

CONFERENCE PROCEEDINGS

7th International Conference on Teaching, Education and Learning
(ICTEL) Pointe aux Priments (Mauritius)

October 10 -11, 2015

Conference Venue
Le Meridien Resort (Pointe aux Priments)

Keynote Speaker 1



Dr. Kaviraj Sukon

Dr Kaviraj Sukon is the first Director-General of the Open University of Mauritius. He started his career as a Lecturer in Mathematics at University of Mauritius in 1996 after completing his Ph.D in Mathematics from University of Mauritius and University of

Loughborough, UK. He also holds an MBA with Distinction from University of Surrey, UK. He later joined the Mauritius Examinations Syndicate as Research and Development Officer where he started the marking of the first international paper in Mauritius. In 2005, he joined HRDC as the Manager-Research/Head of the Research Division at where he led the development of the first National Human Resource Development Plan. He has been the Chairman of the Board of the Mauritius College of the Air as well as consultant for ADEA (Association of Development of Education), UNESCO, ILO and UNDP. He has prepared The Peer Review report on educational reforms in Mauritius, 2000-2005, UNESS (UNESCO UNESCO National Education Support Strategy) for Mauritius in 2010 as well as National Employment Policy for Mauritius in 2011. He has published several research papers and supervised many MPhil/PhD theses.

Keynote Speaker 2



Dr. Rajendra Prasad Gunpath

DrRajendraParsadGunpath is the holder of two PhDs in Law. He is currently an Associate Professor of Law at the University of Mauritius. He has been the Head of the Law Department multiple times during his career. He is the Honorary Professor of University of Xiangtan in China. He is the Editor-in-Chief of the Just Africa Journal (Polokwane, South Africa). He is a member of the National Coordination Committee on issues of Human Rights and a member of the Environmental and Land Use Appeal Tribunal.

Keynote Speaker 3



Professor EzenduAriwa

Professor EzenduAriwa holds the position of Professor in Computer Science at University of Bedfordshire, United Kingdom, Department of Computer Science & Technology, with speciality in Practice in Computing. He is also a Visiting Professor at Gulf University, Bahrain, Visiting Professor in Engineering Sustainability and ICT, Anadolu University, Turkey, Visiting Professor, University of Lagos, Nigeria, Visiting Professor and Co-Director of the Centre of Excellence in Cloud Computing, IAMTECH University, Sierra Leone and Visiting Professor, Kano State Polytechnics, Nigeria as well as Visiting Affiliate of the Green IT Observatory, RIMT University, Australia and Visiting Affiliate of ICT University, USA. He also holds the position of Director - Technical and Non-Executive Director and Research Professor for Enterprise Projects at Sun Bio IT Solutions Pvt. Ltd, India. He is also the Chair for the IEEE Consumer Electronics Chapter, United Kingdom & Republic of Ireland (UKRI), Chair for the IEEE Broadcast Technology Chapter, UKRI and Chair for the IEEE Technology Management Council Chapter, UKRI. He is a Senior Member of Institute of Electrical & Electronic Engineers (SMIEE); Chartered FELLOW of the British Computer Society (CITP, FBCS), Fellow of the Institute of Information Technology Training (FIITT), Fellow of Institute of Leadership and Management (FInstLM), Fellow of the Higher Education Academy (FHEA) and Fellow of the Royal Society of Arts (FRSA).

He is also a member of the Elite Group of The British Computer Society (BCS), Fellow of Global Strategic Management, Inc., Michigan, USA and Fellow of the UK Council for Health Informatics Professionals (UKCHIP). He was the Co-ordinator of the Digital Enterprise Research Group (DERG), African Research in Business Group (ARBG) and worked with the team to achieve African Business Enterprise Research Observatory (ABERO). The ABERO achieved good collaboration with multicultural SMEs in the United Kingdom and internationally, with respect to mentoring and working on joint professional development enterprise programmes. He has experience of doctoral research supervision as well as doctoral external examiner for various Universities both in the UK and internationally.

He has a good research profile and the Founding Editor-in-Chief of the International Journal of Green Computing (IJGC), Editor-in-Chief of the International Journal of Computing and Digital Systems (IJCDS), Journal of E-Technology, and the Associate Editor of the International Journal of E-Politics and the Associate Editor of International Journal of Distributed Systems and Technologies (IJ DST). He is a member of Policy Co-ordination Committee of the International Research Foundation for Development (A Corporation of NGO in special Consultative status with the Economic and Social Council of the United Nations). Professor EzenduAriwa is author of a number of books and more than 200 papers published in international journals and conference proceedings. He has also delivered keynote speeches at various international conferences. He recently published TWO books: Green Technology Applications for Enterprise and Academic Innovation (ISBN13: 9781466651661, IGI publisher, USA); Africa Business, Sustainability and Technology Innovation Practices, (ISBN 978-605-86159-9-1), MacroWorld Publishers)



Dr. SedatCereci
GIC1562052

Communication Education And Necessities: Visual Components

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ABSTRACT

This study searches necessity of technology in communication education and evaluates increasing of productivity of education with technological facilities and emphasises causes of succesfull results in communication education with visual technological facilities. Technology is the most popular and the most common component of life in 21.st century and technoloy is used in almost all sectors in the world. Technology was firstly used in education in the United States in the first half of 20.th century and visual messages were used in military films in this education and than television was used in education and visual technology departments were began to set in universities. Many technological instruments are used in education like video or like television or like computer or like internet and all intruments ease to understand and to comprehend for students. Communication is the main action of people and base of civilisation and communication education is often renewed because of contemporary technology. Different methods are applied in communication education and different instruments are used in lessons. Numerous people use images to tell and to comprehend and economical organisations also use images to attract people because of approach of people. Visual messages ease communication and communication education need technological visual facilities.

Key Words: Communication, education, technology, visual, message.



Salvatore Napolitano
GIC1562053

Analysis of the tactics through video analysis in women's water polo
Napolitano Salvatore

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ABSTRACT

In water polo lacks a codified methodology for tactics training, which is thus only left to coach's discretion.

The aimof this studyis to createa methodology thatistofill such vacancy.Aim of the work is to verify the efficacy of different attack patterns, in order to create a codifiedmethodology for teaching water polo through tactics.

The data, collected via video-analysis, were analyzed trough which returned basic descriptive statistics and the correlation coefficient of each pattern with events outcomes. The research approach is integrated and consists of 3 distinct methods: case study (9 matches of the Italian Serie A1 Women's Championship, for the analysis of matches, action research method for coach contribution, and theoretical-argumentative method to deduce a theoretical framework in which define the data processing. The data, collected via DartfishTeamPro,for each athletewere established4patterns,wehave providedquantitative data, we also have processeddata fromthe analysis(qualitative)of the video.

An evaluation table was constructed by combining, for each single event, the Boolean evaluation of the coach on the compliance of patterns with the event final outcome. Thenwere processed, Confrontations of pattern design with Dartfish screenshot of pattern implemented during game; Basic descriptive statistics. Linear regression scatter plot for

single patterns;The survey of data is entrusted to performance analysis, carried out with the help of a water polo coach, a statistician and a performance analyst. The assessment of compliance for the tactical patterns is entrusted to the coach, on the basis of the video analysis-aided confrontation, of 4 patterns previously identified for each athlete in the relative phases of the game against pattern effectively implemented during match. A total of 186 frames were analyzed, about 20 frames every athlete

The results showed a general efficacy of tactical patterns, but showed significant differences within correlation coefficients of single patterns. A more consistent data base is needed, in order to establish direct, evident and general relationship between so calculated coefficient and pattern efficacy, and the research team is conscious of internal validity of this kind of qualitative analysis, which can't extend, without adjustments, to other teams. Although, analysis results represents a tool for the coach, in order to better train team in next season, which were an aim of action research, and showed a general trend on tactical pattern efficacy, which will be deeply investigated in future works.

