another as do French, German, and Anglo-Saxon traditions. The post-Fordism wind of the developing world seeks an adaptive answer to how this structure could be changed through new approaches. From this perspective, this paper consists of three main parts. The first part describes the concept and development of democratic university as an alternative for the existing structure. The second part focuses on the basic characteristics of a democratic university by examining the prominent and apparent stages of decision-making processes. The third part attempts to explain the obstacles and difficulties that hinder the formation of democratic university governance. Specifically, traditionalism and the internalization of hierarchical and bureaucratic structure are regarded as the most important obstacles. Finally, recommendations and different approaches are provided. The democratic governance of higher education may infuse a brand-new understanding and a mentality change. This leads to the changes at higher education institutions in Turkey, which are required in such a modern age. In this study, an attempt was made to form a conceptual framework to clarify concepts and terms based on the literature. The review contains different comments, views, approaches, features, and theories. This paper may contribute to the creation of a new higher education system in Turkey, concerning new organizations and practices as well as administrators with a new mentality. This paper is also expected to encourage and guide the future studies.

Keywords: Higher education, Democratic Governance, Turkey

EARLY CHILDHOOD EDUCATIONAL NEUROSCIENCE: ARE WE READY?

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Abstract

Educational neuroscience is an emerging field of research suggesting that the mind does not exist separately in a vacuum, but is rather viewed as being embodied in the brain; a brain that is in constant interaction with the multiple agents engaged in the theater of social life. The multidimensional aspects of social cognition have been studied extensively and have been related to young children school adaptation. In particular, agonistic mode of social information processing has been shown to be related to externalized and internalized problems. Educational neuroscience stress that the brain has become the new frontier for studying young children sociocognitive abilities. Indeed, empathy, altruism, information and emotion processing, perspective taking, moral judgement, beliefs, theory of mind, cooperation, joint problem solving, can now all be investigated with analytic techniques such as magnetic resonance imaging (MRI) and electroencephalography (EEG). In this way, researchers are beginning to understand the neurobiological processes associated with basic social competencies. This type of knowledge can be used to put new light on the results of socio-cognitive studies. For this matter, results of multiple aspects of social problem solving with peers empirically derived from interviews with 404 preschoolers (67 months) are presented. Multivariate hierarchical cluster analyses revealed five modes of social problem solving at he beginning of the preschool year. An Anova showed an association between modes of social problem solving and dimensions of preschool adaptation, as perceived by teachers (i.e., sociability, socio-cognitive adaptation, externalized and internalized problems) at the end of the preschool year. Results are discussed in terms of new knowledge in socio-cognitive neuroscience and of potential preschool

educational intervention. To answer the title question of this presentation, on the cautious side, a critical perspective is stressed especially in light of neuromyths that have made their way into the classroom. On the optimistic side, we argue for a theoretical framework that takes into account the preoccupations and models used in educational science. A radical embodiment view that emerged from neuro-phenomenological perspective is notably proposed as a guide for research in early childhood educational neuroscience.

PEARLS IN THE PACIFIC: LESSONS IN IMPROVING TEACHER QUALITY

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Abstract

This paper will describe how the Content Area Specialized Training (CAST) initiative increased teacher quality by developing sustainable teacher leadership by carefully studying the context in which the teachers lived and worked. The two main CAST goals were to help participants: (a) strengthen their content knowledge and enhance their pedagogical content skills to become K-12 teacher leaders, and (b) improve their skills in implementing PD. For the first goal, the data indicated that attending the CAST provided professional growth related benefits like: (a) learning new effective teaching strategies, (b) increasing content area knowledge, (c) discovering and sharing new ideas about how to present specific concepts, and (d) learning new hands-on activities. For the second goal, the data indicated that over 95% of all CAST participants in both Guam and American Samoa found CAST to be highly useful in their future PD as teachers.
CAST has been successful in both Guam and American Samoa. While it is impossible to generalize results, the CAST model for PD may be successful in producing a self-sustaining collection of local teachers in other school systems. Therefore, this model may be useful to anyone looking for new ways to extend their PD services.

EDUCATION FOR NURSES IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT

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Abstract

The main 21st-century trend in the development of education has been established by the *UN Decade of Education for Sustainable Development* (ESD) for 2005-2014. The aim of this research is to improve education for nurses in line with ESD by implementing an ecological approach in nursing studies. The objective of the research are these: 1) to define and assess the theoretical basis of the ecological approach; 2) to assess the possibility of implementing the ecological approach; 3) to work out and approbate the course An Ecological Approach in Patient Care.
Basic Principles of Deep Ecology by Arne Naess and George Sessions, *The Ecology of Human Development* by UrieBronfenbrenner, and the five ESD pillars of *learning to know, learning to be, learning to live together, learning to do, and learning to transform oneself and society* constitute the theoretical basis of the ecological approach.
The ecological approach also draws on Florence Nightingale's observations about the significance of the care environment and theories of nursing related to the environment (e.g. Leininger, Neuman, Rogers, Roy). The environment of nursing education and practice should be regarded as a complex system of learning, socialization, and culture that consists of subsystems which affect sustainable development. In that context, the observations of theoreticians of nursing studies on the effect of the environment on

human health, a person's autonomy in the care process, human experience regarding health and illness, as well as the union of art and craft in patient care, are significant.

In assessing the possibility of implementing the ecological approach in nursing studies, the need to incorporate its principles in all courses of the study program and to work out a special course, An Ecological Approach in Patient Care, was evident. It would also be useful to work out and implement a professional development course for faculty members of colleges.

The theoretical basis of the ecological approach, as well as the ecological competence model developed by the author and the study course An Ecological Approach to Patient Care, has been improved and approbated in the College of Medicine since 2009. The course is worth 3 credit points (according to the European Credit Transfer System – ECTS). Four groups of students and 180 students have taken this course. As a result, the ecological competence of nurses is being formed and developed. That, in turn, promotes the positive development of educationfor nurses and a healthy environment, as well as a holistic, patient-centered care and a subject-subject relationship in the care process.

Keywords: Nursing, nurses education, Education for Sustainable Development

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EVALUATION OF THE PILOT PROGRAM THE MOTHER-CHILD EDUCATION PROGRAM (MOCEP)

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Abstract

The Mother Child Education Program (MOCEP) is a home-based education program developed for indigenous children between 5 and 6 years of age by AÇEV, a Turkish NGO that has developed programs for parents and children based on wide scale scientific research in Turkey and the Arab world.

The objective of the present study is to present part of the first cycle of pilot implementation of MOCEP in Lebanon, specifically in the Palestinian refugee camps, in collaboration with ARC, regional non-profit independent organization. The design of the evaluation comprised a quantitative and a qualitative part. The methods used for the former included descriptive mean statistics, analytical statistics, regression analysis, and ANOVA. The qualitative part focused on the trainers' feedback and evaluation of home visits. The quantitative part showed that the 88 mothers had a positive impression and expectations of the program, and accordingly, were willing voluntarily to participate in the program, the performance of both mothers and children significantly improved upon completion; children had improved their cognitive and social skills, in addition to showing more interest in learning. Mothers were happier and had a healthier relationship with their children. Further, mothers' feedback revealed highly favorable views regarding the content of the program, the trainers' skills, and the overall life and parenting skills they acquired. Regression analysis showed a causal relationship between mothers' behaviors and the children skills of interest for the program, thereby proving the usefulness and validity of implementing this program.

The program met mothers' expectations, in terms of usefulness and practicality. It particularly helped mothers in identifying their children's problems, and benefited mostly from the "Discussion Topics" because encouraged open discussion and sharing of point of views.

Mothers also gave positive feedback about the program implementation in terms of classroom suitability, trainers' skills, and usefulness of information.

In the qualitative analysis, feedback from trainers confirmed the program's effectiveness in terms of mothers' motivation, fostering more positive relationships with children, improvement in children's cognitive, language and emotional development, problem-solving skills and creativity. It also highlighted a number of shortcomings, especially related to the length of the training sessions, lack of resources (babysitting activities), variability in mothers' level of education, home environments that are unsuitable to educational activities, and negative interference of fathers. Home visits focused on the need to encourage mothers to follow instructions more fully and precisely.

Key recommendations included keeping the same interactive format, emphasizing close monitoring of mothers, reducing extraneous environmental barriers, and choosing more homogeneous groups of mothers.

Keywords: Palestinian children, ACEV, early intervention, home-based, Arab children

MAGIC MIRROR ON THE WALL, IS THE MEAN DYNAMIC CLASSROOM THE BETTER OF ALL?

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Abstract

Since the central tendency measures, namely the mean, are key concepts in the statistics curriculum here we present a possible approach to a dynamic (software) classroom about the arithmetic mean. In this work we begin with an introductory approach to emphasize the importance of stimulating visualization of statistical measures by using technology available nowadays, as a means of overcoming difficulties and errors related to interpretations and also students' class motivation. New pedagogic and didactic situations are then set out.

With the help of the dynamic geometry software, Cabri-Géomètre II Plus, some uses will be presented, firstly in a didactic view as a means to visually stimulate, motivate and facilitate the familiarization with statistical concepts of the mean. Next, we will present its use in order to explore some of its properties, in an attempt to foster and reinforce cooperative work, and at the same time include a playful component, another factor for young learners nowadays.

The uses presented here, may be implemented by any teacher with basic knowledge of Cabri-Géomètre or any other dynamic geometry software. We hope that they will also be elements that may promote further interactivities within the classroom.

Keywords: Statistics, education, concepts, software, simulation.

A PROPOSAL FOR ENHANCING TEACHING INNOVATION THROUGH COLLABORATION NETWORKS ON INTERNET

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Abstract

University teaching innovation responds nowadays to changes and challenges in the European Higher Education Area: long life learning, student-centered teaching, open education and e-learning, changes in professor role, etc. The main objective of those changes is to improve higher education and to promote the integration of European education systems. Our proposal aims to study whether Information and Communication Technologies, ICT, help professors to exchange teaching experiences and to establish new teaching innovation networks. Thus, we have analyzed how different Higher Education roles – innovation managers, innovation project coordinators and professors in general– make use of present Internet resources in order to improve their teaching innovation activities. Working methodology involved the development of a set of specific surveys customized for each group of interest. Surveys were answered by nearly 600 people from selected roles. Some of the obtained results are: recompilation of interesting sites related to teaching innovation; Internet usage habits of respondents to access information, initiatives or to meet collaborators on teaching innovation; spread use of different general social networks – facebook, twitter, etc.– and general interest in the existence of specialized portals that integrate resources and services on the network. Study results have helped us to develop a specialized web portal that meets encountered needs. This website integrates different sources of information and available services in an easy and comfortable user interface. Also, the website not only allows users to look up information but to publicize their innovation activities and to meet potential collaborators. In this way, we expect that this system will contribute to establish new higher education teaching innovation networks. Our study also provides system usage results and statistics during its first months of operation.

Keywords: Teaching Innovation, Collaboration Network, Web Resource, Higher Education.

LEARNING AND AGEING: PROJECTS PEER, VINTAGE, FORAGE AND MATURE

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Abstract

Learning in later-life can bring many different benefits for individuals, families, communities and European states. It can help to overcome social exclusion and isolation, and can promote older people's mental and physical health. Adult education may assist in maintaining independence and general well-being in later life and it enriches the lives of individuals and communities. Are presented four European projects falling in these concerns and focus on the relationship between learning and ageing. The PEER project presents the motivation factors that lead seniors to learn from peers using web 2.0 tools, and the distribution of platforms in Europe using web 2.0 tools to peer learning for seniors. The VINTAGE project presents the necessities seniors have to use ITC and the way they prefer to learn how to use computers. The ForAge project collects and presents the learning experiences which are available to seniors, within EU. The Mature project presents research results on ways that trainers and adult educators can use to engage seniors in learning.

THE IMPACT OF ELECTRONIC TUTORIALS ON ORTHOGRAPHY OF MOTHER TONGUE AT PRIMARY SCHOOLS

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Abstract

Recent years have shown a boom of electronic language tutorials at primary schools and their more frequent use during language lessons. The quality of native language writing among young Czech students has deteriorated dramatically at the same time. A great number of teachers argue that orthography of written language is deteriorating due to an increased use of electronic tutorials at schools which are supported by dichotomous e-learning systems based primarily on clicks by the electronic mouse on a single trained letter or word. In 2011, the research project dealing with the Czech language tutorials was initiated and designed in a partnership with primary schools in the Czech Republic and was finished in 2012. The authors defined the following research questions: (1) "Have language tutorials based on dichotomous tests had an impact on written language of young learners?"; and (2) "Are electronic learning programs at primary schools appropriate for mother tongue teaching?". The first quantitative experiment tested a sample of 200 Czech respondents divided into parallel experimental (students aged between 11 and 15 who were taught by Czech language tutorials) and control groups (students taught without this electronic help). The research compared results of Czech orthography tests. The most widely used educational tutorials, namely Terasoft and EMPE company were investigated. Orthographic language tests which are often used at schools during Czech lessons were randomly selected and study results of both groups before and after learning of the specific topic were compared. The empirical data obtained from the evaluation tests were examined via Statistica 10 to verify or falsify a zero hypothesis that teaching of Czech orthography at primary schools with language tutorials does not cause more errors in writing coherent sentence structures. Zero hypotheses were based on the results of the Mann-Whitney U test rejected in all grades and showed statistically significant differences in the results of experimental groups at each grade separately. The researchers showed that the dichotomous exercises in language tutorials are due to the focus on isolated words an inappropriate tool for teaching Czech orthography and, therefore, they should not be used as the sole means of e-learning technology in mother tongue teaching. Findings of this experimental research provide a compelling case for the importance of additional research on the impact of electronic language tutorials on written language of young children.

MULTIMEDIA AND STUDENT PERFORMANCE IN ONLINE MATHEMATICS LEARNING

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Abstract

Technology, multimedia in this case, can contribute positively to student performance in an online instructional environment. Student performance data of past four years were obtained from an online course entitled Applied Calculus (MA139), College Algebra (MA134), Plane Trigonometry (MA133), and Calculus I (MA140). This paper examined the data to determine whether multimedia (independent variable) had any impact on student performance (dependent variable) in online math learning, and how students felt about the value of the technology. Two groups of student data were analyzed, group 1 (control) from the online applied calculus course that did not use multimedia instructional materials, and group 2 (treatment) of the same online applied calculus course that used multimedia instructional materials. For the MA139 class, results indicate a statistically significant difference (p = .001) between the two groups, where group 1 had a final score mean of 56.36 (out of 100), group 2 of 70.68. Additionally, student testimonials were discussed in which students shared their experience in learning applied calculus online with multimedia instructional materials.

Keywords: Online learning, multimedia, dual-coding theory, visual, learning object

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CAPABILITY IN EDUCATION. DISABILITY, POLICY MAKING AND SOCIAL AGENCY

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Abstract

In recent times a new paradigm is mostly used in the so-called "human development approach". The approach has been developed in a variety of theories, social justice, social sciences and in educational sciences, too. When we talk about the capability in the education sector, it is clear we are still in a very early stage of the developments. The economist philosopher Amartya Sen and philosopher Martha Nussbaum are the pioneers who have significantly developed it. The capability approach is an important and emergent theoretical framework about "human well-being", that is, 'what people are able to do and to be, the kind of life they are effectively able to live.

Keywords Capability, education, disability, policy making, learnfare.

ADAPTIVE LEARNING ENVIRONMENTS AS SERIOUS GAMES

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Abstract

In former concepts for programmed instruction (PI), intelligent tutoring systems (ITS), adaptive learning environments (ALE), and pedagogical recommender system (PRE) learning is understood as similar to algorithms - as a clearly describable, logical, and in this respect serious process. With this background it is attempted to create a complete description of teaching and learning for a precise support and control of learning processes in order to replace teachers. In contrast to this concept, learning in pedagogy is usually conceived as a process that cannot be fully described or understood. Teaching and learning require human understanding and thus human communication is necessary to foster learning. From this perspective, the possibilities for PI, ITS, ALE and PRE are restricted. It is assumed that within these

restrictions reasonable concepts can be developed. As one approach it is suggested to refer to the pedagogical theory of play and the understanding of pedagogical actions as art. Based on these approaches we understand the design of automatic educational reasoning (AER) systems for learning like the creation of tools for artists. As tools we suggest a pedagogical ontology, a learner model and a reasoning engine. With these tools, teachers can create playground equipment that is played with by students.

Keywords: Automatic Educational Reasoning, Pedagogical Recommender Systems, Creativity, Serious Games, Didactics

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ANALYSIS ON THE INTERACTION BETWEEN BODY, MIND AND LEARNING

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Abstract

In recent decades, neurophysiologic studies and, in particular, the identification of the neurological system of "mirror neurons", have opened new horizons in the field of experimental psychology to strengthen the theory of embodied cognition and constructivism, which argues that all aspects of cognition are shaped by the perceptive system of the body that moves and interacts with the environment. Sensory motor skills of the organism, the body and the environment play an important role in knowledge acquisition, but through their functional interaction they also determine the development of specific cognitive skills, thus showing their true nature. It can be said therefore, that mind and body are inseparably linked thanks to the brain and shape all aspects of knowledge, ideas, thoughts, concepts and categories through an active dialectic relationship with the environment. This theory poses two questions: What does cognition depend on? How is it formed?

Restricting learning to a mere dependency of environmental inputs that man experiences, entails not acknowledging the value of body actions in the learning process; actions that start from experiencing such entity. If it is true that environmental perceptive skills, proposed in an oriented manner, are fundamental, it is also true that the same corporeally-participated action depicts the additional benefit through which one feeds the cerebro-mental matrices for memory, emotion, language and all other human skills and abilities. Based on this awareness, our aim is in arguing that:

- the body, in action, induces the development of cognitive skills, from the simplest to the most complex, such as in language development, the ability to classify and reasoning;
- mirror neurons play a fundamental role when following a movement, leading to the overall development of the individual;
- in line with the principle of enactivism, teachers require empathically-methodological competencies for the construction of knowledge.

From the studies carried out by Lakoff, Damasio, Rizzolatti and Gallese, supporters of the deep connection between the body, cerebral zones and aspects such as conscience, emotion, self-awareness and self-control, our main aim is to select a number of teaching strategies which are suitable for the construction a new mindset, in which learning is the result of a co-evolutional system between the teacher and the learner that is constructed actively and empathically.

The body, therefore, cannot be separated from the 'self', since this would involve a reductionist conception of the body as a mere object, not attributing to the individual its wholeness. Wise, in this sense, are the words of Marcel expressing clearly the interpretation that is given to corporeality, an entity not recognized as that thing one owns, but of which is an integral part of. As a result, the individual's self-realization is shaped through the harmonization of the individual parts of which each of us is made.

Keywords: Neurophysiologic studies, Mirror Neurons, Embodied Cognition, Active Learning, Enactivism

RELATIONSHIP IN EDUCATION: ELECTIVITY AND IMMERSION

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Abstract

This research aims at investigating on a particular dimension in education that focuses on learning and on how much the process of "humanization of the human being" is pedagogically sustainable. This processes properly directed, settle down "electively" and become, in the educational process, styles, models, attitudes and behaviours in an onto-metaphysical ethic and hermeneutic sense.

This scientific perspective identifies authors and theories epistemologically placed on a double direction of theoretical investigation: the first neuropsychologically orientated (Bateson, Damasio, Hillman, Putnam, Edelmann, Fodor, Dennett, Maturana, Varela, Karmiloff-Smith) and the second pedagogically end educationally, didactically orientated (Momtessori, Piaget, Bruner, Durkhaim, Dewey, Gentile, Mounier, Maritain, Acone, Catalfamo, Gennari, Moscato, Ferroni). This hypothesis considers the intersection points of these two theoretical approaches in the attempt to look at them in unity, since too often they have been sharply divided and fragmented. In this perspective, the main interest of this research shifts from a technical- procedural and stadial analysis to a more general philosophical paradigms of pedagogy and didactics, also in the neurosciences perspective.

Keywords: learning, relationships, immersion, electivity

TEACHERS' PEDAGOGICAL STRATEGIES FOR INTEGRATING MULTIMEDIA TOOLS IN SCIENCE TEACHING

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Abstract

Since the widespread introduction of Information and Communication Technology (ICT) in education the use of several types of visualizations, especially multimedia environments have increased substantially. This study describes how teachers integrate multimedia tools into teaching and learning sequences (TLS) in science education. Four in-service teachers' groups were investigated across a training course to analyse their pedagogical strategies for introducing multimedia tools in science teaching. During the training teachers (n=14) were invited to build in group teaching learning sequences (TLS) about some science content using multimedia tools. The methodology is qualitative and a study case design was adopted. It can be said that these teachers had a positive perception about this tools. Throughout the use of multimedia tools these teachers intended to run away from traditional approaches planning to use these tools mostly to engage students in a whole class discussion. In all cases teachers adopt structured tasks and in two of these they weren't aware of the necessity to make explicit links between the multimedia tools and the other activities. Some difficulties related to the developing of an understanding of the complex relationship between technology, content, users, and practices in order to achieve an effective integration of technology into teaching are discussed.

Keywords: Multimedia tools, teachers' pedagogical strategies

PRE-SERVICE TEACHERS' PERCEPTIONS OF THE USE OF E-PORTFOLIO AS A LEARNING PLATFORM

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Abstract

The e-portfolio provides an avenue for social interaction between users and viewers, allowing comments and feedback to be exchanged between them. In the educational context, the e-portfolio allows learners to record share and reflects upon their goals, their work and achievements, thus taking greater ownership of their own learning. The objective of this study is to assess users' perceptions of the e-portfolio in a number of domains. Thus our research questions include investigating users' perception of the e-portfolio's effectiveness as a learning tool and whether it enhances their self-regulation and motivation to learn.

The study involved around 326 student teachers enrolled in the Post Graduate Diploma in Education (PGDE) program at the National Institute of Education, Singapore. The participating student teachers used the open-access Google Site as the platform for their e-portfolio for the entire duration of their one-year program. They were provided with the technical support and guidance on how to build and maintain their e-portfolio to chart their learning and teaching practice.

At the end of their program, a survey was administered to gather feedback from the students on their perceptions of the e-portfolio in terms of its usefulness, and ability to enhance learner motivation. Generally, the findings revealed that the student teachers understood the value of keeping their e-portfolios, and were thus motivated to make us of them.

The findings of the study will inform e-portfolio users, teacher educators and administrators of some of the key requisites for an effective e-portfolio platform.

COMPETENCIES TEACHERS AND STUDENTS NEED FOR SUCCESS IN A GLOBAL ENVIRENOMENT

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Abstract

The knowledge, skills and attitudes teachers and students need for success in the current global environment has dramatically changed since the international study abroad programs following World War I. A dramatic shift in the focus of international programs began to take place in 80's and 90's, with programs to address the fundamental concepts that should be taught in elementary schools, colleges and universities. Expanding curriculum in world history, area studies and modern languages along with computer literacy and working in teams began to be incorporated within academic programs.

Dramatic advances in technology, transportation, communication systems and the interdependence of the global economy in the 1990's through the present demanded new skill sets necessary to compete in the 21st Century. Initiatives such as identifying the top 21st Century Skills trends by the Cisco Internet Business Solutions Group (2008-9) and the Partnership for 21st Century Skills (2009) began to draw attention more directly on the workforce skills needed by employees to be successful in the global marketplace.

Global Citizenship, a recent concept suggesting the application of citizenship beyond national borders, promoting stewardship of the environment, human rights and ethics is making its way into the curriculum at the secondary school level. The teaching of Global Leadership skills has also begun to dominate the discussion of higher education curriculum needed to meet new economic, environmental and political realities of the global marketplace.

This presentation will review the latest research on the knowledge; skills and attitudes students need to demonstrate to be successful in this rapidly changing global economic, political and ecological landscape. To ensure student skill acquisition, the knowledge and skills teachers need to develop a more expansive curriculum to address student global competencies will also be presented.

NEW DEVELOPMENTS IN ANALYSIS TECHNIQUES FOR ORGANIZATIONAL TRANSITIONS

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Abstract

The purpose of this paper is to describe a new analysis methodology, and provides formats for use, in doctoral level curricula. The acronym SPELIT is an analysis methodology/framework to help understand an organization's environment from the Social, Political, Economic, Legal, Intercultural and Technical perspectives. Developed about eight years ago; students now have a framework for determining and formulating the answer to the question: What is? This methodology is sufficiently robust and can be used by undergraduate students, graduate students, and seasoned practitioners doing a market analysis, diagnosis prior to implementing transitions, or benchmarking in anticipation of an intervention. This paper shows how this methodology aligns with established and current theories and will describe this newly developed environmental analysis technique. A tool like SPELIT is necessary because many change theorists, such as Christiansen, Kaufman, Holcomb, and Cummings & Worley, stipulate benchmarking or diagnosing the current condition as a first step in the change process. This requires knowledge of the organization in its current environment. But change analysis is not limited to organizations. There may be a need to analyze the environment whenever a change is anticipated. People can, and often do, perform an environmental analysis when contemplating personal changes such as: a new job, a different house, an advanced degree, or a marriage. It is always beneficial to enter a new organization having contemplated the risks and opportunities; and SPELIT can be used with the popular SWOT structured planning method. One of the remarkable advantages of the SPELIT analysis methodology is it will readily adapted to unique organizations by adding or deleting environments. These specialized environments could include the educational, ethical, historical, physical, religious, temporal, and security environments, and could be very important environments to consider in specific analyses. There are several variations of the SPELIT analysis methodology that uses parts of the original model such as PEST, PESTLE, PESTELEM, and others. For her doctoral dissertation on traditional and current states of marriage, a student stated that she deleted two environments and renamed it *PIES* for her research model. This paper describes several different formats where the SPELIT analysis methodology has been incorporated at several universities, as incorporated into a doctoral level *comprehensive examination* curriculum where the students examine organizational transitions.

Keywords: Organizations, Analysis, Benchmarking, Environments, SPELIT.

CONCEPT MAPS AS PRE-WRITING, ARGUMENT-BUILDING SYSTEMATIZATION TOOLS: AN EXPERIMENT WITH UNDERGRADUATE STUDENTS

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Abstract

In the second semester of 2012, a first experiment with concept maps (CMs) as pre-writing and collaborative work technology with 130 undergraduate students in Curitiba (Brazil) proved to be a powerful team and argumentative competence-building resource. Constructed over the principles of meaningful learning (AUSUBEL, 1978), andragogy (KNOWLES, HOLTON & SWANSON, 2005), concept mapping (CAÑAS et alii, 2004 and 2005; NOVAK, 2003; NOVAK & CAÑAS, 2004 and 2007; TORRES & MARRIOTT, 2009) and the efficacy of using CMs in collaborative working scenarios (TORRES & KUCHARSKI, 2012), the experiment showed noticeable quality gain in works presented by the study population in three different undergraduate courses, showing an average of 15% higher grades. The research design, application and a first discussion of its results are presented in this paper.

Keywords: Concept maps, collaborative work, higher education, meaningful learning, argumentative competence.

A TRAINING MODEL FOR UNIVERSITY TEACHING STAFF

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Abstract

Several learning and training models have tried to explain the complex process of learning – one of them is the Learning Cycle of David A. Kolb. At the Center for Learning and Knowledge Management (ZLW) of RWTH Aachen University this model has been used as a didactical guideline for the consecutive training of university staff. Practical training experience showed that Kolb's Learning Cycle has to be modified for the training of higher education teachers due to different requirements of diverse target groups and varying teaching and learning contents. Based on scientific critique and the practical training experience of the ZLW, several specifications for the development of a new training model have been derived and are implemented in an innovative training model for the qualification program in order to promote an improved learning process for university teaching staff of the RWTH Aachen University.

**LEARNING AND ASSESSMENT LANGUAGE PORTFOLIOS IN HIGHER EDUCATION -
THE INTERCULTURAL EXAMPLE OF INTERMAR**

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Abstract

In the general field of language learning in Europe (including Higher Education) Learning Portfolios have proved to be extremely useful when developing both knowledge and communication competences AND the "learning to learn" competence itself. The use of Portfolios as relevant supports for learning and assessment in the context of High Education has been discussed in recent literature (cf. Slater & Astwood, 1995, Gomez, 1999, Klenowski, 2002, Davies & Le Maiheu, 2003, Zubizarreta, 2004, Lorenzo & Ittelson, 2005 and Chen & Black, 2010).
This paper explores the convenience and productivity of using portfolios as a way to teach and assess INTERCOMPREHENSION courses. It is held on the experience of INTERMAR, a European Project (nº519001-LLP-2011-PT-KA2-KA2MP) which promotes innovative practices in foreign language acquisition for maritime professionals. We will present the Learning Portfolio that was created for the course and discuss its relevance both as a learning and an assessment tool. A qualitative analysis of the results of using this Portfolio in Belgium, Finland, France, Latvia, Lituania, Romania, Portugal and Spain will also allow us to reflect on the adequacy of criteria that were designed for the assessment of student learning.

AN INCLUSIVE EARLY CHILDHOOD TEACHER EDUCATION PROGRAM: MEETING THE NEEDS OF ALL

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Abstract

Early childhood pre-service graduates state that they do not feel prepared to work with students with disabilities and their families once they graduate. Yet, every early childhood teacher will have one or more students with disabilities in their class. They need to be prepared to work with students with disabilities before they leave the university. Conversely, pre-service students in early childhood special education state that they do not feel prepared to work with students with disabilities within the general education classroom. In most states, there is an overabundance of licensed early childhood teachers with as many as 200 applicants for one early childhood position. In early childhood special education, school districts are devoid of qualified licensed early childhood special education teachers, a common predicament for all states. In response to this need, Bowling Green State University adopted an inclusive early childhood (dual licensure) program. The issue remains, how can a university prepare candidates to meet the needs of ALL children in the early childhood classroom?

A description of a successful exemplary practice will be discussed in this session, answering the question posed above and providing tools to educators to look at change from a systemic perspective. Presenters will explore lessons learned through the development of a Inclusive Early Childhood (IEC) program. Strategies will be provided to assist others in developing a similar program.

Developing the program included tying together the early childhood program and the special education. Faculty members with no prior collaboration experiences with one another became team members working towards the same goal of designing the IEC Program. This is a undergraduate program with governance shared equally between special education and general education with support from human development and education foundation. The development of the Inclusive Early Childhood Program has afforded teams of faculty the opportunity to design courses which meet two licenses.

Higher education faculty, administrators, P-12 school personnel, and early childhood agency employees will benefit from lessons learned through the development of the IEC program. Children and families benefit by having highly qualified classroom teachers. Program graduates are eligible for both an Early Childhood and Early Childhood Intervention Specialist licenses as well as birth to age three, Early Intervention Certification, giving them enhanced marketability. Graduates of this program would be prepared to meet the needs of each child, birth to age eight.

Keywords: *Early childhood, inclusive, teacher preparation, special education*

INCLUSIVE SPORT EDUCATION

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Abstract

The "Inclusive Sport Education" project stems from the idea that physical activity and sport can contribute to social inclusion and well-being of the disabled person. The school is the context in which to operate, because it is the school that can address the child with disabilities towards sport and especially towards the knowledge of the physical, psychological and relational benefits. By cooperating, sport and school steer the whole person, not limiting the intervention to only the cognitive side, but also valuing other functions, such as emotional, social, relational and motor side. The body through movement provides a bridge between us and others and marks the primary relationship that evolves and accompanies man at different stages of growth.

This project finds its theoretical justification in the psychomotor approach that defines the movement as a viable educational opportunity thanks to the huge amount of different stimulus situations that it proposes.