Keywords : Videoanalysis, Water polo tactis, Performances



DancoDavcev
GIC1562054

Model Of M-Learning By Multimedia Content Delivery From Mcloud To Mobile Devices

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ABSTRACT

Integration of mobile devices in the multimedia delivery systems provides the users (learners or business people) with access to multimedia content outside the classroom (workplace). It allows them to easily store, record and deliver multimedia content in real-time. Process of delivering multimedia content to the users requires more computational resources than mobile device can provide. In order to provide users with multimedia content that is suitable for their mobile devices and according to their needs we introduce the mobile cloud (mCloud) computing environment as paradigm that is ideal to overcome these problems.

The proposed interactive mCloud system should provide high scale collaboration and interaction between the users. The system is designed for delivery of multimedia learning content to the users according to the user's cognitive style. The content is adapted according to the context-aware network conditions.

In this paper, we provide some experimental results based on experience of 30 users that participated in the m-learning cooperative process. After completing the course of Database Systems, the users estimated the Quality of Experience (QoE) by using a Learning Scenario Questionnaire.

Keywords: M-learning, multimedia content, mobile cloud computing, user profile, QoE

Dr.ReenaVerma
GIC1562055

Emerging Trends in Distance Education Through E-learning

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ABSTRACT

Today's world is making rapid progress on the path towards the utilization of technical applications in the field of distance education through E-Learning. One of the results of this has been a lessening of the financial burden of distance education through e-publication of textbooks, free material, and increasing the efficiency of university education. This is particularly true in the area of distance education, as the possibilities of its realization and growth have multiplied in ways not possible in the past.

Distance education seeks to assist those whose circumstances do not permit them to enroll in traditional classroom-based learning or those whose personal, economic or social circumstances do not allow them to get education. Prior to the introduction of Distance Education in the State the fruits of higher education was confined to a small number of people of scheduled castes, scheduled tribes and minority sections who are the majority of the population. The establishment of Open University for the first time in the country in the year 1982 opened new vistas in the history of higher education raised new hope among the under represented or unprivileged sections of the society. Resultantly, near about 40% of the socially & economically weak sections of the society or the working professionals perusing their higher education with open Universities through E-Learning. With this background, this paper attempts to examine the higher education scenario through E-Learning vis-à-vis the status of unprivileged sections against the challenges of educational development goals in reaching the unreached.

This paper tries to explore the Emerging Trends of Distance Education for the unprivileged using the following media: - Printed materials - Audio materials - Audio-visual materials - Computer programs

YarhandsDissou Arthur
GIC1562056

Statistical Software Packages (SSPs) Integration In Teaching And Learning Of Statistics In Ghanaian Tertiary Institution

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ABSTRACT

To address the impact of statistical software package integration in the teaching and learning of statistics by examining the effect of training lecturers in the use of statistical software packages(SSPs) on their intension to use the packages.

The research used multimode survey technique.

University of education, Winneba-Kumasi campus, Kwame Nkrumah University of Science and Technology, University of mines and Technology, University of Energy and Natural Resources, from January –February,2015.

The paper deploys quantitative research methodology using purposive sampling of lecturers, demonstrators and teaching assistant in mathematics and statistics. Four public universities in Ghana were sampled. The data collected was subjected to SmartPLS second generation multivariate structural Equation Modeling (SEM) in the computation of relevant statistics.

The paper used sample of 98 respondents purposively selected from the participating institutions. Test of validity and reliability was conducted to ascertain data credibility and consistency of the measurement as well as measurement and structural models. The data proved reliable with cronbacks square of the cronback values greater than 0.7.

The results of the analysis indicate that there is a positive significant relationship between training programs university leadership organized for their lecturers in mathematics and statistical and the perceived ease of use, perceived usefulness, attitude and assertiveness of the lecturers to uses the SSPs and lecturer's intension to use SSPs.

Conclusion:The finding of this paper has confirm the previous research output on the effectiveness of Technology Acceptance Model(TAM) framework and has further extended the theory of TAM to help predict the lecturers intension to use statistical software packages in the teaching and learning of statistics.

Keywords: Technology integration, Statistical Software packages (SSPs), Statistics, TAM.



Beebeejaun-MuslumZareenNishaat
GIC1562057

Reconciling work and family life: A qualitative study among professional married (PIO) mothers in Mauritius

Beebeejaun-MuslumZareenNishaat

ABSTRACT

As the Indian family life developed outside the indenture system, women's employment in Mauritius started mainly during the industrial era where Indian women entered the job market in large numbers which gradually caused a nuclearisation of Indian families. The experience of going out to work has opened up the horizons of Indian working women

and their unleashing levels of consumerism. With higher qualifications women are now able access top job positions and aim professional careers, however they often have to struggle between balancing work and family life in this patriarchal society. This results in a great source of stress while coping with the roles of wife, mother and professional employees and in addition they often have to deal with cultural, community and religious demands.

The main aim of the study is to examine the balance between work and family life among professional married (PIO) mothers in Mauritius while living a patriarchal society. For the purpose of this study qualitative method is used with convenience sampling. In-depth interviews were conducted with fifteen PIO married mothers in professional job positions across different institutions of the island.

Results obtained from the study shows that work burden experiences vary between women of different social backgrounds. The multiple roles of PIO Mauritian women are affected by their socio-economic background and a complex mixture of socio-cultural factors leading to gendered cultural influences.



Siow Sze Teen
GIC1562058

The research of child language and children education in bingxin's<small reader>

Siow Sze Teen

ABSTRACT

Bing Xin used her unique style to become a renowned female writer in the history of modern Chinese literature. Her writing style is elegant and delicate. Thus her literature is soft and gentle, carry through numerous fine piece of writing. Since the beginning of May Fourth period, she created a large number of literature to concern about the children. The children writing which created in her literature received many attentions. Therefore, this thesis is entitled “The research of Bing Xin's children writing”, to explore the characteristics of Bing Xin’s children writing related topic.

This thesis first inquired into Bing Xin’s historical background, especially her childhood experiences and memories. As a beginning, research will explore author's childhood experiences and their context the link between children's writing. Gradually, it will discuss the connection between the philosophy of love and her literary works. In order to discuss the integrity, “description of children” and “correspondence written for children” will be the major subject of research, assist to other literary works, to do analogy analysis, for a preliminary sorting to Bing Xin’s children writing.

Keywords: Bing Xin, children writing, children image, philosophy of love



Okafor Josephine Obiageli
GIC1562059

Re-Engineering The Teaching And Learning Of French Language Through E-Learning

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ABSTRACT

The teaching and learning of French Language in Nigeria has been facing a lot of challenges. The first of these challenges is the methodology employed by the teachers. The traditional methods of teaching the French language has proven inadequate as evidenced in the poor performance of these students in both internal and external examinations. The inadequacy of these methods of teaching this French language is appreciated against the backdrop of the technological revolution and breakthrough in the field of education, especially in the area of language teaching and learning. Hence, there is need for re-appraisal and re-engineering of language teaching and learning for effective

	<p>and efficient impact of the language. This in essence, will take care of different learners and their needs. This paper therefore, would re-appraise the traditional methods of teaching and learning language and explore E-learning as a tool for improving of language teaching and learning. It would explicate as well the benefits of the E-learning in language teaching and learning.</p>
<p>Abdallah IdrisuYahaya GIC1562060</p>	<p>Retrospective Study Of Records On Epidermiological Transition In The Tamale Teaching Hospital</p> <p>Abdallah IdrisuYahaya</p> <p>ABSTRACT</p> <p>Retrospective analyses of records of patients were done at the Tamale Teaching Hospital (TTH) from 2010 to 2014 to study the diseases trends and its causes in Northern Ghana and to determine the causes of the epidemiological transition. Morbidity and mortality from infective and non-infectious diseases were both at higher levels.</p> <p>Analysis of data from the GSS revealed that there has been an accelerated urbanization from 1970 to 2014. This unplanned urbanization coupled with lack of health education has led to unbalanced epidemiological transition in Northern Ghana, which is the double disease burden (communicable and non-communicable diseases). The solution to this public health problem lies in primary health; eradication of poverty, compulsory health education and control of population density; To reduce the risk factors, we need to work towards achieving the millennium development goals (MDGs).</p>



Petra Jansen
GIC1562061

Effects of a one-hour creative dance training on mental rotation performance in primary school aged children

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ABSTRACT

The study presented here investigated the influence of one-hour creative dance training on the spatial ability of mental rotation. Two groups of first and second graders solved a paper-pencil mental rotation test. Afterwards, one group received one lesson of creative dance training while the other group attended the regular physical education lesson. At the end of the short training period all children solved the mental rotation test again. The results show that the dance-training group improved their mental rotation performance more than the physical education group. This study expands our further studies where we have shown that five weeks of creative dance training enhances mental rotation performance (Jansen, Kellner, & Rieder, 2013). Further studies have to be conducted which investigate the short-term effects of different kinds of physical activity on different cognitive functions and their relation to academic performance.