Objective of the research is to see if the planning of motor activity and a careful analysis of the problems can facilitate the integration of a differently abled person in the school and in the class. In particular, sport will act as a potential source of improvement in the perceptive development of the bodily self, the self in relation to others, self-awareness and self-esteem. The project involved the participation of the fourth Primary class, consisting of thirteen students. Among them, there is a pupil affected by Bethlem myopathy with girdle muscular deficit which, as is well known, involves a general hypotonia, a reduction of movements, rigid mental patterns, low self-esteem and limited perception of the bodily self. It is precisely on these issues that we focused our attention. In order to study these components, besides observation grids and evaluation boards, the questionnaire played a functional importance. This project adopted the PSDQ questionnaire drawn up by Marsh et al. Finally, for the examination of the social and integrative aspects, video analysis was an important tool to assess the behavior of subjects in the different areas of interaction.

The results of questionnaires administered at the beginning and the end of the project showed a real improvement of the students in the different subscales purposely considered by PSDQ. Video analysis strengthened the entire process by providing a positive visual feedback allowing subjects to the consolidation of existing skills and the improvement of general awareness and self-esteem. The results have certainly confirmed the initial hypothesis of this project: physical activity and sport have positively contributed to the social integration and overall well-being of a disabled person within the school context.

Keywords: Integration, School, Sport, Differently Abled, Improvement.

THE WOODCUT (XYLOGRAPHY) AS A METHOD OF AESTHETIC DEVELOPMENT AND SOCIAL INTERACTION FOR VISUALLY IMPAIRED

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Abstract

This Research was developed in the school at the Instituto Federal Fluminense - campus: Campos-Centro as Extension Project, connected to PROEX-PRÓ-REITORIA DE EXTENSÃO by Proclamation 105/2012, in the field of Art and Inclusive Education specifically visual impairment, taking as reference the use of practical activities in woodcut. In this context, we seek to discover ways that experiences in space may represent Woodcut development of sensory and aesthetic experiences in visually impaired students from pedagogical practices that also promote social inclusion. Aiming to understand how the woodcut can contribute to the sensory and aesthetic development, investigating how cultural transformations take place in the face of challenges during the proposed research. The survey uses a methodology based on a qualitative approach, such as reflection and analysis with use of methods and techniques for understanding the object of study in the context of action research and participant observation. The theoretical basis is supported by Vygotsky, Freire, Cauquelin, Silva among others, and the categories researched were: Perception, Aesthetics Training and Social Interaction.

Keywords: Inclusive Education, Training Aesthetics, Visual Impairment, Woodcut and Art Education.

THE INCLUSION OF CHILDREN WITH PHYSICAL DISABILITIES IN MAINSTREAM PHYSICAL EDUCATION: THE CHILDREN'S REALITY

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Abstract

At a time when education has to face the challenge of ensuring equal status and inclusive learning there has been much discussed and written, both in the United Kingdom and abroad, about entitlement and the implementation of appropriate policies. This research focused upon the reality of day-to-day experiences in Physical Education for pupils with disabilities. This research examined the gap between the rhetoric of inclusion in schools and the reality of the physical education experience for disabled pupils.

The research sought to illuminate the perception of reality [established through prior research with teachers in schools across London] through direct observations of pupils in two school settings. Initial research established a positive intent to include among staff, inclusive policies and inclusive protocols in schools. This research sought to establish the veracity of meaningful inclusion and the context of successful learning in schools noted for excellent practice. The schools involved exhibited strong characteristics of 'inclusive schools', whereby resources and facilities, staffing and curriculum engaged parents, pupils and staff in an inclusive learning environment. Children with physical disabilities across key stages three and four [years 7, 8, 9, 10, 11] were observed and interviewed to give voice to the reality of their physical education experience. The data indicated that, in reality, social inclusion and successful physical activity were limited. This work revealed the potential for change that existed in individual teachers' practice, while also confirming the difficulty physical education teachers had in challenging the status quo. The findings exposed the inadequacies of teacher training and the exclusionary nature of traditional UK physical education settings and it was apparent that the opportunities for and the experiences of pupils were more reliant upon the quality of individual teachers and learning support assistants than any school or government policy. In addition to highlighting the issues of inclusive physical education, the data also confirmed the commitment of the teachers in this study to inclusive schooling and pupils' own awareness of their opportunities as much as the barriers some of them face in their physical education setting.

The conclusion was that inclusive policy gives a sound basis for inclusive schooling but that policy does not enable or facilitate inclusive practice for teachers and learners in all settings. Greater attention must be given to the training and development of staff and the reality of the learning experience, including social inclusion, for pupils.

PHYSICAL EDUCATION IN THE PRIMARY SCHOOL. EDUCATIONAL PATHWAYS TO PERSONAL AND SOCIAL AUTONOMY TO THE BEST QUALITY OF LIFE

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Abstract

The aim of this study is to provide a teaching proposal aimed to the development and promotion of personal and social autonomy of people with or without disabilities, to be used within the framework of primary school. More than 30 years after the entry into force of Law no. 517/1977, nowadays the integration of students with disabilities is an evolving process, which has already brought significant innovations to Italian schools towards a more inclusive system; however, some critical issues still need to be addressed. An illusory integration often takes places, which is based on a static culture of learning and is often inadequate for the students' needs. A better quality of life is a key element towards which teaching shall be oriented, with a specific focus on the acquisition of psychomotor skills aimed at the personal and social autonomy. Physical education plays a key role in the development of these skills, especially during primary school.

The current proposal may be part of the educational planning for the Individual Education Plan, within the broader framework of the life plan of a student with disabilities, on the basis of the conceptual model of the International Classification of Functioning (ICF). Educational motor activities are a fertile ground for the development of inclusive teaching proposals aimed at reaching such autonomy.

The key elements on which these interventions shall be based are the following: a shared educational responsibility among the different players involved in the management of disabled students, a favorable learning environment, inclusive teaching strategies and a careful evaluation of processes, rather than results. The methodology used focuses on the role of the body and movements as a mean to develop basic skills for personal and social autonomy. Motor-sport activities may help anyone, people with or without disabilities, to discover themselves and meet the need of feeling independent and able.

With reference to the present study, after identifying the educational areas of intervention, which are mainly based on the training needs of students with disabilities, a teaching pathway has been drafted aimed at the acquisition of a correct road behavior. The achievement of autonomy by disabled people is a great challenge. The school system shares a huge responsibility with the families and local agencies in the creation of a life plan in which independence and autonomy play a key role in the achievement of a better future for everyone. The teaching guidelines and the methodology used in this study may help teachers to figure out new pathways or new projects that might adapt to specific needs, taking into account the different problems and the different social and cultural contexts.

Keywords: Physical education, Disability, Primary school, Personal and social autonomy.

UBIQUITOUS LEARNING DESCRIPTIVE AND INFERENCE STATISTICS

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Abstract

Ubiquitous learning (u-learning) enhances learning skills in some students. Personal computers, mobile devices, and the Internet can be used together to encourage and motivate learning wherever and whenever students want to learn. We have developed teaching and learning objects for Descriptive and Inferential Statistics for mobile devices using Android operating system. Several applications have been designed. With these applications students can: *i*) see a histogram, a frequencies polygon, or a bar chart, according to the type of random variable (quantitative or qualitative) that is being processed, *ii*) calculate summary measures like maximum and minimum values, quartiles, deciles, interquartile range, average, median, mode, standard deviation, and variance, *iii*) obtain the Pearson regression coefficient, r, the determination coefficient, r^2, the linear regression equation, and the corresponding graph, *iv*) calculate Pearson's and Fisher's coefficients of asymmetry, and Fisher's coefficient of kurtosis, and *v*) calculate confidence intervals for both the population's average and proportion, based in either a large or a small data sample obtained from a normal, quasi-normal, or a non-normal population. This work shows the achievements of the Project Statistics-to-Go that we are developing at the Department of Mathematics at the University of Sonora (Mexico). Future work includes the design of different applications to complement the teaching and learning of statistical inference such as confidence intervals for estimating the difference between two means or between two proportions of two populations, confidence intervals for estimating the variance of a population, confidence intervals for estimating the quotient of two variances and hypothesis test.

Keywords: U-learning, Teaching-Learning Objects, Statistics.

◆ ——————— **TEACHERS AND STUDENTS** ——————— ◆

DISTANCE EDUCATION: CONCEPTS AND PRACTICES IN STUDENT GRADING

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Abstract

Student grading in academic courses is always an issue for instructors. Fairness and equity combined with the reality of grade inflation are real issues that traditional classroom instructors confront every year. For Distance Education (DE) courses, the solution may be more complex based on the delivery system of the content as well as the focus on the written word. Thus the instructor is confronted with developing, finding, and choosing student assessment methods that overcome or at least ameliorate the situational issues that are inherent in grading student work during and at the end of a course that is delivered totally online. Some methods to address these issues will be presented.

Keywords: *Distance Learning, Student Grading, Teaching/Learning Methods, Pedagogy*

INCREASING ENGAGEMENT AND ACHIEVEMENT: THE IMPORTANCE OF YOUNG PEOPLE'S VIEWS

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Abstract

Increasing the achievement of disadvantaged young people within schools is a matter of international concern. Despite the adoption of a wide range of strategies, results have been mixed, partly because the reasons for many young people's underachievement have not been identified. The research study investigated the experiences and aspirations of a group of girls living in an area of high social deprivation. Their interviews were analyzed to identify factors affecting educational success and make recommendations for schools to use to increase achievement. The study identified the importance of using individual young people's experiences to tailor strategies for specific needs and maximized success.

Keywords: *Achievement, engagement, disadvantage, voice.*

VIOLENCE AND INDISCIPLINE: A BIDIRECTIONAL AND BIOECOLOGICAL BRONFRENBRENNER´S PERSPECTIVE FOR THINKING ABOUT HUMAN DEVELOPMENT

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Abstract

This article aims at presenting the results of the studies that have been developed by a continuing education program for teachers by the Department of Education of the State of Paraná (SEED/PR) – Brazil. It refers to the violence within and outside school as well as its impact on education. The methodology used for this teaching intervention was an action research approach as a way to encourage

the engaged involvement of various professionals to understand the importance of learning about learner & parent's life history. About ten teachers working in regular schools, three teachers from the APAE the Association of Parents and Friends of Challengedl Children, who work in the care of students with PDD - Pervasive Development Disorders, three assistant managers, four support officers, two principals and some parents have collaborated with the Study Group, whose meetings were held in a public school located in the city of Colombo/PR, in a Curitiba Metropolitan area, which has been considered one of the most violent cities of this State. The stakeholders have elaborated pedagogical materials for application inside and outside the classroom, teaching extra classes, parents' meetings and other events. It has been focused on the sixth and seventh grades of elementary school, and it has comprised about two hundred children and adolescents aged ten, twelve or older. Some vulnerable children who are at risk conditions require the engagement of everyone in effective actions. The activities purposed aim at promoting the understanding from parents, mothers as well as the children`s history, the way their subjectivities have been built according to the multiple determinants of the environment. Indeed, the approach is based on some ideas proposed by Bronfrenbrenner about the importance of thinking the human development by focusing the analysis not only on children or students, but also on the developmental processes of adults, parents, teachers, and other people with whom the interactions occur into human relationships. Besides that, they will probably be representing a risk for society once the background from where they come and the various microsystems that compose their bioecological contexts can induce most of them to drop out of school too early due to many reasons. In order to understand the phenomenon and propose possible practical actions, some proposals will be presented to broaden the view of the educational field and show some strategies that may bring about efficient methods to promote the reduction of violence and allow reframe the glance at formal education as a possibility of bio-psycho-socio-cultural transformation.

Keywords: Education, Disruptive behavior, Violence, Bioecological perspective.

TRAINING TO DECISION MAKING IN THE CONDITIONS OF UNCERTAINTY WITH BUSINESS GAMES

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Abstract

Thanks to developing technologies society has changed. Most of these changes connect with increasing information volume. Person who makes decision needs to take into account huge information flow. As a rule it is not possible according to human being opportunities. We can add that enormous information field creates uncertainty conditions for person who makes decision. That's why it is necessary to use special technologies for it and such technologies are business games.

Keywords: Business games, social system, interdisciplinary approaches, computer modeling, mathematical modeling, risk management, forecasting, strategic planning, developing systems, order parameters.

THE SLOW IMPROVEMENT OF SOUTH AFRICAN TEACHER PRACTICES: A CASE STUDY OF TEACHER LEARNING UNDER THE GAUTENG LANGUAGE STRATEGY

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Abstract

Instructional reforms have been the subject of extensive studies to understand the kind of support and pressure which work at changing positively teacher. This article argues that the meaning, form and implementation of quality support and acceptable pressure to improve teacher practices are always context-specific. It examines how the 2010 Gauteng literacy strategy conceptualised and implemented its multi-pronged teacher support and accountability for poor performing schools in South African school

education. It argues that this program is conceived with a well calibrated fusion of appropriate support and pressure with a relatively effective implementation and impact by aiming at the building of instructional capacity. It could be improved with more learner-centred material for schools with poor social resources and multilingual classrooms. By showing that the fusion of appropriate support and productive pressure takes different meaning depending on teachers' context and needs, it is hoped to add to the change knowledge.

Keywords: Teacher change, appropriate quality support, effective pressure.

A CONCEPTUAL MODEL FOR TEACHING CRITICAL THINKING

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Abstract

There is evidence, both from research and considerable anecdotal evidence that teachers in public schools in the MENA region and India do not effectively teach children how to think critically, how to ask questions, how to search for answers on their own rather than to simply memorize what they are told or what is in their textbook. The use of rote memorization is predominant in this region, yet the development of world class schools for the knowledge economy requires that students be able to use reasoning to think critically.

Critical thinking, viewed as rational and analytic thinking is crucial for participation in a knowledge economy and society. This presentation first provides results from a case study of teaching critical thinking. In a highly regard public school teachers were asked their opinions about teaching critical thinking. All were in favor and claimed they taught thinking. Systematic classroom observation with a checklist showed that almost no efforts to teach reasoning and thinking existed.

The second part of the presentation suggests a conceptual model for teaching thinking based on six components,
• structured content,
• cognitive learning strategies,
• metacognition
• affective learning variables including motivation, attribution of control, self-image
• dispositions, and
• problem-solving skills.

The presentation further examines research on the historical role of teachers in the development of critical thinking, and, outlines the roles of students, parents and teachers in the improvement of thinking, including what should be done by each and which are the main impediments to successful development.

Keywords: Critical Thinking, Cognitive Strategies, Metacognition, Problem-Solving Skills

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DISCONTINUITIES AS EXPERIENCED BY FIRST-YEAR STUDENTS IN THEIR ENCOUNTERS WITH ASSESSMENT

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Abstract

This presentation will discuss first-year Education students' perceptions and understandings of the written assessment tasks encountered on their university courses. Our study focuses on the epistemic mode of participation, specifically on students' understanding of the academic criteria of writing and assessment at university level. It draws on data from three focus groups and discusses the ruptures students feel and think about and how this translates into their academic writing. The transition from high school to tertiary study is generally challenging as students have to acquire a 'feel for the game' (Bourdieu, 1990: 66). In

order to foreground the transition from the semiotic domain (Gee, 2002) of schooling to the semiotic domain of university, we use the notion of 'discontinuity'. This notion is useful in representing the gap students experience between what is accepted and expected in these different domains. We argue that this disparity creates discontinuities for many first-year students. These are most strongly realised in the contrast between the expectations of assessment at school and the criteria used to assess students in a tertiary environment. These factors often result in first-years feeling confused, disempowered and helpless when faced with the higher order challenges of written assessment tasks. In particular we will focus on how first-year students experience discontinuity in three areas: referencing, creativity and academic criteria and feedback. The analysis is underpinned by Gee's (2002) theoretical constructs of 'semiotic domains', 'design grammars' and 'affinity groups.' The implications of this investigation suggest firstly, that assessment needs to be foregrounded as a strategy for promotion student learning and not merely as a tool for measuring student progress. Secondly, subject and learning specialists need to collaborate more closely with one another in order to develop educational processes that enable students to become confident and proficient academic writers. Also the findings indicate a need for educators at university level to provide assessment feedback to address the absence of internalised criteria.