Keywords mental rotation; school-aged children; motor performance; creative dance; regular sports class.



Dr Cecile N. GerwelProches
GIC1562062

Engaging postgraduate part-time management students in learning about research

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ABSTRACT

The aim of this presentation is to highlight the experiences of having lectured an action or practitioner research module to postgraduate part-time management students in a Business School at a tertiary institution in Southern Africa. The research module forms part of a two year post-graduate diploma. The students are from diverse backgrounds, and originate from various academic disciplines. The research module is offered in the second year of the programme. It aims to expose students to the research process, and furthermore to facilitate learning and reflection about self. The module topics include the various research paradigms that exist, how to prepare a research proposal, select a topic and outline aims and objectives, collect and analyse data, and conduct research in one's practice. Students conduct a small-scale, qualitative research project into a problem that they face in their own organisational contexts, and often use interviews, questionnaires and learning journals to collect data. The module is designed to promote active learning, and draws on experiential learning methods. A few students, upon completion of the post-graduate diploma, proceed into the Master of Commerce programme. The research module therefore also serves to enable students to be prepared for research at the higher levels. The presentation will outline the pedagogical approaches that are used in facilitating the module, and elaborate on students' perceptions of the module. The challenges that students face in learning about research and completing the research project will also be presented, as well as their observations about the strengths and value of the module. The observations of the lecturer in having facilitated the module over a number of years are also outlined. Recommendations are made for lecturers who are tasked with facilitating teaching and learning of research at postgraduate level.



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GIC1562063

Research-Led Higher Education and ‘The Bigger Picture’

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ABSTRACT

There is increasing pressure on higher education institutions to be research-driven and consequently populated by individuals whose main strength is research. It has already been established that the skills necessary to make a good researcher are not the same with those that make a good teacher. There are, however, other implications with respect to how teaching content is structured in terms of breadth and depth, and how breadth and depth of knowledge in turn may affect students’ knowledge in their field – but also broader world views. The aim of this paper is to examine how conflict may arise from the concurrent pursuit of these goals. Various factors are identified as impacting on the degree to which academics are able to perform successfully in both arenas. These factors include whether the academic mainly deals with postgraduate or undergraduate students, recognition and rewards for research and the way in which these influence the breadth of research interests, and how these in turn impact on teaching. This discussion is based within the context of split-brain theory (breadth being a right hemisphere attribute, and depth added primarily by the left hemisphere), and highlights the potential of this theory in enhancing the higher education experience.



ShahzadFarid
GIC1562065

Behaviorism and Learning: From Animal to Human

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ABSTRACT

The article incorporated the (missing) links of those doctrines, disciplines and experimental studies that were widely acknowledged as roots of the behaviorism within educational domain. The behavioristic studies commenced, prior to Watson, by a series of experiments on animals’ behavior and then the inferred findings were extensively applied in educational context – particularly of Skinner – relating with instructional pattern, time domain, contingency and learning styles. In the educational context, the behavioristic methods of investigations widely moved from experiments to survey methods which are evidenced by its most applied and debatable doctrines such as learning styles.

Key words: Learning, learning styles, behaviorism, conditioning, education



SatishPrakash Chand
GIC1562066

Challenges faced by curriculum developers in implementing conversational languages in Fiji classrooms

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ABSTRACT

The paper reports on the challenges faced by the curriculum developers in implementing the conversational languages (Hindi and i-Taukei) in primary and secondary school classrooms in Fiji. A qualitative methodological orientation which included phenomenological approach to study was employed. Relevant data was gathered through interviews.

The results showed that while Curriculum Development Unit (CDU) is solely in-charge of the development and implementation of the curriculum in Fiji, political and administrative factors have more impact on curriculum implementation than anything else. Lack of staff expertise, staff employment structure at CDU, unavailability of adequate resource materials, and weak research and consultation with academics, stakeholders and teachers are other impediments which affect the implementation of the conversational language in primary and secondary school classrooms in Fiji

jonathanAleles
GIC1562068

Global 30 Program: Challenges of Intercultural Communication

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ABSTRACT

The Internationalization of Japanese higher education started in 1982. The 1983 target of attracting 100,000 foreign students to Japan was accomplished in 2003 under Prime Minister Nakasone's "International Student 100,000 Plan". Since that time, The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has concentrated its effort on internationalizing its universities by developing an educational system called the Global 30 Project (G30). The G30 Project and similar programs were instituted to turn Japan into an international education hub. Data presented in this paper is based on surveys, conducted over a period 4 months, involving 96 respondents conducted at large prestigious universities in Japan conducted at prestigious universities in Japan. This study focuses on the challenges international students face with intercultural communication at large Japanese universities. Findings in this report will be used to identify pull factors of the G30 program. Results will assist in continuing efforts to improve international education at G30 universities.

Keywords: Global 30 Program, Higher education, International education, Japan




Jace Pillay
GIC1562069

A social justice framework for promoting children's rights across the school curriculum within the African context


Jace Pillay

ABSTRACT

Numerous international and regional policies and regulations have set the precedent for children's rights to be respected and implemented worldwide. However, to date little is known about the actual advancement of children's rights within Sub-Saharan Africa; hence, the purpose of this study was to explore the advancement of children's rights

	<p>within an African context. This qualitative study included a sample of eight respected leaders on different aspects of children’s rights, including academics; policy analysts; directors of children’s centres; legal experts; and members of national, regional and international committees on children’s rights issues. Data were collected through individual interviews, a questionnaire and the analysis of instruments on children’s rights. The findings indicate there have been considerable improvements in terms of the development of policies and instruments concerning children’s rights. However, the challenges around implementation were vividly conspicuous and the author argues that this has serious implications for especially vulnerable children. Based on the findings it is argued that a social justice framework embedded within a rights based approach should be used to promote children’s rights across the school curriculum within the African context.</p>
 <p>JabeenSoobratty GIC1562070</p>	<p align="center">The Potentials of Intercultural Education in Sustaining Social Cohesion in Small Island Developing States (SIDS)</p> <p align="center">JabeenSoobratty</p> <p align="center">ABSTRACT</p> <p>The process of globalisation has made the world increasingly intertwined. Diversity in term of cultures, nationalities, faiths and ethnic backgrounds has become an intrinsic characteristic of all societies. Furthermore, most countries around the globe share concerns about social cohesion and stability. Scholars argued that from global terrorism to local community conflicts, cultural differences are widely involved in conflicts that the world is facing nowadays. Small Island Developing States (SIDS) which has an extremely fragile ecosystem and social fabrics were mainly built on multicultural pillars. The features of SIDS make social inclusion more important than ever in order to survive in the rapid global change. A system of education for a sustainable society has a pivotal role to play to support a cohesive society. Fostering social cohesion in SIDS will enable such society to be more cohesive and thus be equipped with the necessary inclusive mechanisms for managing conflicts. In order to promote respect for and acceptance of diversity in today’s societies, Intercultural Education (IE) is proposed as a powerful mechanism to strengthen social cohesion.</p> <p>In the first part, this paper will touch the effect of globalisation on SIDS. The second section will focus on the emergence of IE. This is followed by addressing the question: What are the potentials of IE in fostering social cohesion. At the end this paper will reflect on the competences required by the new generations to meet these challenges</p>
 <p>KerrinBurnell GIC1562071</p>	<p align="center">Increasing Engagement Through the Use of Augmented Reality in the English Classroom</p> <p align="center">KerrinBurnell</p> <p align="center">ABSTRACT</p> <p>Everyone teaching in universities must agree that classroom practice is becoming increasingly dependent on technology. To refuse to use technology in the classroom is doing 21st century students a disservice. But what if you don’t have the institutional support to supply the students with the required technology? Teachers these days must often find innovative solutions to a lack of access to learning aids, and technology is no different. One such solution is the use of Augmented Reality (AR) to add digital media as overlays over traditional (mundane) paper text books. Using nothing but a smart phone, any image can be turned into an engaging media experience. This can be a difficult concept to grasp, but just seeing one example will make everything clear. Thus this paper will present real examples of AR posters, ideas for the classroom and a quick workshop</p>

	on how to create your own ARs.
<p>Vijayalakshmi Sam GIC1562073</p>	<p style="text-align: center;">Reapportioning Technology On English Language</p> <p style="text-align: center;">Mrs.Vijayalakshmi Sam (School of English) REVA University vijisjm@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>21st century is the age of globalization and is important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study (2000) suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.</p>

 <p>Boluwaji Oshodi GIC1562074</p>	<p style="text-align: center;">Cognition and Inflectional Features: A Psycho-syntactic Analysis of Morphological Variability among L2 Learners</p> <p style="text-align: center;">Boluwaji OSHODI AdekunleAjasin University AkungbaAkoko Nigeria bolu_oshodi@yahoo.com</p> <p style="text-align: center;">ABSTRACT</p> <p>The variable use of inflectional morphemes among L2 learners has remained one of the most controversial issues in second language acquisition particularly the cause i.e. what constitutes the source of this linguistic problem. A number of attempts have been made to address this issue found across all levels of L2 learners which has been labelled a phenomenon but a consensus is yet to be reached on its actual cause. This study evaluates the claims and predictions of two major hypotheses based on the concept of Universal Grammar (the FFFH and the MSIH) proposed to account for the source of this phenomenon. Findings from a cross-sectional oral and written data collected from three groups of L2 learners of English revealed that while both hypotheses have valid claims, they still exhibit some shortcomings which could not adequately account for some data produced by the subjects. The results clearly support the claim of Oshodi (2014) that morphological variability is indeed a phenomenon with a complex and complicated source arising from the combination of syntactic and cognitive issues which makes the linguistic problem a psycho-syntactic one.</p> <p>Key words: inflections, L2, universal grammar, FFFH, MSIH, psycho-syntactic</p>
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Lucia Munongi
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**Children's knowledge and understanding of their rights and responsibilities:
Implications for teaching.**

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Prof Jace Pillay

ABSTRACT

The United Nations Convention on the Rights of the Child is a widely ratified international document on the rights of children. It is mandatory for all signatories to this document to make sure that rights are taught and understood by everyone in their countries. This research explored the knowledge and understanding of Grade 9 learners of their rights and responsibilities. A qualitative approach was used to gather data through individual interviews with learners, teachers and parents and focus groups with learners. Results revealed a lower knowledge base and understanding of rights and responsibilities among learners and insufficient teaching of children's rights and responsibilities in the school curriculum and at home. More focus was found to be on rights than responsibilities. The findings imply the need for teachers and parents to educate learners more on children's rights and responsibilities as well as adopting a more active role in implementing the teaching of rights and responsibilities.

Keywords: African Charter for the Welfare of the Child, Children, children's responsibilities, children's rights, knowledge, significant adults, United Nations Convention on the Rights of the Child



Mrs. Achu Alice
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**Music teaching and learning through theIndigenous knowledge system will enhance
music traning in nigerian**

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ABSTRACT

It is considered opinion of the writer that the basis of music education in Nigeria school should be traditional music, traditional musical practices instrument. It is a common belief that the appropriate value for music education for Nigerian children lies in their indigenous culture. The effective development of of music education to also spring from their indigenous culture. The wide gap existing between those who acquire music training through formal music education and indigenous music education system calls music education training system in particular the teacher music education programme to meet with the challenges of the African society's music consumption. This paper tries to examine teaching and learning of music in Nigerian schools, the constraints therein and the way forward. The paper concludes on the note that the teachers who note that the teachers who will implement the music curriculum must be adequately prepared and equipped for the challenges in music education development, recommendation are made to improve teaching and learning of music in schools.

Moodly Adele L
GIC1562077

Women’s Voices Of And On Leadership In Higher Education

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ABSTRACT

2015 has been declared by the African Union as the “Year of Women’s Empowerment and Development towards Africa’s Agenda 2063”, with the 24th AU Summit ending with a vociferous call on this focus, 2063 being the agenda of a fifty year vision for Africa. The 25th AU Summit held in South Africa, saw the continuation of this theme throughout the agenda with the Assembly adopting a declaration containing commitments to the promotion of access for women in various areas ranging from agriculture, through health, participation in governance, and education, amongst others. It concludes committing expediency in processes transforming these into results. This renewed commitment on the focus of women and women’s empowerment is an ongoing discourse that can be traced back to various international and national sources, including the 1948 Universal Declaration of Human Rights, the 1978 Convention to Eliminate Discrimination Against Women (CEDAW), to the 2000 Millennium Goals of the United Nations, amongst others, including the democratic transformation of South Africa, post-1994. It is a critical and necessary discourse, needed to be translated into results, as a matter of social justice, as well as looking through the perspective of critical theory. Focus on higher education indicates a phenomenal increase in women accessing higher education, in some cases outnumbering men. The assumption is then given this trend, women should then continue to equal men in the occupancy of higher education leadership positions at the highest levels. Yet, research reflects that this is not the status quo, with men still outnumbering women. Given the AU’s 2015 Declaration, it would seem that South Africa is doing well in the access of women to Higher Education, but has not yet succeeded in translating this into women as leaders in the arena of Higher Education. The question could be asked, where are the voices of women in all of this? What do women say about leadership and HE? If these pathways are being created and publicly and internationally being declared, why is the translation into results so poor/slow? Is it possible that women are reluctant to take up the cudgels? If so, what are women saying about leadership in Higher Education? This paper focuses on women’s voices of and on leadership. It starts off as a theoretical paper, leading to an empirical study on women in two South African universities, on the perception of leadership in a South African context, and possible explanations for the lack of women in these positions. The study is based on an analysis of qualitative data, gathered through semi-structured interviews focused around structural and cultural factors identified in the literature, as possible contributing factors to the lack of women’s voices. The paper is thus focused on women and their perspectives on leadership in higher education and concludes on structural and cultural factors that may impact on decisions around women and leadership as well as women’s career advancement in this regard.



Nathalie Congo-Poottaren
GIC1562078

School leaders as progress makers: Opening a new vista for school leadership in Mauritius.

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ABSTRACT

This small scale study aims at exploring how far school leaders consider themselves progress makers. This is felt important as there is now much emphasis on schools to be more successful in terms of both academic and socio-economic outcomes. The challenge lies in knowing how to make it happen. A qualitative research was conducted. Furthermore, this article expands current knowledge on school leadership by reporting data gathered from a group of school leaders (n=6) who were mandated during their course in educational leadership to explore new vistas in school leadership and be pioneers as progress makers. Data gathered by means of a semi-structured interview, was analysed using the conceptual framework developed by Clampitt and DeKoch (2011)¹ on transforming leaders into progress makers. The main findings illustrate how school leaders struggle to come to terms with the various strategies and tactics associated with progress makers. The study's implications for future practice and training of school leaders are also considered. The authors hint that school leaders can become progress makers, that is, that metamorphosis can occur, if they consider leading differently and use new leadership practices.

Key words: progress makers, school leaders



Upasana Singh
GIC1562079

Evaluating an Indigenous E-Assessment Tool using the e-SEAT Framework

Upasana Singh

ABSTRACT

One of the essential components for successful online courses is the extent to which students interact with the course content. This level of interaction can be increased by adopting formative quizzes, tests, and skill assessments, within the online environment, to keep students regularly engaged with the learning material. Increasing interaction, without increasing lecturer workload, can be achieved by adopting e-assessment. Simply put, e-assessment refers to “assessment methods and practices that emphasize the role of information technology relative to measuring students’ learning.” Further, Gipps (2003: 26) states that “if teaching and its associated resources become electronic, then assessment too will need to take that route, to ensure alignment between the modes of teaching and assessment”. The question is “How do we know which e-assessment tool best meets our needs?” This paper, through an evaluation of an e-assessment tool, introduces to you the e-SEAT Framework, which aims at assisting academics in making the ‘best-fit’ choice, when adopting an e-assessment system.