Keywords: Assessment, semiotic domains, academic writing

COURSE EVALUATION AND TRAINEE GRADES

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Abstract

Part of the quality evaluation of a course or module is the student evaluation questionnaire. Such a form should be seen as part of an ongoing dialogue between staff and students and as an opportunity to improve the module or the program and the quality of the student experience. It should be treated as a supplementary method for achieving excellency. The evaluation questionnaires are common practice in many universities as part of their quality assurance procedure and are also quite common in the first and secondary education. They are based on the principles of customer satisfaction who in the education case is the student. Tutors should take this feedback seriously because it provides useful information for improvement. Besides the evident results of such an evaluation method, there are some extra parameters that should be taken into consideration and examined further. The information that the students submit should be confidential. The students should be re-assured that they are not exposed by expressing their opinion about their tutor. The evaluation parameters however do not end here. The timing of the evaluation is important. For example if the students have been marked and are unhappy with their grades, they may be willing to mark down their professor as a reaction. Alternatively, if their marks are good, they may evaluate better and not objectively. On the other hand, the same dilemmas may be faced by the tutors. The tutors may be intrigued to mark better the students to avoid bad marking at their evaluation. There are therefore parameters that need careful planning to ensure the accuracy of results. The present paper based on the above considerations has examined the association of the students' evaluation feedback and their marking. The research has been extended on several groups of mature students that have participated in short-courses through the method of distance learning organized by the Hellenic Open University. The confidentiality of the results has been maintained by distributing all the information through the secretariat of the program who organized the association of the marks against the evaluation feedback without exposing the names of the students

Keywords: Quality, education, evaluation questionnaires.

◆——— ORGANIZATIONAL ISSUES ———◆

INTRA-ORGANIZATIONAL CAREER OPPORTUNITIES IN ESTONIAN UNIVERSITY LIBRARIES: A NECESSITY AND A POSSIBILITY?

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Abstract

The aim of the current paper is to clarify if the staff of Estonian university libraries has enough possibilities for self-realization and variety in their everyday work; whether employees see any relationship between their personal performance improvement and their intra-organizational career and, whether they see any possibility and/or necessity for promotion within their library. The data used in this paper is based on reviewing of relevant literature to provide an overview of the concept of intra-organizational career as well as on the results of the original online survey, created by the paper's authors, held in 2011/2012 in Estonian university libraries governed by public law in Estonia. The analysis of the results are interpreted on the basis of the literature, authors' opinions, based on long-term working experience in Estonian academic libraries and on the legislation of Estonia. Estonian university librarians are relatively pessimistic about career opportunities within their libraries, and, unfortunately do not see any relation between performance improvement and their career. The biggest problem is that the younger librarians do not see any opportunities for promotion. The issues that emerge from this survey could be helpful for library managers, but also for employees.

WHERE ARE HUMAN RIGHTS IN SCHOOL CURRICULA?

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Abstract

Universal education has been at the forefront of the orthodox development agenda for several decades and funds to implement access and quality improvements have been widely available as low cost loans and grants. In planning the content of education, states have not considered it difficult to allow their citizens the freedom to think. But official curricula in most states have not incorporated human rights and especially not Article 18 of the Universal Declaration of Human Rights. The difficulties start when we come to the right to express one's conviction, or the right to organize as a community in order to promote a religion or belief, or the right to act in accordance with one's conscience in cases where domestic legal systems seem to require uniform behavior irrespective of the different convictions of individuals. The real problem concerning freedom of religion does not concern the nucleus of the right itself (the freedom of an inner state of mind), but issues that also relate to other human rights. In this sense, freedom of religion gives clear evidence that human rights cannot be protected separately from each other but are realized only as a totality. If we are here to talk about the contribution of education to our shared future on earth, we must not shy away from religion. We exclude freedom of religion from the curriculum at our peril. If the United Nations gives Freedom of Religion or Belief its clear and prominent place in its catalog of rights, public schools give it the breath of life or the kiss of death. Given the wide range of religions that they inherently must accommodate and protect, public institutions of necessity must incorporate broadly tolerant and inclusive norms. And Article 18 defines Freedom of Religion or Belief as an inalienable and fundamental right equal to all others. But of what practical value is a right if a person does not know she or he has it? And why would they not know-- because they are not taught it. Our public education systems

have failed us in this respect. In the case of freedom of religion or belief, in particular, students do not know about it because there isn't much religion in most human rights education and not much HRE in school curricula.

THE APPROPRIATE MODEL OF GRADUATE STUDIES FOR THE ASIAN COUNTRIES

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Abstract

This research was on the model development for graduate studies which were appropriate for the ASEAN countries. The model achieved from this research can be used as a guideline to strengthen ASEAN education. The objectives were to study cultural, economic, and political contexts and connections among the ASEAN countries and to use cultural, economic and political dimensions in developing a model for educational cooperation in offering graduate studies. Embedding mixed methods were applied with both quantitative and quantitative research. It was found that there were similarities and differences in terms of the cultural context, which included geographic conditions, historical and political contexts, economic situations, international relations, problems and obstacles among the ASEAN countries. Such contexts determined similarities and differences and brought about acceptance and rejection among these countries. When these factors were considered in relation to developing educational cooperation, it was found that some similarities were in religious beliefs, some culture and tradition etc. Economic situations were different, but they were based on regional cooperation, and the existing projects demonstrated clear directions in education, which were more appropriate than cooperation with countries in other regions. Although political differences were found, they were not a significant barrier for cooperation among the ASEAN countries. For cooperation, it was important that all countries must share the same awareness of the cooperation without any prejudices in terms of minority groups and their historical background. About the appropriate model of graduate studies for the ASEAN countries, the research findings indicated that under the condition that they understand cultural, economic, and political contexts, all ASEAN countries are capable of offering graduate studies, depending on each country's expertise and readiness to offer the courses. Some countries may be ready in one field while others may offer more than one field at a time. Most importantly, each country must have a central organization with a database in education. Such an organization can be newly established or the existing one can be used to serve this function. The database must link to national and international databases, where all countries can retrieve all data to study.

LEARNING THAT MAKES A DIFFERENCE: PEDAGOGY AND PRACTICE FOR LEARNING ABROAD

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Abstract

As we step into the 21st century human society faces significant new challenges. In light of these challenges, there is a great opportunity, and a great need, for education that "makes a difference." This article presents an overview of the literature on the global trend to internationalize the higher education curriculum and briefly highlights some of the key pedagogical concepts established in the work of pedagogical trailblazers John Dewey, Paulo Freire and Jack Mezirow. Finally, the paper concludes with a synthesis of these pedagogical models and a discussion of how, when applied to the context of international learning experiences. They have the potential to support transformative learning that "makes a difference" in how students think about and engage with complex global issues.

REPRODUCTION OF INEQUALITY THROUGH OUTSIDE-SCHOOL EDUCATION

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Abstract

This paper aims to explore economic and social implications of educational activities taking place outside formal school education. Parallel to the marketization of all public services, private education has become an essential part of education systems across the world. As an important element of this transformation process, out-of-school education has also become prevalent worldwide; however, its forms, extent and impacts vary significantly from country to country. While it has traditionally been used as supplementary to formal school education, its use in enriching forms has been causing additional problems especially in certain countries. While education has traditionally been perceived as an equalizer in societies with different levels of income levels and social stratification, various forms of outside school learning have been creating opposite effects. Turkey is among the countries, such as Greece, South Korea and Brazil, where outside school education is used mainly for enrichment purposes in order to prepare for centrally organized exams. These exams have become widespread at all levels of education, primary, secondary, tertiary and even afterwards in the last few decades in Turkey. Overwhelming scope of central examinations in the education system of the country has provided the grounds for the education institutions operating outside school such as private tutoring centers, and preparatory courses. Almost all students attend private tutoring centers at some point during their education, at one level or another, for the hope in attending elite schools and universities. As expected, the ultimate purpose is to achieve a well paid job and a comfortable position in life. However, most cannot go so far, since only between 10 and 20 percent of exam takers get into four-year universities and only a very limited number succeed in getting well-paid jobs, due to high competition in both university entrance and labor market. This paper argues that, with the diversity they created, and disparity in access among different social classes, outside school education contribute immensely to the reproduction and deepening of inequalities in Turkey, not only among the students and their families, but also among teachers, thus supporting social injustice at numerous levels in all realms of the society. Drawing on literature and data from similar countries along with Turkey, this study focuses on the economic and social incentives to identify socio-economic implications of the phenomena under investigation. It intends to shed light on the complexity of the issue, beyond the framework of economic supply and demand model.

Keywords: Outside-school education, private tutoring, preparatory courses, social injustice, Turkey.

WHY CHANGE WHAT'S NOT BROKEN? CHANGING PERCEPTIONS AND ATTITUDES ABOUT USING TECHNOLOGY

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Abstract

Change is a fact of life, but it is human nature to resist it because we are habitual in our actions. As humans, we prefer the security of familiar surroundings and often do not react well to changes in our environment, even when the changes are positive. This is true for faculty who are being asked to incorporate new technologies into their teaching practices. Changes in instructional practices often trigger fear and apprehension, which are deeply rooted in the human psyche. Insufficient information about the impending change and its sought-after benefits are likely to cause considerable distress among those affected by the change.

As educators, it is important to stay abreast and embrace technology, as today's youth are often more confident and reliant upon technology than the adults who educate them. This presentation will describes how the National University, School of Education has implemented processes to mitigate the emotional journey faculty often encounter when introducing professional development activities that integrates technology in courseware. Techniques for changing perception and attitudes about technology, including the cognitive transition to acceptance and successful implementation will be examined.

Keywords: Teacher Education, Cognitive Transition, Professional Development, Technology

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CODE OF CONDUCT AS INSTRUMENT FOR EDUCATION IN VALUES OF YOUNG UNIVERSITY STUDENTS: A COMPARATIVE STUDY

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Abstract

One of the problems of today, in education, is the antisocial behavior of students. The present study investigated if the existence and maintenance of a code of conduct in universities could figure as a new way to address the issue of education in values as an educational tool that provides the daily life and routine of values. Thus, the study consisted of a survey, description and comparative analysis of the code of ethics of two Brazilian higher education institutions: the University of São Paulo (USP) and the Institute of Aeronautical Technology (ITA). The overall objective was to investigate how the existence of a code of conduct could contribute to the formation of values and principles in university students, turning them into habits. The results showed that if the norms and rules expressed in a code of ethics or conduct are not practiced and experienced daily and routinely, the code becomes "dead letter", not from a text, a document which should only be consulted when problems arise coexistence. Thus, the daily experience of values in a code of conduct, assists, and much in fixing these until the act based on reflective and socially desirable values, becomes a custom or even a habit for students thereby contributing to the formation of ethical citizens, aware and responsible for their actions.

LIBRARIANS WORK-RELATED LEARNING AND SELF-DEVEOPMENT: STUDY IN ESTONIAN UNIVERSITY LIBRARIES

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Abstract

The aim of the current paper is to clarify if the staff of Estonian university libraries has enough opportunities and willingness for continuing education and to develop their skills and competencies related with their everyday work in formal as well as in informal form; whether they have sufficient skills for their current job and what kind of knowledge/skills do librarians miss the most and finally, whether their current income will allow them to continue their education.
The data used in this paper is based on reviewing of relevant literature to provide an overview of the concept of learning and development, and also on the results of the original online survey, created by the paper's authors, held in 2011/2012 in Estonian university libraries governed by public law in Estonia. Although the personnel of Estonian university libraries are highly motivated to train themselves, and some are even willing to do it at their own expense, most librarians are relatively pessimistic about their opportunities to develop themselves with their current salary. The increasing salary would be the biggest motivator for continuing education and self-development. There are a number of employees in university libraries who would be willing to participate in professional conferences and seminars, unfortunately, most of the respondents are not ready to deliver a presentation. The issues that emerge from this survey could be helpful for library managers, but also for employees.

CONSTRUCTIVE CONFLICT RESOLUTION BY EDUCATIONAL ADMINISTRATORS: NEW SKILLS REQUIRED IN AN ERA OF ACCOUNTABILITY

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Abstract

Conflict resolution skills have always been required by school administrators, whether at the school building or school district level. However, in the U.S. as well as in some other countries, a sound knowledge of the theoretical background and skills necessary for conflict resolution have become critically important in the era of accountability in which U.S. administrators now operate. While American administrators have faced increasingly stronger calls for accountability due to a series of national educational reform movements, these calls have reached a higher level since the passage of the *No Child Left Behind Act* (2002) and the fiscal crisis which erupted in 2008.

This paper focuses on the analysis and evaluation of the current research on conflict resolution and the knowledge and skills leaders now need to resolve all types of conflicts at the school site and at the school district level. The analysis indicates that listening, building relationships, developing trust and showing respect are particularly important skills needed to facilitate conflict resolution. However, how to utilize consensus building and conflict resolution strategies are not frequently taught in university superintendent and principal preparation programs. The authors recommend that these skills be taught in both university preparation programs and via staff development activities for current administrators. This can best be done through the use of case studies, role playing and utilizing mentoring by other administrators with highly developed conflict resolution skills.

Keywords: *Conflict resolution, accountability, administrative temperament.*

HIRING A CEO FOR UNITED STATES SCHOOL DISTRICTS: PERCEPTIONS SCHOOL BOARD PRESIDENTS HAVE OF QUALIFICATIONS

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Abstract

Identifying exemplary leadership to lead school districts in the United States of America has never been greater in the history of the country. Academic achievement scores are declining on international assessments, national assessments remain stagnant, and finances for school districts are dwindling. Superintendents, the CEO's of the school district, are being asked to do more with fewer financial, human and technical resources. There have been school reform agendas every decade with new initiatives and programs put in place to catapult students' achievement; results have been limited. Accountability measures were also put in place with the passing of the *No Child Left Behind Act of 2002* with federal and state sanctions employed for school districts that did not make adequate yearly progress on state assessments.

Federal and state legislators along with community activists and school board members who hire the superintendent are now holding the superintendent of schools accountable for raising student achievement. This has led to greater scrutiny by school board members in hiring the most qualified school superintendent to lead the school district. To date, little research has focused on the perception school board members have of the necessary knowledge, skills, and abilities a superintendent needs to have to lead a school district in an exemplary fashion.

The purpose of this descriptive state study was to determine the perceptions Illinois school board presidents have of the competencies a district chief executive officer, the superintendent of schools, needs to possess in a changing world and the critical personal and social competencies that ensure exemplary leadership. The study is based in part upon results from an earlier study (Hunt, J, Watkins, S. Kersten, T., Tripses, J., October 2011) that focused on the perceptions sitting school superintendents had on the knowledge and skill effective superintendents needed in a changing world.

The sample population of this descriptive study included school board presidents from the 837 school districts in the state of Illinois. School board members in Illinois are elected by the community. One of their most critical tasks is hiring the superintendent and monitoring and evaluating the execution of the superintendent's duties. A Web-based survey (Qualtrics) was developed and reviewed by an expert panel and then sent to the respective superintendents. Results of this survey will be shared with participants and discussion will follow.

Keywords: *School board presidents, hiring practices, superintendents*

POSTERS

TEACHING AND LEARNING

THE MIRROR AND THE TRANSPARENCY: PARENTS AND TEACHERS

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Abstract

This work aims at testing the relationship between family and school during the primary school. Although parents wish to take part into their children's educational success, some of them cannot do it because of their job or other problems related to their family, or because they feel to be unsuitable, they think that education is a matter on which only the school and teachers have to work.