Keywords: e-assessment, indigenous systems, multiple choice questions



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GIC1562080

The College Students with Disabilities’ Expectation towards Adapted Physical Education Goal

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ABSTRACT

The purpose of this research is to explore the expectations and the expectation factors of college students with disabilities’ adapted physical education goal. Adapted Physical

	<p>Education Questionnaire was developed and conducted with 216 students with disabilities who were recruited from 53 colleges all over Taiwan. The research found that: (1) Students with disabilities had expectations towards the adapted physical education goal. They thought the curriculum was not effective enough to reach their expectations of adapted physical education goal. Most of these opinions were not different from the students' conditions. The students with mild disabilities are more satisfied than the students with moderate and severe disabilities towards the education goal. These students who enroll inclusive physical education have better conditions than those enroll segregate physical education to involve into the adapted physical education. (2) With AMOS, the curriculum conducted affected the students' goal expectations towards the adapted physical education which was not affected by the students' characteristics. To promote the adapted physical knowledge of physical teachers and enhance the related resource would make college students be with higher expectation and involve the curricular and then to promote the curricular effectiveness. The research implications will contribute to execute the adapted physical education for the college students with disabilities.</p> <p>Keywords: inclusive adapted physical education, special adapted physical education, Structural Equation Modeling (SEM)</p>
 <p>SwalehahBeebeejaun-Roojee GIC1562081</p>	<p>way to phronosis: Delving into Stories of School Based Experiences of Pre-service teachers</p> <p>Swalehah Beebeejaun-Roojee1 , Nathalie Congo-Poottaren2 Doctoral students, University of KwaZulu Natal, South Africa</p> <p>ABSTRACT</p> <p>There exists an on-going debate on the gap between the academic aspect of teacher education and the reality of school life. In response to this issue, many teacher training institutions propose on-job placement or 'School Based Experience'. In Mauritius, trainee teachers are posted in schools with a view to provide them with work-based learning opportunities and expose them to the world of schools. A narrative enquiry has been adopted to investigate ways in which pre-service teachers have lived their school-based practicum in relation to the knowledge acquired during their training. Data was collected from stories narrated during focus group seminars and analysed using Haynes (2007) Key Steps. The study sheds light on ways in which trainee teachers faced the diversity and complexity of the school milieu as an experiential learning space. It also leads to the understanding of their concerns as they negotiate their way along the journey of reconciliation between teacher education and experiences of school life. Key findings relate to both the benefits and setbacks of work based learning. The authors recommend that there is a need to revisit the partnership which exists between the teacher education institution and schools.</p> <p>Key words: School Based Experience, experiential learning, situated learning Haynes, C. 2007, Experiential learning: Learning by doing: 5-step experiential learning cycle definitions.</p>



Sandra Kaltner
GIC1562082

Does body awareness influence visual spatial intelligence?

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ABSTRACT.

The embodiment approach suggests that processes in the body influence cognitive performance. Due to this in the present study, female patients with high body awareness-elite athletes and patients with Anorexia Nervosa- as well as healthy controls performed a mental rotation task with different kinds of stimuli. Mental rotation is the ability to imagine objects from different perspectives. The results show that both experimental groups revealed a better mental rotation performance than the control group in form of faster reaction times. This result is independent of the kind of stimuli, i.e., if the mental rotation requires the transformation of the self (egocentric) or the object (object-based). We further found that BMI and IQ correlated with reaction time. Because there was no difference between the elite athletes (positive body awareness) compared to the patients with Anorexia Nervosa (negative body awareness) the results suggest that any occupation with the body relates to visual spatial intelligence. This result is discussed regarding its importance in the educational context.

Keywords: mental rotation; anorexia nervosa; embodiment; elite athletes.



Murtala Sale
GIC1562083

The Place of Instructional Materials in Quality Education at Primary School Level in Nigeria

Murtala Sale


ABSTRACT

The use of instructional materials is an indispensable tool that enhances qualitative teaching and learning especially at the primary level. Instructional materials are used to facilitate comprehension of ideas in the learners as well as ensure long term retention of ideas and topics taught to pupils. This study examined the relevance of using instructional materials in primary schools in the North western part of Nigeria. It employed survey design using cluster sampling technique. The questionnaire was used to gather data for analysis, and statistical and frequency tables were used to analyze the data gathered. The results show that teachers and students alike have realized the effectiveness of modern instructional materials in teaching and learning for the attainment of set objectives in the basic primary education policy. It also discovered that reluctance in the use of instructional materials will hamper the achievement of qualitative primary education. The study therefore suggests that there should be the provision of adequate and up-to-date instructional materials to all primary schools in the zone for effective teaching and learning process.



The Unfairness in Fair Selection: the use of Psychological Testing in Employment Selection

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<p>Nontuthuko S. Mgabhi GIC1562084</p>	<p style="text-align: center;">ABSTRACT</p> <p>This paper examines the use of psychological testing in employee selection, where a psychological test is used across all job applicants in endeavour to maintain ‘fairness’ in the selection process. The use of traditional Intelligence Quotient (IQ) tests in employment testing is examined with particular emphasis on what is the context and reality of the applicant. The issues of fairness and discrimination in cognitive ability selection testing are explored. The overemphasis on intelligence as a factor that distinguishes extraordinary achievers from ordinary achievers and from poor performers is discussed. The need to spend more time looking at unique environment of each test-taker such as the support they have received in their journey of life, relationship they have and extraordinary opportunities they have received is discussed in this paper. Key Words Fair testing, Unfair testing, Bias, Selection and Intelligence</p>
<div style="text-align: center;">  <p>ManokoSeerane GIC1562085</p> </div>	<p style="text-align: center;">Sustaining best practice in online assessment through professional development: a case in an Open Distance Learning environment</p> <p style="text-align: center;">ManokoSeerane Directorate of Curriculum and Learning Development University of South Africa (UNISA) seerasm@unisa.ac.za</p> <p style="text-align: center;">ABSTRACT</p> <p>One of the most significant current discussions in Higher education is the issue of the changing role of academics. In South Africa Open and Distance Learning has recently been introduced. This approach necessitated a paradigm shift on the part of educators for them to be able to design rich learning environments that are flexible and student-centred, that provide access while enhancing learning. Although most of the academics in higher education are qualified to offer courses in their area of expertise, most of them are not skilled to teach in this new context. Kimatian (2006:21) is adamant that although there are many benefits to being qualified for one’s job, being ‘professional’ means, among other things, a commitment to continuous improvement with the aim of maintaining high standards. Although the University of South Africa (UNISA) has been around since 1873, it has been recently established as an open distance learning (ODL) institution. As a result of this changing landscape UNISA has come to a realisation that there’s a need to equip and re-skill those assigned with the responsibility to teach and assess in this new context. Peters (2010) argues that professional development is essential for any professional who wants to improve their practise, more so in open distance education where lecturers who come from different contexts like face-to-face or correspondence institutions find themselves fundamentally affected by abrupt and radical change in the way they are now expected to teach and assess. Central to the Open and Distance Learning environment is the notion of online assessment. The introduction and implementation of online learning in higher education has offered new challenges in assessment of learning, leaving academics not only with a responsibility but also with opportunities to become empowered with expertise in the implementation of innovative online strategies for assessment of learners. Even though online assessment has become a well-established process of practicing alternative assessment in most institutions of higher education, most lecturers and students still find it difficult to navigate their way through from the traditional exam-based, venue-based assessments, to non-supervised, non-venue-based assessments. Compared to traditional forms of print-based assessment, online- assessment is a more rigorous form of assessment requiring a certain degree of creativity in selecting and administering appropriate assessment methods and tools. This</p>