On the other side, teachers complain about the absence of the families. These two different behaviors reveal that there is the idea of standard roles. In the interpersonal educational relationship, instead, the coming out from the "role" help to give a value to what it really is: an instrumental function to the education, an opportunity to improve the learner's growth and education, functional to their real needs. A true "alliance school-family" is required, in which the relationships are strong, where the roles are well identified in order to achieve common educational targets.

The work is based on four axis:

"The educational relationship from the simple society to the complex society";

"The family in the new school system: pedagogical and normative aspects";

"Family and school: a relationship in search of wellness";

"The field research" addressed to a group of teachers and parents of two different primary schools using different types of questionnaires.

The data collected have satisfied the starting research.

Keywords: Relationship, role, family, school, field research

CHEMISTRY FROM A NEW OPTIC

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Abstract

One of the common problems in teaching scientific disciplines, such as chemistry and physics, is the motivation of the students. This is a fact that all teachers have felt at any level of education. Within an innovation project at the University of Granada, some teachers belonging to the university (Inorganic Chemistry and Optic Departments) and high school have carried out a survey over a thousand of student of both levels. The results have shown, among others that a great majority of the students ask for more laboratory experiences as well as focus them about closer daily live phenomena.

Based on these results we are preparing a set of experiences that fulfill the following objectives:

a) The experiments are designed or chosen in order to capture attention of the students and motivate them to study the subject. b) We relate the experience to a natural phenomenon or a daily live problem. c) We select topics, when possible, suitable for the three educational levels: primary, secondary and university. d) We select interdisciplinary, physic and chemistry, experiences.

Thus, we show in this Poster the results we have obtained in the survey and, as example, one of the experiences we propose. The experience has two different part: the first part starts from the well known extraction of the anthocyanin pigments from the red cabbage and the variation of the colour with the pH; whilst the second part deals with the measurement of the different colours by spectrometry. The concept of pH and Color, intimately related in this experiment, are introduced. These two concept are also related

with different situations of the common life. The conclusions of this teaching strategy, tested at the laboratories of our university with student of General Chemistry of different degrees (Chemistry, Physics, Chemical Engineering, Biology, Geology, Environmental Sciences, Optic and Optometry) as well as student of several courses belonging to high school, resulted very positive.

MELTING POINT DETERMINATION. SIGNIFICANT LEARNING

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Abstract

The significant learning encourages the direct participation of the students in the scientific process. The activities that each student can perform, add up and with the result of each student the problem is solved. Transforming the prime materials in desired products is a task that involves concentration, dedication, observation, domain of techniques, proper handling of dangerous reagents, preciseness, etc. The proposed objectives in this experiment were: 1) Determine the melting point of substances pure and impure. 2) Use the melting point as purity criteria of solid substances. 3) Determine the melting point in two different containers of the same sample (capillary or coverslips). 4) Determine the heating rate of the melting point. 5) Apply the mixed melting point as identity criteria of the organic compounds. 6) Preform a sublimation of a product (warmed up in a grill and microwave). The next conclusions were reached: 1)Students reflected enthusiasm and concentration in performing the experimental work, they were led to think by themselves. 2) When the students realized their capabilities in the laboratory they felt satisfied. 3) In their written report they showed initiative and proposed new methods which were investigated by themselves. 4) The students provided some solutions to perform the experiment. 5) As a general conclusion, this practice allowed us to acquire skills to determine the melting points under different conditions and with pure or impure substances. 6) It was shown that significant learning has reached academic objectives, pose problems and solutions, throughout individual and team work.

PILOT STUDY ON DIDACTICS OF VOLLEYBALL ON A GROUP OF ATHLETES UNDER 13

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Abstract

Text The didactics of Volleyball traditionally is imparted by the coach with tutorials that have the theoretical basis in the Cognitive approach. The teaching methods used by the coach to the group includes the following exercises *Partial, Varied, Randomized and Mental training.* They refer to models of motor control called *Open Loop, Closed Loop and Generalized Program.* In other hand, there is also another approach called *Ecological-Dynamic* where the coach builds a setting or a learning environment aimed to the variety of learning. It refers motor control of Motor Imagery (mirror neurons) and Freedom Degrees theory (*reduction, exploration and capitalisation of the degrees of freedom). The aim is to c*heck the learning of technical skills of volleyball with workouts based on two different scientific paradigms and compare the results of the different tutorials. *Method* is experimental between two groups in same team of 18 athletes 13 years old it is made by two steps. 1) the tutorials will be given for half an hour in every training session. The athletes will be evaluated before and after the session testing the accuracy of three motor and sport skills of volleyball: *spike, dibbling and receive.* 2) Monitoring through cards of detection of the 3 technical skills according to the following process: A) Introduction of new tutorials relating to the three motor sport skills; C) Variation of the setting D) Cooperative learning method E) Tutorials in "locking" of some overall movements in order to reduce the wide range of excursions of the movement. The results show the

difference between two skills by cognitive and ecological-dynamic approach. The lost one is better to learn volleyball in similar manner to play in real situation.

SPORT AS SCHOOL OF LIFE TEACHING RESILIENCE THROUGH PRACTICING SPORT

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Abstract

Can sport enhance resilience? The main goal of our study is to highlight the positive effects of sport on emotional intelligence and, in particular, to evaluate how it can educate children to a greater resilience. Sport is an area that can promote resilience in a structured way. Several studies show that the regular practice of a sport can positively affect a child's mental well-being, increase self-esteem, and improve problem-solving skills, autonomy, empowerment and internal locus of control; these can be considered protective factors for enhancing resilience. In our study, the relevant literature was reviewed through the theoretical argument approach. The different theoretical perspectives draw a conceptual framework which suggests that interpersonal relationships, commitment, respect for others and for the rules, responsibility, motivation, clarity of objectives are key factors for the development of resilience.
Sporting activities create conditions that favor fulfillment of the needs of sociality and affiliation, while exposing individuals to difficult situations calling for greater awareness of their own attitudes in order to overcome challenges and obstacles. Sport, through the interpretation of roles and functions, can be considered a preparatory course that makes the children physically and psychologically more resistant to stress. Sport activities in schools are an important tool for educating to resilience, which can be used to develop children's ability to tolerate frustration, relate to others, manage emotions and take the appropriate decisions. Sport: a metaphor of life that teaches us how to fall and rebound stronger after a defeat.

SPORT AND INCLUSION PROCESSES IN EDUCATIONAL FIELD

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Abstract

In presence of a disabled subject, team games sports represent the best kind of expression and construction of the values of solidarity and healthy confrontation, where the student is not considered for its difficulty, but because of its "different" potential, designed as a resource. The sport can be the ideal training setting in the development of the social identity of the disabled, using simulation games that invite all students to identify themselves in different roles with different perceptions of life (role playing) goes well perfectly with methods of cooperative learning. This approach stimulates sense of solidarity among the peer group turning, to disabled and not only, the love of life and hope.
Our research group wants to examine, on a theoretical-argumentative level, conditions and variables necessary so that the sport is a valid approach to become wealthy and improve the available and unexpressed capacities, feeding self-esteem. Through better awareness and self-knowledge and its limits, motor and sport activities, in fact, are the ideal tool to reach the disabled the self-respect and dignity, offering more opportunities to be able to integrate both at the work and social place. To conclude, research shows clearly that sport for the disabled aims to facilitate the achievement of three main targets:

- awareness of their limitations and of their potential;
- self-esteem and self-efficacy leaving out of consideration the results achieved in the performance;
- socialization, integration and social inclusion, which are productive resources of society.

Keywords: *Inclusion, disability, sport, values, education*

CASE STUDY OF ENGINEERING R&D METHODOLOGIES IN FAILURE ANALYSIS (FA) APPLIED ON NANOTECHNOLOGY OF SEMICONDUCTOR

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Abstract

Many engineering R&D methodologies what we learned and saw—conventional theories—needed to be restudied to apply to nano-engineering and education of fundamental training is extremely important due to the fact that nano-structure components account for a high proportion of costs, and serve critical roles in newly designed products. Failure analysis is fundamental to the design research and development methodology of semiconductor devices and reversed engineering also provide us the new learning way to produce more robust products instead of suffering a nimiety of trial-error methods. The role of failure analysis in the models, methodology, and mechanisms evaluation for improving nano-scaled robustness of intended functionality in nanotechnology were be also discussed in this case study.

Keywords: *Failure Analysis, nanotechnology, mechanism, semiconductor, R&D methodologies.*

AEROBICS FOR DISABLED IN EDUCATIONAL FIELD

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Abstract

Sports activities for disabled people can improve the quality of life by allowing them to achieve the highest possible autonomy. Sport, by providing ongoing opportunities to demonstrate courage and ability, becomes an effective tool for social recognition and reward. It can be life gym that offers the opportunity to enhance their individual skills and spend them productively in society, therefore maturing a greater openness to this type of disability (Special Olympics). This project promotes the Aerobic Gymnastics as a sport that can enhance the educational aspects aimed to increase the satisfaction level of physical activity, to increase the improvement of the self-esteem, social relationships expendable in various contexts that life offers. The goal of the project is to assert the value of sport as a relational, and social tool and, where possible, to enhance the quality of motion activity as the most suitable instrumental method to achieve satisfactory results. The purpose is to organize 20 lessons, aiming to exploit the autonomy, self-determination and self-esteem of the person with intellectual disabilities to improve the quality of their living conditions. One of the most commonly used tool for assessing of the enjoyment in motor activity is Phisycal Activity Enjoyment Scale (PASE). The children will play group choreographies and exercises in couple so as to exploit even more the relational component. Personal satisfaction, safety in social relations, group cooperation that have been established in the group, will help the children to acquire greater confidence in themselves outside of the context in which it is proposed.

Keywords: *Aerobic Gymnastics, Sports Education, Test of enjoyment*

MOTOR EDUCATION FOR A MEANINGFUL TRAINING

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Abstract

The pedagogical value of the bodily dimension and movement is gradually becoming the center of the interest of different scientific disciplines. The evidences neuro scientific have contributed to the consolidation of the thesis according to which the body is the mediator of the knowledge in an educational act aimed to the harmonious development of the person in his totality. The objective of this work is to propose a revisitation of the traditional teaching of the cognitivistic mold in favor of experiential-type learning from bodily dimension in recognition of the existence of a plurality of learning styles. This involves the inevitable update of teacher professionalism that cannot escape the comparison with the new way to understand the teaching, where the physical education acquires meaningful cultural and scientific relatively to the processes of learning and cognitive development of each student. The intention, in fact, it is to plan, through the peculiarity transverse of the physical education, a new field of investigation, in support of teaching, that just scientific dimensions differ profoundly from one to the other: the life sciences on the one hand and the educational science on the other. A proposal that looks at "educational relationship with and through the body", since it same subject of the formative process. The physical education, then, would assume the role of cross-glue that, for its global character, has as its goal the development of all of the functions of the areas of the personality of the learner that is intellectual, social, affective-emotional, organic and limited mobility, clearly in close relationship and interdependence between them.

Keywords: Body dimension, meaningful learning, neurosciences, bioeducation

SPORT, EDUCATION AND SELF-DEVELOPMENT

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Abstract

The benefits of sport, as a game structured according to the rules, are a lot of educational. Physical activity transmits values, learning, interpretation, knowledge and assessment of the self. The aim of this reflection is to assess how the practice of a sport team can facilitate self-awareness and social ego (Le Boulch, 1979), and how it can help build up the personality of a group class consists of 25 students aged 13. The sport is not only a source of pleasure and well-being but also a way of learning, internalization and growth. (K.Gross, 1861-1940 e K. Lange, 1828-1875). The development of objectives, decision making, teamwork are situations that they have become in everyday life and can be addressed with greater awareness by those practicing sports especially group course giving priority to the educational and non-competitive (Huizinga, 1973). In team sports are also conveyed the positive aspects about the emotion that is under construction during the teenage (E. Erikson, 1995). The young people are learning to manage defeats, victories, human relationships, learn to know your limits and their attitudes to these reasons the sport becomes an instrument of knowledge and self-development. (Piaget, 1945). The sport is taken as the volleyball (very practiced in schools). The participants are asked to complete a questionnaire where you are asked to self-evaluate: 1) their ability to make decisions, 2) their ability to manage, 3) and their ability to cooperate. So providing the students and teachers of a means in order to help build up of the self.

Keywords: Physical activity, team sport, learning

BODY, MIND AND LANGUAGE: A POSSIBLE COALITION?

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Abstract

Our team recognizes the value of the bodily entity and movement emerged among the new research in the field of psychology to understand, build and adopt new models of teaching intermediation of bodily activities in education. The stress on only predominance of mind can lead to neglect of the role played by the body / brain in the learning process. In the last years there has emerged a new perspective, the 'embodied cognition, which helps to overcome the traditional dualism between body and mind because the cognitive processes are based on sensorimotor processes. Based on these assumptions, the 'physical education is used here to promote delivery of teaching laboratory, the gym becomes a more fun setting for children in which to propose activities in different school subjects. With our work we focused on 'learning of English in the gym, using physical activities as a means for learning cognitive and psychosocial, because its language is universal, it is an instrument of growth of' person in a context of sharing rules. Our work is developed through lessons given at the gym, during which the teacher described the deliveries, using the' English. We called for a reflection on the coalition between body, mind and language to valorise the child because actively involved in the learning process and not forced to reproduce the language according to the old-fashioned grammar. This approach urges in 'pupil in a natural way, the desire to communicate and express demands, needs and requirements according to a conversational approach in English language.

Keywords: embodied cognition, language, mind, disciplines, learning

WORLD-WIDE COLLABORATIVE NETWORK OF SCHOLARS: THE FLAGSTAFF SEMINAR EDUCATIONAL LEADERS WITHOUT BORDERS

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Abstract

The educational project to be presented in this poster session is to host a discussion with scholars world-wide interested in collaborative networking based on the common global denominator that every country has children underserved by schools. The organization's mission is built upon social justice issues, new technologies and the interconnectedness of world economies. Across the globe many children fall between the spaces of nation states and educational opportunities cannot be addressed by only one nation state. Our main objective is all children have a right to go to school. We believe as scholars we should try to confront the crisis that faces education from the neo-liberal threat in the U.S. (Sandel, 2012), in the remainder of the world (Kimber & Ehrich, 2011), and the exponential chasm between 'haves' and 'have not's' in access to schooling. It is truly a frightening vision to imagine a world where most people aren't educated because it requires too many tax dollars; because they are female; they are from a lower caste; they live rurally, or that they are educated, but only in a very narrow context that is intended to serve the needs of multinational corporations or a nation's dominant culture. The poster session will posit two fundamental questions: How do scholars become citizens of the world? And, how can educational leaders think above national boundaries and politics? The goal will be a discussion of these ideas and others posed by the conference attendees in Lisbon, Portugal.

Keywords: Education, Leadership, International, Network, Schooling

PROJECTS AND TRENDS

THE INFLUENCE OF E-LEARNING FOOD SCIENCE MODULE ON THE STUDENTS' KNOWLEDGE ABOUT CHOCOLATE

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Abstract

The purpose of this research was to determine if teaching with e-learning module about chocolate contributes significantly to students' higher scores than a traditional teaching at both the knowledge test performed immediately after the lesson and the delayed knowledge test performed one month later. The research also tried to determine students' attitudes towards e-learning strategies used in the Food science lessons. 130 secondary medical school students (aged 16) participated in the study. A paper-pencil knowledge test about chocolate concepts and a questionnaire about students' interest in e-learning were applied to the sample. t-test, ANOVA and χ^2 test were used for the analysis of data. The results show that the use of the e-learning module in the classroom can significantly improve the quality of food science teaching the topic about chocolate and students can learn the material significantly faster and they score higher on knowledge tests performed immediately after the lesson and the delayed knowledge test performed one month later than their counterparts learning the same topic traditionally (control group). Experimental group students expressed significantly higher situational interest (students' interest in engaging in the specific lesson) than the control group students and rated the lesson using the e-learning module as very interesting, varied and entertaining. It can be concluded, that the use of high-quality ICT learning strategies in Food science for secondary school students improves the acquisition of students' knowledge and that e-learning can increase students' interactivity and stimulates students' performance, motivation, cognitive performance and flexibility of learning Food science concepts.