	<p>paper reports on a study that looked at how professional development interventions were used to develop these skills. This will be done by looking at four programmes employed at the UNISA, namely Virtual Learning Environments (VLE), Going- on-line, Pathfinder and Online Assessor Training programme. Data will be collected through a survey-questionnaire to determine the lecturer’s behaviour, beliefs and attitudes about the online-assessment system. Their familiarity with the systems and platforms in use in their environments and their levels of skills to use these systems will also be investigated, reported and interpreted. Interviews will also be conducted to focus on current attitudes and use of technology, and investigate experiences with regard to changes in activity.</p> <p>Keynotes: Online assessment; professional development; technology</p>
<p>BiswajitBasumatary GIC1562086</p>	<p>The Therapeutic effect of Yoga and its ability on Biochemical and Respiratory Variables in the Quest of Healthy and Fit Nations: An Ancient Practice on International Yoga Day</p> <p>Satpal Yadav, BiswajitBasumatary, L.N. Sarkar, ThepfuKoliePunyu Lakshmibai National Institute of Physical Education, NERC, Guwahati, Assam, India</p> <p>ABSTRACT</p> <p>The present study was conducted with the objective to determine the therapeutic effect of Yoga and its ability on Biochemical and Respiratory variables. The study was approved by the Ethics Committee of Lakshmibai National Institute of Physical Education, India. Twenty (N=20) female subjects between the age group of 17-28 years (Mean + SD; height 5.56 + 0.23m; body mass 67.53+ 4.35kg; age17.30+ 2.04 years) were selected. The subject were purposively assigned into two groups: Group-A: Experimental (N1=10) and Group-B: Control (N2=10). Student’s t-test for independent data was used to assess the between-group differences and for dependent data to assess the Pre-Post differences. Based on the analysis of the obtained, we concluded that the significant between-group differences were found in biochemical Variables (Total Cholesterol (t=2.56*), Testosterone (t=2.81*), Triglycerides (t=3.22*) and Blood Sugar (t=2.57*). Since the calculated value of t is greater than tabulated value of t (2.262). Insignificant between-group differences were found in Haemoglobin, Uric acid, Red blood Carpuscles and White blood Carpuscles) were calculated t-value. Significant between-group differences were found in maximum ventilator volume (t= 8.34*), vital capacity (t=13.13*), inspired reserve volume (t=3.36*) and inspiratory capacity (t=5.28*) since the calculated value of t is greater than tabulated value of t (2.262), whereas no significant between-group differences were noted in force vital capacity (t=0.822) since the calculated value of t is smaller than tabulated value of t (2.262). No significant changes were noted in the control group for the selected level of significance at 0.05 of North-East India. Keywords: Yoga, Biochemical Variables, Respiratory Variables</p>
<p>L.N. Sarkar GIC1562086</p>	<p>The Therapeutic effect of Yoga and its ability on Biochemical and Respiratory Variables in the Quest of Healthy and Fit Nations: An Ancient Practice on International Yoga Day</p> <p>Satpal Yadav, BiswajitBasumatary, L.N. Sarkar, ThepfuKoliePunyu Lakshmibai National Institute of Physical Education, NERC, Guwahati, Assam, India</p> <p>ABSTRACT</p> <p>The present study was conducted with the objective to determine the therapeutic effect of</p>

	<p>Yoga and its ability on Biochemical and Respiratory variables. The study was approved by the Ethics Committee of Lakshmibai National Institute of Physical Education, India. Twenty (N=20) female subjects between the age group of 17-28 years (Mean + SD; height 5.56 + 0.23m; body mass 67.53+ 4.35kg; age17.30+ 2.04 years) were selected. The subject were purposively assigned into two groups: Group-A: Experimental (N1=10) and Group-B: Control (N2=10). Student's t-test for independent data was used to assess the between-group differences and for dependent data to assess the Pre-Post differences. Based on the analysis of the obtained, we concluded that the significant between-group differences were found in biochemical Variables (Total Cholesterol (t=2.56*), Testosterone (t=2.81*), Triglycerides (t=3.22*) and Blood Sugar (t=2.57*). Since the calculated value of t is greater than tabulated value of t (2.262). Insignificant between-group differences were found in Haemoglobin, Uric acid, Red blood Carpuscles and White blood Carpuscles) were calculated t-value. Significant between-group differences were found in maximum ventilator volume (t= 8.34*), vital capacity (t=13.13*), inspired reserve volume (t=3.36*) and inspiratory capacity (t=5.28*) since the calculated value of t is greater than tabulated value of t (2.262), whereas no significant between-group differences were noted in force vital capacity (t=0.822) since the calculated value of t is smaller than tabulated value of t (2.262). No significant changes were noted in the control group for the selected level of significance at 0.05 of North-East India.</p> <p>Keywords: Yoga, Biochemical Variables, Respiratory Variables</p>
<p>ThepfuKoliePunyu GIC1562086</p>	<p align="center">The Therapeutic effect of Yoga and its ability on Biochemical and Respiratory Variables in the Quest of Healthy and Fit Nations: An Ancient Practice on International Yoga Day</p> <p align="center">Satpal Yadav, BiswajitBasumatary, L.N. Sarkar, ThepfuKoliePunyu Lakshmibai National Institute of Physical Education, NERC, Guwahati, Assam, India</p> <p align="center">ABSTRACT</p> <p>The present study was conducted with the objective to determine the therapeutic effect of Yoga and its ability on Biochemical and Respiratory variables. The study was approved by the Ethics Committee of Lakshmibai National Institute of Physical Education, India. Twenty (N=20) female subjects between the age group of 17-28 years (Mean + SD; height 5.56 + 0.23m; body mass 67.53+ 4.35kg; age17.30+ 2.04 years) were selected. The subject were purposively assigned into two groups: Group-A: Experimental (N1=10) and Group-B: Control (N2=10). Student's t-test for independent data was used to assess the between-group differences and for dependent data to assess the Pre-Post differences. Based on the analysis of the obtained, we concluded that the significant between-group differences were found in biochemical Variables (Total Cholesterol (t=2.56*), Testosterone (t=2.81*), Triglycerides (t=3.22*) and Blood Sugar (t=2.57*). Since the calculated value of t is greater than tabulated value of t (2.262). Insignificant between-group differences were found in Haemoglobin, Uric acid, Red blood Carpuscles and White blood Carpuscles) were calculated t-value. Significant between-group differences were found in maximum ventilator volume (t= 8.34*), vital capacity (t=13.13*), inspired reserve volume (t=3.36*) and inspiratory capacity (t=5.28*) since the calculated value of t is greater than tabulated value of t (2.262), whereas no significant between-group differences were noted in force vital capacity (t=0.822) since the calculated value of t is smaller than tabulated value of t (2.262). No significant changes were noted in the control group for the selected level of significance at 0.05 of North-East India.</p> <p>Keywords: Yoga, Biochemical Variables, Respiratory Variables</p>



Dr.Satpal Yadav
GIC1562086

The Therapeutic effect of Yoga and its ability on Biochemical and Respiratory Variables in the Quest of Healthy and Fit Nations: An Ancient Practice on International Yoga Day

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India**

ABSTRACT

The present study was conducted with the objective to determine the therapeutic effect of Yoga and its ability on Biochemical and Respiratory variables. The study was approved by the Ethics Committee of Lakshmibai National Institute of Physical Education, India. Twenty (N=20) female subjects between the age group of 17-28 years (Mean + SD; height 5.56 + 0.23m; body mass 67.53+ 4.35kg; age 17.30+ 2.04 years) were selected. The subjects were purposively assigned into two groups: Group-A: Experimental (N1=10) and Group-B: Control (N2=10). Student's t-test for independent data was used to assess the between-group differences and for dependent data to assess the Pre-Post differences. Based on the analysis of the obtained, we concluded that the significant between-group differences were found in biochemical Variables (Total Cholesterol (t=2.56*), Testosterone (t=2.81*), Triglycerides (t=3.22*) and Blood Sugar (t=2.57*). Since the calculated value of t is greater than tabulated value of t (2.262). Insignificant between-group differences were found in Haemoglobin, Uric acid, Red blood Corpuscles and White blood Corpuscles) were calculated t-value. Significant between-group differences were found in maximum ventilator volume (t= 8.34*), vital capacity (t=13.13*), inspired reserve volume (t=3.36*) and inspiratory capacity (t=5.28*) since the calculated value of t is greater than tabulated value of t (2.262), whereas no significant between-group differences were noted in force vital capacity (t=0.822) since the calculated value of t is smaller than tabulated value of t (2.262). No significant changes were noted in the control group for the selected level of significance at 0.05 of North-East India.

Keywords: Yoga, Biochemical Variables, Respiratory Variables



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GIC1562087

Relationship Between Age Level And Self-Concept Of Physically Impaired Children In Inclusive Primary Schools In Kenya

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ABSTRACT

Physical disability has been for a long time viewed as an impediment to social development in the society. Physically challenged children tend to engage themselves in ritualistic, stereotypic behaviour that can be self-injurious and interferes with learning. The physically challenged children who are self-absorbed and locked in a private world of fantasies are not interacting with anyone or anything in the environment. Most of the physically handicapped children suffer so much from the stigma which accompanied their physical status. They are denied the opportunities which could have been a source of their livelihood in future. This kind of inhumane way of treatment usually pause so many psychological torture which make them to develop low self-concept. The study seeks to investigate the relationship between age level and self-concept of physically challenged children in inclusive primary schools in Kenya. This study employed both ex post facto (causal comparative) research designs. A total of 240 physically handicapped children were selected through simple random sampling from five selected primary schools. The research instrument was questionnaires and schedule interviews. Data analysis was done using both descriptive and inferential statistics. The findings showed that there is significant relationship between age level and self-concept and academic performance of physically challenged children in inclusive primary schools. The results were found to be useful in sensitizing the society on the significance on the importance of education of physically challenged children in Kenya.

KEY WORDSAge level, self-concept, inclusive education and physical challenges

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Relationship between Age Level and Self-Concept of Physically Impaired Children in Inclusive Primary Schools in Kenya

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ABSTRACT

Physical disability has been for a long time viewed as an impediment to social development in the society. Physically challenged children tend to engage themselves in ritualistic, stereotypic behaviour that can be self-injurious and interferes with learning. The physically challenged children who are self-absorbed and locked in a private world of fantasies are not interacting with anyone or anything in the environment. Most of the physically handicapped children suffer so much from the stigma which accompanied their physical status. They are denied the opportunities which could have been a source of

their livelihood in future. This kind of inhumane way of treatment usually pause so many psychological torture which make them to develop low self-concept. The study seeks to investigate the relationship between age level and self-concept of physically challenged children in inclusive primary schools in Kenya. This study employed both ex post facto (causal comparative) research designs. A total of 240 physically handicapped children were selected through simple random sampling from five selected primary schools. The research instrument was questionnaires and schedule interviews. Data analysis was done using both descriptive and inferential statistics. The findings showed that there is significant relationship between age level and self-concept and academic performance of physically challenged children in inclusive primary schools. The results were found to be useful in sensitizing the society on the significance on the importance of education of physically challenged children in Kenya.

KEY WORDS Age level, self-concept, inclusive education and physical challenges



AbatihunAlehegnSewagegn
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The Practices and Challenges of Modular/Block Teaching at Public Higher Institutions in Amhara, Ethiopia

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ABSTRACT

The purpose of the study was to investigate the practices and challenges of modular/block teaching at public higher institutions in Amhara, Ethiopia. To achieve this purpose, descriptive survey design was used. Instructors and students were the participants of the study. Closed and open-ended questionnaires and interview were used. The data collected were analyzed using content analysis, descriptive techniques and tested through chi-square, t-test and one-way ANOVA. The result suggested that variations are observed in practice and significant difference in attitude was observed across different colleges of the three universities regarding modular/block teaching. Instructors and students from the college of social sciences and humanities and health sciences have favourable attitude than natural and computational sciences, business and economics; and the variation was due to the nature of the courses. It also found that instructors teaching experience, educational status and pedagogical training taken have no relation with their attitude about the modular/block teaching. Moreover, it is found that modular/block teaching help students to concentrate on one subject at a time but do not give emphasis for practical skills, the theory and practice can't go hand-in-hand, it does not make learning credible/realistic and because of the limited time given for one course, it is difficult to implement active learning. And the assessment process is also a difficult task. With its difficulty, instructors use various types of assessment techniques but the system helps students to get better grade without knowledge. Generally, shortage of time, large class size, lack of resources, high work load and weak academic background and achievement of students were the major challenges that face in the practice of modular approach teaching. Finally, instructors suggested their idea improve the quality of modular/block teaching in higher instructions. On the basis of the findings, conclusions were drawn.

Keywords: Modular/block teaching, attitude, practice, challenge

LeenaTaneja
GIC1562089

Shaping Young Learners: The Challenges and Rewards of Teaching in the U.A.E

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ABSTRACT

This paper presentation will explore pedagogical strategies associated with ESL learners in the U.A.E. As a Westerner educator working in the Middle East, I will use this platform to discuss cultural sensitivities, pedagogical challenges, and strategies that I have discovered in my work as a teacher. The paper will provide a brief overview of academics in the U.A.E, student background and academic levels before examining challenges encountered and teaching methodologies. The paper will also discuss how religious and cultural attitudes and customs shape effective teaching methods in the U.A.E in significant ways.



Sumanta Kumar Mondal
GIC1562090

Psychosocial Techniques to Teach Physical Education in School

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ABSTRACT

Physical Education provides multifaceted service for making a man. It plays vital role in growth and development of the children. Recent medical studies reveal that physical well being is directly related to the human performance whether in class or in place of works. Physical Education serves to promote health, increase fitness, improve potency to prevent disease, support academic learning, develop social qualities and leads to active life style. Consequently, it is very important to adopt proper techniques to teach Physical Education to the school children. Most important task of teaching is creating an atmosphere to promote learning. A teacher has to adopt many policies and employ them in appropriate situation, to maintain correct behavior of learning towards their task. Among many strategies psychosocial skills of the teachers are of utmost important. Teachers should be keen and shall have potentialities to employ descriptive and prescriptive feedback mechanism. Lack of discipline is one of the major obstructions in ensuring quality teaching and a teacher may employ Five C's behaviour management mechanism to develop appropriate behaviour and minimize inappropriate behaviour of the children. Indiscipline attitude of the children can also be tackled by increasing their involvement in the class by means of assigning personal and social responsibilities. In a Physical Education class a teacher has to deal with the demands of several students. He has to employ some means to maintain the momentum of the lesson and interest of the students. Kounin's model of discipline to effective class management may be adopted by teachers to ensure better learning atmosphere in a class.

Key Words: Technique, Descriptive feedback, Prescriptive feedback, Five C's, Personal and social responsibilities.

AbdoolQaiyumMohabuth
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The Effectiveness Of Summative Assessment In Practice Learning

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ABSTRACT

Assessment enables students to focus on their learning, assessment. It engages them to work hard and motivates them in devoting time to their studies. Student learning is directly influenced by the type of assessment involved in the programme. Summative Assessment aims at providing measurement of student understanding. In fact, it is argued that summative assessment is used for reporting and reviewing, besides providing an overall judgement of achievement. While summative assessment is a well defined process for learning that takes place in the classroom environment, its application within the practice environment is still being researched. This paper discusses findings from a mixed-methods research study for exploring the effectiveness of summative assessment in practice learning. A survey questionnaire was designed for exploring the perceptions of mentors and students about summative assessment in practice learning. The questionnaire was administered to the University of Mauritius students and mentors who supervised students for their Work-Based Learning (WBL) practice at the respective placement settings. Some students, having undertaken their WBL practice, were interviewed, for capturing their views and experiences about the application of summative assessment in practice learning. Semi-structured interviews were also conducted with three experienced mentors who have assessed students on practice learning. Findings reveal that most students had positive experiences about their summative assessments in practice learning. They felt comfortable and confident to be assessed by their mentors in their placement settings and wished that the effort and time that they devoted to their learning be recognised and valued. Mentors also confirmed that summative assessment is a valid and reliable strategy in practice learning, enabling them to better monitor and coach students to achieve the expected learning outcomes.