Keywords: ICT, e-learning module, knowledge

WORD…MOVING

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Abstract

The project, through reflection and didactic experiences, pointed out that the movement/gesture, combined with the traditional sense organs, can promote language goals. Acquisitions consolidated in science consider the gesture-moving part of the senses, it integrates and interacts with the senses usually play. Based on these assumptions and a scientific experiment carried out in the 90s which shows that cognitive development goes through the daily practice without neglecting the movement, we wanted to experience, through the educational project "Words in motion ....", in a primary school in the province of Naples, the link between movement and gesture-learning reading and writing. The classes involved were 2 primary school.
This project wanted to test if a strategy of teaching / learning active and creative, which reinforces the motivational orientation, the child leads to the acquisition of the tongue base. The methodological approach has served the contribution of analysis and synthesis with a peculiarity due to the presence of playful exercises on a floor-motor auditory-verbal and verbal-motor. The analysis of the data showed clearly that the experimental group has acquired more easily with the required skills. The teaching experience has shown the value of the applied methodology highlights the important contribution of recreational motor for learning the techniques of reading and writing. Body, communication and environment and coexist with each other, enabling children to realize their potential through the pleasure of perceiving and satisfaction manifest.

Keywords: Action, competenze linguistiche, primary school, motor activity, gioco

LEARNING MATHEMATICS THROUGH THE BODY

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Abstract

The present study aimed to address the educational and teaching aspects related to the development of logical and mathematical thinking of the child. Going beyond the mind-body dualism, neuroscience has shown that mind and body are indivisibly united and shape all aspects of knowledge through a dialectical relationship with the external environment. The child gets to know the world thanks to its sensorimotor experiences that allow them to build the concepts, increasing the capability to discriminate, classify, process and contribute to the construction of logical-mathematical thinking.

In addition to these scientific assumptions, this study was based on a survey carried out by the Third International Mathematics Science Study conducted in 1998, which showed the difficulty that children encounter in different types of schools when dealing with mathematical reasoning. The aim of this study was to test if a teaching / learning strategy based on active and constructive action that encourages exploration and research, would promote the comparison, discussion, creativity and reflective thinking of the child. The resource pack "Learning Mathematics through the Body" was used as a guide to plan the 14 units taught in the four-month period of this study which was conducted in a primary school in the province of Naples.

The methodology included a first recreational sensorimotor phase in which the child becomes aware of the proposed objective, followed by a second phase characterized by the representation of the experience on an abstract level. The final phase included a structured test to assess the knowledge and skills acquired and provide the data to compare the control and experimental groups. The analysis of the data clearly evidenced that the experimental group acquired and assimilated more knowledge and skills. This highlighted the value of the methodology applied and can be concluded that body, mind and the environment, coexisting with each other, allow the child to assimilate mathematical symbolism more easily when applying it to real life situations.

Keywords: Action, logical-mathematical skills, primary school, motor activity

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USING INTERACTIVE WHITE BOARDS IN PRE-SERVICE EDUCATION: SMART ENGAGEMENT STRATEGIES

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Abstract

National University, as an innovative institution in the USA, is conducting a pilot project, which seeks to implement the use of Interactive White Boards (IWB) in Teacher Education courses. The project's goals include the integration of SMART Boards in on-ground classrooms, capturing lectures for immediate student use (e.g., reviewing content), and developing a video library of lectures for embedding in online courses. College classrooms of today are often present on computer monitors, iPads, and Smart Phones of the students. In order to keep students engaged, professional educators need to utilize the technologies of the digital age to capture and maintain their interest. When students are in the traditional face-to-face classroom environments, the use of educational technology can be instrumental in student engagement and learning. The use of Smart Boards is one tool that educators can use to increase engagement in the classroom. The ability to present content on a SMART Board and capture the lecture for online learning is a step further into the digital age for most universities. By combining strong curriculum with educational technology, universities can utilize the assets of their faculty expertise to educate students in every type of educational classroom environment. Enhancing the lecture capture with the use of SMART Boards can provide a multi-sensory learning experience for the instructor as well as the student.

Keywords: Technology, Integration, SMART, Teacher Education

A LEARNING-TEACHING TOOL IN FURTHER EDUCATION: ONLINE SELF-EVALUATION QUESTIONNAIRES

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Abstract

New technologies are present in our everyday life. The progress in the design and development of increasingly sophisticated electronic devices is closed to us. Let us focus on Higher Education, more precisely from the point of view of how apply to the classroom the new technologies and the need to encourage self-study and autonomy. We plan to put in practice a tool that allows to the teacher control the work of the students and also encourage the autonomy of the students respect to how they manage their time and evaluate their knowledge. Throughout this paper we describe the design and the contents of the tool, the software used, the reasons for our choice, the results and finally the feedback. We seek to draw up online self-evaluation questionnaires that make it easy the control and evaluation by the teacher and on the other hand allow students to improve self-study and self-critical point of view about their weak points of their work. We use the SCORM format to create the questionnaires and they are uploaded to MOODLE, a course management system. We put in practice this activity with seven questionnaires in a four months period with 139 students. The activity was widely followed by the students, although when the exams period was coming only students that manage their time in a more adequate way completed the activity. Surprisingly the average score was increasing over the time. Finally, most students (85%) made a positive assessment of the activity.

Keywords: SCORM, self-evaluation, online questionnaires, autonomy

PEDAGOGY THROUGH CONSTRUCTING AN INTERCULTURAL SOCIETY

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Abstract

In Post-Modern society, the careful look at the increasingly multicultural population made it necessary to reconsider the human identity as enrichment, a relational value against prejudice in all its forms, giving prominence to its substance since from primary school. Indeed is teachers' civic responsibility building the horizons of pupils up to facilitate the transition from a simple restraint to a real coalescence of children from a different culture, than the one of the country in which they are. This is the reason why school symbolizes the educational istitution wich, before others, could be a concrete point of convergence about variances.
In this sense, this study carried out how pedagogy lies at the heart of creating an intercultural society and it also contemplates some implications well-structured on three levels:
• Training level, that is about archieving a suitable teachers' vocational training about the teaching of second tongue;
• Organizational level, applicable to workable plans of action in classroom;
• Relationship-wise level, that notices spotted benefits in behalf of local communities'future, as well as Europen and no-European connections, which makes on from discovering common features.
The study also analyzes the obstacles observed in the implementation of an integration project, bringing out clearly that, at the end of the work, we must ensure that we are talking about a unique culture and not a single culture, so that each consider the nation's culture like the other, adopting an ethnocentric vision that focuses on values and universal rights.

Keywords: Pedagogy, Inclusion, LLP, Culture

IMMIGRANT PUPILS IN SLOVENIAN SCHOOL SYSTEM - BETWEEN SYSTEM AND PRACTICE

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Abstract

A number of international studies show that in most countries, pupils with immigrant backgrounds do not achieve comparable school outcomes; therefore some countries have developed a range of support mechanisms. We found that Slovenian school system does not provide the conditions to make it easier for immigrant pupils to learn Slovene and develop their own cultural identity - also the intercultural education concept is still refused by many teachers. The purpose of this poster is to present how some teachers in Slovene primary schools are forced to innovate their own practices to help immigrant students succeed and how they are (not) supported ~~on~~ at the institutional, local and national level. Semi-structured interviews with teachers have been conducted. The research results show that many teachers strive to remedy the situation of their immigrant pupils by different innovative practices, which are not part of the school system. Due to the immigration to Slovenia, which has grown since we entered the European Union, it will be necessary to ensure more effective mechanisms of support for the academic and social progress and inclusion of the (newly) immigrated pupils, if we wish to implement some of the international documents (Convention on the Rights of the Child, Declaration of Salamanca, etc.). Also, from the point of view of the practicing teachers who often deal with this task on their own, it is to be expected that expert institutions prepare at least some teaching aids and didactical material that will help the teachers when working with newly immigrated student.

Keywords: *Intercultural education, Slovenian school system, innovative practices, teachers, immigrant pupils*

COORDINATION PROJECT BY WORKING WITH THE ADVERTISING STUDENTS OF JAUME I UNIVERSITY FROM CASTELLÓN, SPAIN

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Abstract

Finding new ways of coordination and interdisciplinary relationship should lead to teachers to seek opportunities and exploit solutions that improve the results in the teaching - learning process.
Therefore, the need to relate knowledge, so that students understand that different subjects and skills that make up their education are not enough by themselves, what is more, they are only valid when all of them are put in relation and synergy.
For this reason, the Advertising and Public Relations Degree works in a project that seeks to give an overview, having as a framework of action classroom work, tutoring of teachers and the contact with professionals and companies, in order to get a complete symbiosis between theory and practice.
The subjects involved in this activity are Outdoor Advertising, Media Planning, Creativity in Advertising, Advertising Companies and Strategies of Communication.
Through a seminar, featured by the visit of well-known professionals, students are faced with a real problem, proposed by these professionals. The projects are worked in classrooms, and then there is a defense of each work and the results achieved.
In this way, the involved subjects interact and establish links in order to give an overview of the areas of interest. Teachers perform an important role of coordination and both groups manage to update their knowledge, thus causing a substantial enrichment at all levels.

Keywords: *Coordination, teaching-learning process, projects, advertising*

THE APPRECIATION OF CORPOREALITY IN EDUCATION

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Abstract

How was reevaluated corporeity in post-modern thinking?, how to reassess your body in current culture and teaching practices?
Our research work has outlined, through a theoretical analysis of argument, the overcoming of mind-body dualism by corporeality, for rethinking education offering to the individual which grows to a learning environment that allows, in particular, its body size and, through it, to contribute to the implementation of cognitive structures.
This objective was pursued thinking about cultural body models to change the meaning. First, they go from establishment of the marginal role assumed by the corporeality in Western thought since the Cartesian mind-body dualism, translated in the dualism between science and philosophy (Snow .1956) giving rise to a series of stereotypes on the concept of Science (Popper .1970). This work is the result of an accurate reflection, carried out in a few stages:
• the absence of "body" value considerations in the educational system, structured on cognition (Gomez Paloma .2004); the examination of Cartesian thought and the concept of corporeity in philosophy;
• contaminations between philosophy and education with the marginalization of corporeality in education
• analysis of recovered body function in learning through the "pedagogy of the body", "therapy", supported today by neuroscience (Gallese.2006; Damasio 2000)
To reflect on corporeality leads therefore to create a multidimensional and multidisciplinary discourse, trying a dialectical synthesis in mind-body. Recomposition of fragments in corporeality unit becomes the central node of the "pedagogy of the body" (Gamelli .2001). Research on corporeality draws links between body-emotional experience and learnings, paying attention to the role of the movement (.1998 Berthoz), and then physical education. The body is recognized as the seat of cognition, speak of "embodied cognition" (Welsh .2005), seat of emotionality (Damasio .1995), of sociality (Rizzolatti-Sinigaglia, 2006; Welsh, 2006; Siegel, 2001) and human behavior is the result of body and mind, "not separate entities, but intimately interconnected" (Goleman .1996).

Keywords: Body, emotions, dualisms, philosophy, neuroscience

CORPOREALITY AND NEUROSCIENCE FOR THE OVERCOMING OF CULTURAL DUALISMS

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Abstract

The globalization of markets and increased social complexity require a reform of educational systems to develop quality education, able to form the cosmopolitan and planetary citizen (Morin, 2010). Investing in human capital and training is a very interesting theme in European environment. The "ET 2020" shows that education should drive smart, sustainable and inclusive growth of nations. Faced with a steady increase of the complexity of a social reality more and more "liquid" (Bauman, 2002), it is necessary the encounter of scientific and humanistic knowledge, traditionally separated, to find solutions that are consistent with progress, promoting a holistic education.
How do you put in the dialogue? And how can you do this in the local reality of the school?
To find answers, our research team has carried out a theoretical analysis of argument on the unraveling of the educational phenomena in the concrete teaching practices in Italy, starting with the identification of variables that converge in the teaching-learning process and focusing on disciplinary curriculum separatism. The investigation began with an analysis of the philosophical and pedagogical literature, continuing with the examination of neuroscientific research, to identify the possible educational implications and the possibilities to improve the training offered. Sharing with the neuroscientist Antonio

Damasio the noted "Descartes ' error", they identified the effects of Cartesian thought in education-teaching, highlighting how the modern diarchy of mind-body and mind-emotions were reversed in school activities.

Our job was to examine:

- opportunities for encounter and dialogue between science and philosophy, neuroscientific research offerings (Welsh, 2005; Damasio, 1995; Rizzolatti, 2006);
- the separatism between "hard" disciplines, domain of rational logic and science, and "soft" disciplines, domain of corporeality and emotionality in school teaching practices;
- prejudice and cultural stereotypes on the concept of "Science" (Popper, 1996);
- the educational implications of neuroscience in terms of experiential learning;
- the importance of corporeality and emotionality in meaningful learning.

The correlation between the data showed the value of active and integrated teaching practices to ensure the holistic formation of developmental topics, and to offer the minds multiple intelligences opportunities for multidimensional learning (Gardner, 2000). In particular, it was pointed out the metacognitive and ludic approach of "serious game", in which the didactic discourse meets semiotics and hermeneutics, chanting the learning stages based on body, investigated in lived triarchy body-mind-emotions (Damasio, 2000; Welsh, 2005).

Keywords: Neuroscience, experiential education, disciplines, corporeality, mind

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EDUCATIONAL POLICY ANALYSIS FOR INCLUSION IN ITALY

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Abstract

The European Agency for Development in Special Needs Education conducted a survey on best practices educational and inclusive in March 2003, involving fifteen European countries and starting with some basic questions. What pedagogical practices have produced positive results? How can they meet with the existing differences among the pupils in a class? And what are the necessary conditions to face them?

In this sense, our research group has carried out a theoretical argument about the state of art of the educational phenomenon inclusion in Italy, starting from the identification of causal variables that affect the actual educational practices, ranging from the innovative theories in pedagogical-didactic character, in order to arrive to of the combinations of possible resolutions, according to a logic of priority interventions and budgetary effects that they may bring.

Starting from the laws, the investment policies and the laws governing the application for inclusion in our teaching, our work was to examine: Italian politics and its investment in the real-inclusive process of education; the cultural predisposition of our faculty to recognize the value of diversity as a resource; empathic-vocational skills of our faculty to guide the profession; the best match of the results of the methods adopted.

With interesting data emerged from the analysis of the items stated above, the working group has finally selected some methodologies deemed important and necessary across elevation successful training. These include: the cooperative method in which the matrix is recognizable of Vygotsky's thought; metacognitive approach is fundamental to "learning to learn", the Mindfulness as promoting meaningful learning, facilitated by the use of technological tools and cognitive maps. Finally this scenery can be considered as an "international glue" in which ICF classification pay attention to the potential and overall resources of the subject, identifying, therefore, all that can be "barrier" or "facilitator" of the process of inclusion.

Keywords: Cooperative learning, Life project, ICF, Cultural barrier

PLAYING EDUCATION: MOTOR ACTIVITY AND PSYCHOMOTOR DEFICIT

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Abstract

Many studies have shown that playing education and motor activity are not only a means of psycho-physical therapy, but also an important means of social integration. The aim of our research project on motor activity based education, which has involved the participation of a primary school reception class of sixteen pupils, has been to integrate a pupil with psycho-motor disabilities into the class. The program was carried with the entire class, and the collaboration of the class teachers, in the school gym and available open spaces for two hours each week. In a quantitative way to plot the level of the gross motor skills which were carried out in the lessons we used the Ulrich TGM test. (Test of Gross Motor Development). The aim of the research for a greater integration was, instead, monitored using the Nominal Group Technique (NGT) method of evaluation. The NGT decision making method was used in the class at the end of the program to gather pupils' opinions, positive or negative, on the statements proposed by the experimenter in reference to their perceptions of the intrapersonal and interpersonal dynamics which emerged from the group activities carried out. The exercises in the program involved suitable equipment (skipping ropes, balls, hula hoops) which greatly aided the integration of the pupil with disabilities into the class activity. The results of the research project clearly show a successful outcome, which highlights the effectiveness of couple or group work in co-operative games programs as an means of facilitating greater interaction, integration and support systems amongst students.

Keywords: Play, Integration, Participation, Psyco-motor disabilities

SELF-EVALUATION OF ELEARNING EFFICIENCY BY USE OF DATA MINING METHODS

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Abstract

Expansion of online teaching and demand for offers in informal learning over the Internet enhance the competition among the suppliers of learning contents, developers of system solutions and providers of learning platforms. In this context the efficient shaping of learning offers becomes crucial in attracting more users. Nowadays it is a standard to have an eLearning platform at the college or at the university. Almost all such platforms offer a wide range of activities both for the individual learning and for the team working, e.g. Assessment, Quiz, Forum, Chat etc. But is it really used as a high intelligence learning environment or does it remain only a storage for pdf files with contents of the lectures, that are accessible to the students over the internet? A new tool which has been developed within our research project, offers a possibility to analyze the behavior of students within the eLearning platform and to visualize the results of the analysis. Our methods include the data mining algorithms. The poster presents the outcome of the case study which analyzed the behavior of the students during two semesters and allowed to identify the merits and shortcomings of didactic methods employed by the teaching stuff. By using this approach, the lecturers and the developers of the learn modules can evaluate their own learn offer and thereby improve the didactic quality and the learning success of students.

Keywords: eLearning, evaluation, visualization, didactics.

HELP, MY FLASH VIDEO CONTINUES TO BUFFER! DIFFERENTIATING INSTRUCTIONAL CONTENT IN THE DIGITAL AGE

Stuart Bishop
Quantum Business Consulting Inc., Chief Technology Officer

Abstract

The use of video media within the education industry is fast evolving from simple Talking Head Lectures or How to Videos and is now used as an extension of the traditional classroom with the same need to address differentiated instruction.

Videos, especially those that are lecture captures, allow for the classroom to be brought into the entire world, especially where web-based learning is occurring. The digital age learner expects to be able to learn from content that is delivered to their computer or mobile device without delays in streaming. To address the need for differentiating instructional content in the digital age, the use of closed captioning and picture-in-picture for sign language needs to be integrated into the video media used in education. Miracle Media™ creates an inclusive educational experience that addresses the needs of students.

Miracle Media has empowered educators with an easy to use, state of the art, solution that embodies not only the management and distribution of video based education across the globe, but couples this with all the tools required to also teach students with disabilities. Providing automated video encoding and delivery across a variety of devices that meets the needs of students is the mandate for educators today. Bringing differentiating instruction to the online curriculum with a video platform that delivers high quality media to tablets, mobile, and broadband devices, is the best combination available to the digital age student. Our beginning work in the field of higher education is presenting unique opportunities to support the work of educators in the global society we work in today.

Keywords: *Video, differentiated, lecture capture, mobile devices, closed captioning, automated video encoding*

USE OF BOTANICAL SPECIES ON THE CAMPUS AS A TEACHING TOOL

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Abstract

Introduction. Educational process is changing nowadays. Due to these changes, it is essential to examine them in order to check the current innovations.

Objectives. Our purpose is describes student and teacher satisfaction with this activity and to analyze benefits obtained by collaboration of participants from different areas of knowledge.

Methods. A nature trail is performing on campus. Students and teachers are the participants in this project. The satisfaction level of each participant is evaluated using questionnaires and field notebooks in the middle and at the end of this methodology.

Results. There are no definitive results yet. But preliminary results suggest a high level of satisfaction and motivation in more than 95% of participants.

Conclusions. The involvement of students in teaching seems to increase their level of motivation.

Keywords: *Education, Investigation in teaching, Technology in learning*

TEACHERS AND STUDENTS

A TECHNOLOGY LEARNING PREFERENCES INSTRUMENT TO DESIGN AND DEVELOP TEACHER EDUCATORS' PROFESSIONAL DEVELOPMENT PROGRAMS IN THE WORKPLACE

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Abstract

The knowledge-based economy, advances in information and communication technologies as well as new pedagogical perspectives all influence the needs to improve the population skills and competencies in the 21st century. Emerging technologies bring opportunities to reconsider teaching and learning in higher education. Innovative educational ideas and concepts transform the roles of teacher educators and their students. To accomplish the new roles, teacher educators need to learn to work with a new set of information and communications skills and knowledge. In other words, adequate technology training is a prerequisite for the 21st century teacher educator to develop prospective teachers who are able to use new technologies so as to support and improve their own students' achievement gains. In order to deal with the new challenges, teacher education institutions are designing, developing and facilitating teacher educators' technology professional development programs. However, the majority of these efforts fail, since they are for most part based on a formal, institutional delivery of instrumental knowledge and skills. Adequate technology training is a major factor that can help teacher educators to integrate emerging technologies into the curriculum, which is in turn, beneficial to their students. The technology learning preferences instrument designed, implemented and evaluated in this research is intended to make a link between teacher educators' technology learning needs in the workplace and the way in which professional development programs should be designed, developed and evaluated.

Keywords: Technology professional development, teacher educators, workplace learning preferences

THE QUALITY OF EDUCATIONAL RELATIONSHIP AT SCHOOL A FIELD RESEARCH

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Abstract

The educational relationship is the starting point in the learning process. It is based on a dynamic relationship which makes the learner's personality growth possible. Since '90s the importance of the emotional aspect in the learning process has been arising, as the studies by Bion and Klein show. The teacher's new role is to act as a mediator, a "filter" between the learners and the subject contents.
In order to make teaching an effective and meaningful process, it has to acquire flexibility and to be learner-oriented. The teacher's task is "teaching to learn", he gives learners methodological instruments useful to develop their competence. This work, composed by four chapters, is intended to study the educational relationship in the Italian school. The first chapter deals with the importance of establishing an emotional relationship between the teacher and the learners. The second chapter analyses the educational relationship at school among the teacher, the learner and the class-group. The third chapter offers a short excursus about the teacher historical profile to get to the teacher who can thrill learners and who teaches to study. The last chapter shows the results of a field research, carried out by means of the handing out a questionnaire made up of 16 questions addressed to 30 teachers of the 1st Circolo Didattico in Villaricca, Naples, Italy. The data collected have satisfied the starting assumption.

Keywords: Educational relationship, affective sphere, learning, quality, field research.

COUNSELING IN ACTION. THE EXPERIENCE OF UNIVERSITY OF SALERNO

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Abstract

The University Counseling Center supports the students about any type of discomfort related to university learning experiences. The hypothesis is that, through both the counseling experience and the relationship with counselor, the students will be able to: 1. Detect the sense of discomfort within development trajectory; 2. Amplify the awareness of the discomfort symptoms; 3. Promote improvements in affective, cognitive and relational dysfunctional areas.
Fifty students asked to Counseling Center for having a psychological support, about different reasons. As counselors, we submitted them a test for the socio-demographics' information and the SCL- 90R test (Sympton Checklist-90-R) before and after the Counseling activities.
The results suggest that, following the counseling action, the symptoms decreased and the students activated their individual and relational resources to mediate the person and his problems relationship and to reactivate the capability of troubleshooting (Telfener, Casadio, 2003).

Keywords*: University counseling, discomfort, psychological support, empowerment, students*

◆————◆ ORGANIZATIONAL ISSUES ————◆

INQUIRY THE COLLEGE OF TEACHERS WORKS IN A TRANSFORMING WALDORF SCHOOL IN TAIWAN

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Abstract

The College of Teachers is responsible and provides leadership for all pedagogical aspects by Rudolf Steiner and to provide vision of the Waldorf School. However, it was not a custom that the teachers manage the school administration affairs. That is because it was differ from most mainstream schools in Taiwan. Even though the curriculum autonomy was developed in each school, but about building up school policies and governing school which are upon the authority of the principal.

This study was used qualitative approach and narrative inquiry to expound the small public school in countryside of Taiwan which is transforming to Waldorf School. Just like other public schools, there is a principal to be a leader to manage the transformation. This research tried to inquiry the shift of authority from the principal to college of teachers, and focuses on them how to deal with all pedagogical practice in administrative management. In order to provide a journey which could response bureaucracy in this process.

Keywords: Waldorf School, college of teacher, bureaucracy

VIRTUAL Presentations

TEACHING AND LEARNING

FOSTERING DIFFERENT TYPES OF READING IN EFL LESSONS

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Abstract

Reading in EFL lessons is a crucial activity and teachers are well aware of the importance of working on this skill. Therefore, they always search for new ways in which to encourage their students to read. Most of the times, however, the success or failure in the reading task is very dependent on the kind of activity given to the student and not so much on the text chosen. If teachers want their students to become proficient in the foreign language, a range of different reading tasks will have to be experienced by them. Thus, the aim of this article is to offer a series of possible activities that EFL teachers can use in their lessons in a way in which each text type receives a correct approach by means of an appropriate task in each case.

THE STUDY OF PRE-SCHOOL CHILDREN'S COGNITIVE PERFORMANCES WHO ARE COMING FROM LOW AND HIGH SOCIO-ECONOMIC LEVELS

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Abstract

The present study examined children's cognitive performances developmentally who are coming from low and high socio economic levels. The sample of the study consists of 138 children from the province of Konya from low and high socio economic levels. The research findings show that cognitive performances of pre-school children between 48-66 months differ significantly ($p < .05$) regarding low and high socio-economic levels in favor of children coming from the upper socio-economic levels.

THE STUDY OF CHILDREN'S ATTENTION AND VISUAL MOTOR PERCEPTION LEVELS WHO ARE STUDYING IN PRE-SCHOOLS AND HAVING MONTESSORI EDUCATION

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Abstract

In the present study attention and visual motor-perception levels of children having Montessori education and studying in pre-schools are investigated. The study is in relational screening model and conducted in the province of Konya with 70 children who are studying in pre-schools giving Montessori Education (N=35) and with the ones who are studying in pre-schools without Montessori Education (N=35). 37 of the children in the sample were girls (52.9 %) and 33 of them were boys (47.1 %). In order to measure children's attention skills "Frankfurt Gather Attention Test" is applied. To evaluate children's visual perception levels "Bender Gestalt Visual Motor-Perception Test" is used. In addition, a personal information form is prepared and applied by the researcher. When children who are having education with Montessori Method and children who are having education according to the Ministry of Education Pre-School Education Program were compared, a significant difference is found regarding attention and visual perception in favor of the children educated with Montessori Method.

Keywords: *Pre-school education, child, visual perception, attention, montessori education*

THE RESEARCH ON MOTHERS' OPINIONS ABOUT SCHOOL READINESS OF THEIR 66-72 MONTH-OLD CHILDREN

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Abstract

The present research aimed at studying mothers' opinions about school readiness of their 66-72 month old children receiving and not receiving pre-school education. The scope of the research consists of mothers from Konya province whose children receive pre-school education and do not receive any pre-school education. The sample of the research consists of 60 mothers having 66-72 months of children that receive preschool education and 60 mothers whose children do not receive preschool education (n=120). The date was collected via 'Mother's View of Child's School Readiness Scale". It has been determined that there is a considerable difference between mothers' opinions about school readiness of children and the condition of receiving and not receiving preschool education in terms of readiness from mother's viewpoint, intellectual-linguistic, social-emotional and physical development sub-dimensions and general total points. There was no difference in self-care skills sub-dimension.

Keywords: *Mother's opinion, child, pre-school education, school readiness*

THE EDUCATION OF AN INSTRUMENTALIST IN ITALY-PAST EXPERIENCE AND NEW HORIZONS

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Abstract

Instrumental teaching in Italy has a long and impressive historical tradition which is significantly linked to the development of the Music Conservatoires. Taking an analytical approach which is both historical and musical, the aims of this research are as follows:

a) To highlight, by way of a investigation which compares historical aspects and data from contemporary institutions, the way in which the abilities and skills of an instrumentalist develop.

b) To assess the relevance of the education received for the reality of the contemporary professional music scene.

c) To identify salient factors in the music education system, foreseeing appropriate educational and institutional strategies necessary to overcome them.

We have use different modes of investigation according to the various aims of the research. The questionnaire asked teachers to choose from and evaluate (using a numerical scale) a list of skills considered fundamental both to the instrumentalist and in general. Amongst the abilities proposed as being particularly relevant are: faithfullness to the score, expressiveness, technical ability and motivation. From these identified abilities, the teachers then chose three, attributing to each a number indicating the level of importance (3 for the most important and 1 for the least important). Analysis of the data reveals a profile of the Italian instrumentalist which has much in common with the Romantic model of the virtuoso musician.

KNOWING HOW STUDENTS BUILD CONCEPTUAL KNOWLEDGE: A STUDY OF MATHEMATICAL INFINITY

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Abstract

The concept of infinity is often confusing to students. This research investigates different concepts in adolescent and adult on the mathematical infinity. With the hypothesis that the notion of infinity is constructed which occurs through successive levels, the theoretical background is based on Constructivism. An interview and three experiments were created with concrete materials that lead an argument to the infinity state. The interview is used to observe how the people concerned deals with the difference between very large numbers and an infinity one. Furthermore, the abstraction is considered when carrying out the task to reduce the size to half when the materiality no longer exists. The methodological reference is the Clinical Interviewing. Data analysis categorizes the various notions of mathematical infinity. Based in how the subject interacted with the proposal activity the three following categories have being proposed: Does Not Grant The Infinity: The reasoning is sparse and attached to the concrete world; Existence Little Conceivable: Infinity means something big or not known; Infinity Cannot Be Measured: Thinking is disconnected from the material world coming to abstract, the subject's thought is able to understand that infinity is not a real number but an idea. The results indicate that the notions of mathematical infinity are built independently of the age, education level or work expertise. To be successful in teaching a specific content is crucial to know the mathematical notions of our students.

WILL THE BOLOGNA PLAN BE ABLE TO CREATE EDUCATION OF GOOD QUALITY?

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Abstract

New educational legislation has replaced teaching of detailed contents to acquisition (or improvement) of several skills by student.
Therefore the usual didactic act into university classroom, purely concentrated on activity of transmitting the knowledge, will be gradually given up.
This work is trying to overcome the Bologna Plan application for two mathematical subjects to first course in the ETS Agronomics Engineering of Madrid (E.T.S.I.A.), which belongs to the Technical University of Madrid (U.P.M.).
Because of our students often give those subjects up earlier, a proper planning of teaching and learning is necessary. In that work we can prove that selection of disciplines is less important that the proper choice of a way of approaching or a good choice of proper method and later how training students for better practical using of them.
We want to try out a work method to achieve very flattering results, making the most advantage of the time by doing exercises, problems, questions, tests, exams into the classroom. And we can reward every individual or collective effort made and our students can motivate and be encouraged to study these disciplines. And they could like a lot Mathematics. But at present we can still offer no results.
Consequently there will be a new kind of tests. Students will need to use not only the memory but understanding, creativity, practical applications…

Keywords: Learning, teaching, education, innovation, mathematics.

RELATIVE EFFICIENCY OF EDUCATION SECTOR IN THE NEW EU MEMBER STATES: THE CASE OF PRIMARY EDUCATION

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Abstract

The paper joins the efforts of other scholars in investigating education efficiency by applying a non-parametric methodology. Most importantly, Data Envelopment Analysis (DEA) technique is presented and then applied to the wide range of the EU and OECD countries, including new EU member states, to evaluate technical efficiency within the selected education sector in 1999-2008 period. The empirical results show that within a selected group of EU member states Denmark, Hungary and Portugal are seen as most efficient in primary education sector. In addition, some countries come very close to the frontier (e.g. Czech R. and Italy), while the other countries are further away and therefore less efficient (e.g. Turkey and Croatia). On the other hand, the least efficient countries (among new EU member states) are Slovenia, Poland and Latvia. The empirical findings also point out that the new EU member states are relatively more efficient than non-EU countries in the sample, however, they show relatively low efficiency against the old EU-member states.

Keywords: Efficiency, Primary Education, DEA, New EU Member States, OECD

PROJECTS AND TRENDS

PARTICIPANTS PERSPECTIVE OF THE FAS REDUNDANT PLACEMENT SCHEME

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Abstract

The aim of this study is to gather and analyze feedback from participants of a scheme which was put in place in the early stages of the Irish economic recession to provide work placements to redundant Apprentices. As part of the research for this paper a series of qualitative interviews were conducted with partipancts of the FAS Redundant Apprentice Placement Scheme (RAPS). FAS is the authority which organizes and administers the Statutory Apprentice Scheme in Ireland. The scheme detailed in this study was put in place to aid Apprentices who has been made redundant, to complete phases 3, 5 and 7 of their Apprenticeship. These are three of the four "on the job" phases of their training. A weekly allowance is paid to participating Apprentices for the duration of the placement. Redundant Apprentices and Employers must meet a specific set of criteria to qualify for participation in the scheme, these are designed to protect the participants and to prevent unscrupulous employers from using the scheme as a method of accessing cheap labour. A selection of themes were identified in the data gathered during the interviews, these were separated and grouped under specific headings. The analysis of the data gathered during these interviews provides an interesting insight into the learning experiences of the participating redundant apprentices.
The findings highlighted that a large proportion of the participants had many positive learning experiences, however they also indicated that they felt that they would have benefited more from the scheme if more opportunities were available to engage in a greater variety of learning tasks. This paper would suggest that the participating Apprentices could learn more if they were placed with a greater variety of companies, this could provide them with a broader range of learning experiences.

Keywords: Apprentice Education, Work Placement, Workplace Education.

PLACE AND LOCAL IDENTITY IN EDUCATIONAL PROJECTS DEDICATED TO SILESIAN HISTORIC HOUSING ESTATES

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Abstract

The scope of the paper is to present educational activities conducted in 2008-2012 at the Faculty of Architecture, Silesian University of Technology, involving the cultural values as the basis for activating local communities and recreating the social capital. The activities concerned two post-industrial Upper Silesian urban quarters in Gliwice and Zabrze, respectively. Both locations possess unquestionable cultural values set against diverse social problems and urgent needs of modernization measures. Under the project dedicated to Zatorze quarter in Gliwice the activities had an open character and considered the maximal availability for the local community. The second project was a part of the scholarship scheme of "Ph.D students for Innovations" run under the framework of Design Silesia II programme. The site subjected to investigation was " Zandek" housing estate in Zabrze, which is exceptionally valuable in terms of the historic and spatial attributes. The entire concept of the scholarship scheme assumed that revitalization may be achieved only in reference to the local identity and the existing cultural, social and spatial qualities., whereas, the process of social inclusion aimed at rebuilding the social capital should be focused on utilizing the capabilities and resources of *design thinking*.

Keywords: Spatial education, place identity, local community

INNOVATIVE TEACHING METHODS: THE ROLE OF BUSINESS EDUCATION FOR GERMAN STUDENTS

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Abstract

The contribution deals with the innovation of the curriculum of business language training at the University of Ss. Cyril and Methodius in Trnava. Within a three-semester business language training, soft skills essential for German language are being developed. The purpose of the paper is also to evaluate the traditional methods of teaching and suggest innovative teaching methods; especially Skype-based teaching method. Basically teaching process is a communication model, which consists of sending and receiving information. Business language training couldn't be effective without the business knowledge. The University of Economics in Prague deals with the teaching methods of economic subjects. The innovation of the curriculum is based on the implementation of the business knowledge and skills. This has been possible due to close cooperation between both universities. The contribution brings the results of the cooperation and it describes the innovated curriculum. The paper provides an overview of the teaching methods in this curriculum and their impact on the business and language knowledge of the students. Along with the developed business and language skills, the students and graduates increase their chances to compete in professional environment.

Keywords: Innovative methods, business education, German for specific purposes, Skype application

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EDUCATIONAL POSSIBILITIES IN THE INTERNET-TELEVISION INTERSECTION: THE HBBTV STANDARD

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Abstract

The standard HbbTV (Hybrid Broadcast and Broadband TV) allows new possibilities for education. The phenomenon of assimilation and interaction between television and the Internet is growing. This is translating into a boost in hybrid and connected TV and the Internet penetration. Colleges and other educational levels could take advantage from this new standard. This communication analyzes the keys to this standard in the implication of the students and the professors. After the analysis of the developments of this innovative standard and its possibilities in the University framework, we establish a range of advantages and disadvantages for the most implicated human sources in the University: professors and students. The possibility to share and to use in synchronicity television and the Internet creates a new multimedia environment. As a project and trend (nowadays in a commercial perspective), this technology could improve teaching and learning in the University. Our prospective approach tries to predict and to purpose benefits to increase the tools and the results in the teaching and learning activity.

Keywords: HbbTV, education, television, Internet, University

"HERE I AM ...WE ARE WITH YOU!" A NETWORK OF INSTITUTIONS FOR THE IMPLEMENTATION OF THE ICF MODEL IN ITALY

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Abstract

The opening towards the territory of a network made up of seven schools, three associations, local health authorities, local social services and universities; involved in the trial ICF (International Classification of Functioning, Disability and Health) are two classes for Nursery School, eight classes for primary school, three classes for secondary school 1st grade for a total of 295 students of which 20 DA. Participation, although not on a network, of a Secondary School Grade II meant that everyone, absolutely everyone was called into question, each with its own characteristics in order to achieve those objectives, despite the significant use of energies in terms of human resources, time, space in order to:
• affirm on the territory a network of support for the policies of inclusion;
• support training models that are able to connect the world of education to other worlds in life: family, leisure, society in the perspective of a real evolution from the Individualized Education Plan to Life Project, harvesting the fruits of constructive arrangements and alliances with the realities and local institutions.
This has led to identify problems early and, working on a network, finding the best strategies to address them;
• develop an observation card with shared ICF codes that will replace the previous report form;
• process the document DF / PDF as much as possible detailed and understandable
• develop an IEP document that actually sees the various parties involved in the project that revolve around the person's life;
• to develop, from the Social Services, a more detailed card that allows to better identify issues and provide possible solutions.

Keywords: ICF, School, Education plan, Life project, Functional diagnosis

◆———————◆ TEACHERS AND STUDENTS ———————◆

EVALUATION OF TECHNOLOGICAL, PEDAGOGICAL, AND CONTENT KNOWLEDGE (TPACK) IN PRIMARY SCHOOL TEACHERS OF ENGLISH IN TAIWAN

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Abstract

In responding to the English education reform, developing professional knowledge for effective teaching has become an urgent call. Among the professional knowledge a teacher needs to have, technological, pedagogical, and content knowledge (TPACK) has been regarded as important and crucial for effective teaching. TPACK has been heated discussed and extensively studied in many domains in the past decades; however, research about TPACK in any TESOL context is scarce. Therefore, this study described TPACK of EFL teachers in Taiwan, and explored if there was any difference for TPACK represented by teachers with different teaching years. In total, 22 teachers at elementary schools in Taiwan participated in the study. Qualitative data were collected through semi-structure interviews, and quantitative data were collected with a TPACK survey, a survey based on the assessments developed by Koh, Chai, and Tsai (2010) and Sahin (2011). Though with similarities, significant differences among teachers with different teaching stages were observed. The results indicated that teachers with different teaching years demonstrated very different TPACK. Two factors were significantly related to the overall performance of TPACK: (1) the length of teaching years, and (2) availability of technological equipment. EFL teachers with more teaching experience showed greater flexibility, better experimental innovation, and more delicate observation. In addition, the new teachers tended to emphasize lower-order thinking skills such as remembering and understanding information, while more experienced teachers focused more on higher-order thinking skills, such as applying, evaluating, and creating. This paper concluded with implication and suggestions.

Keywords: *Technological, pedagogical, and content knowledge, TPACK, TESOL, professional development of EFL teachers, conceptions of teaching.*

PEER TUTORING AND CHOOSING AN ACADEMIC COURSE OF STUDIES: A CASE STUDY AT THE UNIVERSITY OF PADOVA

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Abstract

The transition from high school to the university is one of the most crucial moments in the life of a young student in view of the important decisions that must be made including and most importantly the choice of the course of studies to follow (Álvarez, Bizquerra, & al., 2007; Santana Vega, 2009; Bertagna G., Puricelli E., 2008).
Together with the University of Padova's Tutoring Service, the Counselling Center organizes a variety of activities every year including meetings open to high school students called "Open Day" aiming to reinforce the continuity between secondary school and the university system. Here we present the experience of Open Day proposed by the Tutoring Service of the Teacher Education Programme of the University of Padova. It is the Junior Tutors, students of the second-cycle degree course of studies who have already completed a large part of their academic journey, who actually carry out the initiative by holding information counselling workshops for small groups of students interested in the degree courses being offered. The added value of this experience can be found in the "au pair" relationship that develops between the expert student (the Tutor) and the novitiate one under the supervision of teaching professors. On the one hand, these encounters facilitate exchange and the active participation of all those involved,

and, on the other, they reinforce the Tutors themselves encouraging them to become autonomous and efficient (Croce & Gnemmi, 2003).
The research falls within the context of a larger Project (STPD08HANE_005) promoted by the University aiming to analyze current developments and trends in higher education and to serve as a guide to students as they face new challenges and to help them achieve success in their studies.

Keywords: Peer tutoring, entrance counselling, tutor, drop-out.

DEVELOPMENTAL INSTRUCTIONAL SUPERVISION (DIS)

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Abstract

Under the new Malaysian Education Plan 2013-2025, one of the initiatives to be implemented is teacher professional development through peer supervision. The Ministry aims to create a culture of excellence through collegial supervision in schools. Teacher leaders become mentors and guide, develop and present best practices, and build a system of continuous professional development through school based instructional supervision. They also ensure that colleagues have accountability and the highest standards of professionalism. Therefore, this study is perceived to be consistent with the objectives set forth by the Prime Minister of Malaysia: to jointly create more outstanding teachers for the nation. Instructional supervision was previously seen as a way to improve teacher quality, often as a process of teacher evaluation, and not focused on the process of knowledge transfer related to instructional supervision in schools. This study is carried out based on Developmental Supervision Model, utilizing four developmental approaches introduced by Glickman, Gordon and Ross-Gordon (2010). The project uses the action research approach to be carried out in three phases. Phase 1 is the identification of the teacher readiness to adopt the instructional supervision approaches to be introduced. Phase 2 focuses on the transfer of knowledge and skills of instructional supervision, to a small group of teachers identified to lead the supervision process in schools. Emphasis is given to the identification of exemplary practices and the developmental nature of supervision. Phase 3 stresses on the strengthening and developing the process of clinical supervision and observation techniques, and other tasks of supervision, and support activities, which at the same time will be developing a culture of continuous teacher professional development, through systematic instructional supervision. For this paper, the authors share a discussion of phase 1 where teachers' knowledge, experience, hopes and aspirations as well as frustrations were gathered through focus group discussions at selected schools.

Keywords: Developmental Instructional Supervision, action research, transfer of knowledge and skills, teacher evaluation.

COORDINATION OF THE MASTER THESIS IN AN ONLINE MASTER COURSE: MANAGEMENT PROBLEMS AND IMPLICATIONS FOR TEACHERS

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Abstract

If there is a new element in the adaptation process to Bologna within the European framework of higher education, it is the existence of compulsory Master´s or Undergraduate Thesis. These thesis require the need to develop those transversal skills of the student, putting in practice and assimilating what they have learned during the whole formative period.

The coordination of these thesis is complex, having into account both teaching and learning processes and require an extra effort especially in online environments where communication and coordination between students and teachers is of a key importance. These thesis have clear objectives interrelated with framework competencies developed by the other subjects in each particular degree.

The purpose of this paper was to evaluate the results of the monitoring of the Master Thesis of the Master Degree in Vision Rehabilitation of the University of Valladolid. Two semester surveys per year were used as tool of analysis. Surveys were send to teachers, students and the coordination.

Results showed that the problems found in the coordination of final papers during the first year had an average slightly above the general average of the master 7.05 over 7. Nevertheless, students highlighted as positive the initial planning phase by the coordination. The results also showed that students criticized the lack of involvement of the tutor. Students valued positively those aspects related to the contribution of teachers, teaching and support materials. Having into account the tutors' results on the survey after the two follow-ups at each term, two aspects can be raised: the fluent communication between student and monitor, and the correct development of the initial plan. There are not objective data based on this information to be measurable and comparable, since we rely on the anonymous replies of teachers and students. Finally results can have been influenced by online learning which is an additional complication in the teaching-learning process, the degree of compliance with the established worksheets, quantity and quality of documentation provided by the tutor to guide the student, degree of compliance with work objectives and consensus between tutor and student.

Keywords: E-Learning, master, thesis, management.

WORKSHOPS

A NEW CURRICULUM FOR TEACHER TRAINING IN SPECIAL NEEDS

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Abstract

Within the professional development of teachers most modules on special needs are options and the sessions within the general training curriculum tend to be inadequate. In any case, it is difficult to find the time, even for those who wish to work in special schools, to cover all categories of impairment (sensory, motor, cognitive and behavioural etc) or even all the conditions within a single category. Moreover, the majority of children with significant special needs have highly individual combinations of varying morbidities. However, it is also the case that there are many difficulties that are common to most special-needs children, across categories of impairment. For example, short concentration span (implications for learning strategies) skin sensitivity/shoe problems (implications for school uniform) experience of bullying (implications for school policies and the personal, social and moral education curriculum). The suggestion, to be explored in this session, is for the development of a professional development curriculum which incorporates the knowledge, awareness and skills which will enable teachers to provide good support to all children in their class, whatever the range of special needs.

Keywords: Special needs, curriculum, professional development.

THE PHILOSOPHY OF ENGINEERING AND EDUCATION

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Abstract

The philosophy of engineering is a relatively new philosophical enterprise. Philosophers and engineers have begun to explore relevant conceptual, epistemological, ontological and ethical questions. (The ethical questions have received most attention to date). However, the educational implications of these explorations have received little attention. What are the implications for the curriculum of engineering students? What are the implications for philosophy students? This session will provide the opportunity to reflect on these educational implications, drawn from the philosophy of engineering, to the potential enrichment of both engineering and philosophy.

Keywords: Philosophy, Engineering.

LEARNING THAT MAKES A DIFFERENCE: PEDAGOGY AND PRACTICE FOR LEARNING ABROAD

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Abstract

As we step into the 21st century human society faces significant new challenges surrounding issues in human health; global security; environmental devastation; human rights violations; economic uncertainty; population explosion and regression; recognition of diversity, difference and special populations at home and abroad. In light of these challenges, there is a great opportunity, and a great need, for education that "makes a difference." This workshop deals with several key pedagogical concepts established in the work of pedagogical trailblazers John Dewey, Paulo Freire and Jack Mezirow synthesized in relation to learning abroad and organized to propose a basic framework for all learning abroad programs concerned with "making a difference" and transforming how students think about and engage with complex global issues.

Keywords: Learning abroad, pedagogy, globalization, social justice

ROUND TABLE

LONG TERM CHANGES IN SCHOOL THROUGH COMMUNITIES

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Abstract

Reasons are recalled urging for spreading and fostering the most meaningful educational experiences that are in progress in the world, where communities and local civic and cultural institutions are involved in young people education.
Hints are provided to move the educational system to renovation and urging for a cross regional meeting, for the realisation of an Observatory, which main aim will be to harmonize endeavours and promote the change by leading out analysis about resources and potentialities of the whole community's background.

Keywords: Community education, peer education, service learning

AUTHOR INDEX