Keywords: Practice Learning, Judgement, Summative Assessment, Knowledge, Skills, Workplace



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GIC1562092

Developing inquiry based classroom practices of Senior Phase Natural Science teachers in the strand Planet Earth and Beyond

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ABSTRACT

In the South African schooling context in the senior phase, there is a compulsory learning area called the Natural sciences. The subject is made up of four strands namely Life and

living; energy and change; matter and materials; planet earth and beyond. The natural science teacher is expected to teach all the strands. Some institution of higher learning have indicated their challenges in developing a natural sciences teacher in terms of the subject matter knowledge as it straddles across life sciences, chemistry, physics and geography or astronomical physics. The problem is how do teachers already in the system find their way in teaching natural sciences effectively, especially being the products of higher education institutions that did not prepare them to teach the subject in all the strands. Furthermore, the focus of the research will be on the strand planet earth and beyond as most teachers will either have majored in life sciences and/or physical sciences. Not much research has been conducted to ascertain how the natural sciences teachers are manoeuvring in the teaching of the natural sciences with all the potential pitfalls. So this project will develop the natural sciences teachers' inquiry based classroom practices to ascertain how they teach the subject focusing on their teacher knowledge, instructional strategies, interactions and discourse using the participatory reflection and action (PAR) methodology. The following research questions will guide the study;

Dr. Fatile
GIC1562093

Accountability And Financial Management In Tertiary Institutions: A Study Of Some Selected Universities In South West Nigeria

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ABSTRACT

Higher institutions are established with the aim of producing qualified graduates that will eventually impact positively on national development, but the achievement of this goal is being affected by the lack of development in these institutions. The decay experienced in the Nigerian tertiary education system has been linked to poor management triggered by a number of factors including inability to manage resources judiciously. As a result, effective management of financial resources of tertiary institutions has become a major concern in most parts of the world. The main objective of this study therefore is to examine accountability and management of financial resources in Nigerian higher institutions with specific reference to some selected federal, state and private universities in South West Nigeria. The study is a fact finding and problem solving exercise that involved the administration of survey questionnaires and oral interviews. 130 questionnaires were distributed to the senior academic and non academic staff of 10 selected public and private universities. The data collected was analysed using both descriptive and inferential statistical techniques. The descriptive statistics was employed in the presentation and analysis of data while the formulated hypotheses were tested using correlation co-efficient and the t-distribution techniques. The findings of the study revealed that the problem of financial management in Nigerian universities is primarily that of poor management of fund such as diversion/virement/misapplication of fund to meet other needs without recourse to procedure in appropriation. Also, there is lack of

transparency in the constitution of the budget monitoring committee by the university authorities. It was also revealed among others that internally generated revenue in most universities is inadequate coupled with lack of accountability, misapplication as well as misappropriation of funds. It recommends that the government should put in place models and regulations that will enhance transparency and effective accountability. Secondly, to reduce the burden of funding, tertiary institutions should look inward to scholarship, consultancy and access international funding for management and research. In view of this, there is the need for a genuine demand that universities should strengthen ethics, integrity, transparency, accountability and professionalism in order to protect resources, achieve quality and enhance performance. The study concludes that for Nigerian universities to effectively play their assigned roles, there is need to institute an effective corporate governance and accountability mechanisms in the system.

Hanna Bar-Yishay
GIC1562095

The impact of Assessment for Learning (and academic achievements of students in higher education MLA) using M-Learning on Self-Efficacy
Hanna Bar-Yishay

ABSTRACT

Students studying for master degree in education tend to fear methodological courses. This anxiety negatively affects their motivation for learning and performance. This paper explores how Assessment for Learning (AFL) can improve self-efficacy and academic achievements of students in an economic course using ICT and mobile devices.

According to Bandura's theory (1997) self-efficacy is developed from external experiences, and is likely to determine one's ability to achieve its goals. Students who believe they can perform well, are usually intrinsically motivated and are more likely to excel. Based on Bandura's theory and Augmented Reality the course in Economics of Education was re-designed to include a short lecture, visual representations, in-class group assignments and short multiple answer quiz. Smartphones were used to administer the assignments and quiz, using google applications and Moodle. Feedback, including grade scores, were provided to the students immediately upon closing the quiz. The assignments were intended to enhance self-regulated learning and give students control of their learning (Deci & Ryan, 2000). The instant feedback was intended to provide a successful experience and a positive mood. Mastery experience and emotional state are considered the most important sources of self-efficacy (Margolis & McCabe, 2006). Smartphones were used in order to create a new learning experience, enhance motivation and simply because of their widespread availability (Jones et al 2006).

Using unpaired T test the author found a significant difference in degree of self-efficacy between the group that experienced the ICT M-learning course design and the control group that experienced traditional learning ($p=0.000036$). Comparison of final grades revealed no significant difference between the two groups ($p=0.183$). This may be

	explained by the fact that students' performance are mainly explained by their personal characteristics rather than extrinsic factors.
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<p>Dr.SohawonMahboobSooltan GIC1562096</p>	<p style="text-align: center;">Challenges To Teach The 21st Century Learners</p> <p style="text-align: center;">Dr. SohawonMahboobSooltan</p> <p style="text-align: center;">ABSTRACT</p> <p>This study is to explore the type or types of classroom leaders and classroom leadership needed for the Millennial, word introduced by Howe and Strauss (2000). The reasons which has prompted the researcher to probe into this issue is the realization that our classrooms, and by extension our schools, are still led, managed and taught as they were some years, not to say some centuries, back. The use of lap tops and computers in the teaching and learning has been taken to mean that the aspirations of the millennial are being met. The data have been gathered during the various formal teaching observations, interactions and discussions with practicing, novice educators and mentors during the teaching practice. In this study, the researcher is going to discuss some of the challenges awaiting educators in general, and by extension Heads of schools, if they do not revisit the way they are presently leading teaching and learning at schools. It will also be the intention of the researcher to discuss the findings gathered from the tech savvy learners during the various focus group discussions. At a higher level, the researcher will be analyzing the type of teacher education being dispensed and imparted in specialised educational institutions for preparing educators and their relevance to the realities and exigencies of the day for the digital natives, term coined by Prensky (2001). The curriculum of some educational institutions will be studied and analysed with a view to gauging the type of preparation provided and whether it is up to the expectations of the learners. The researcher believes that a study of the characteristics of the Millennial - behaviour, learning styles, social networking and connectivity, the way they process information, different working abilities, multi-tasking amongst others - will assist us in understanding their demands and, consequently, gearing our effort in that endeavour. Side by side the following questions will need our attention and to be addressed - Do teachers have the relevant skills and competencies to response to the aspirations of the Millennial? If not, how to assist educators not to become obsolete in their profession? Does the situation demands a paradigm shift? Is there a willingness on the part of the educators to get out of their comfort zone? Will these new skills be the fad of the day - relation building, creation of dialogue, cultural awareness, knowledge creation? Will there be a need for new expressions of leadership that flex, create, learn, adapt and serve. At a final stage some suggestions and strategies, constructed from the analysis of the data gathered, will be proposed with a view to assisting educators (and Heads of schools) to be still relevant and to make a difference in their institutions.</p> <p>Key words: Millennial, digital natives, the tech savvy learners,</p>
<p>Sheriff Garba GIC1562099</p>	<p style="text-align: center;">Myriad problems of teachers and its implications on Quality education in nigeria</p> <p style="text-align: center;">Sheriff garba History Department, Yobe State University, Damaturu Nigeria sherifullahgarba@gmail.com</p> <p style="text-align: center;">ABSTRACT</p> <p>In Nigeria, the teaching force is demoralized and divided. Teachers previously</p>

benefiting from considerable public respect and reasonable financial reward, their status is today in exponential decay. The crises in the teaching profession are threatening the ability of Nigeria to reach internationally agreed targets to expand and improve education. To this regard, this paper focuses on the situation of teachers in Nigeria today, the myriad problems they are facing and the detrimental effect these problems are having on children's ability to have quality education. The paper argues that the survival of Nigeria as a viable society will depend on the health of her educational institutions, more especially, on how well the teachers that are the backbone of quality education are treated. In an attempt to identify and find solution to the problems, the paper used participatory advocacy research methodology to explore teachers' views of their profession. What actually motivates teachers? What affects their morale? And what will help them perform well? The problems and prospects gathered from the voices of teachers and educationists came out with holistic recommendations on how teachers' motivation and morale could be improved, in order to have a virile and quality education in Nigeria. It is expected that the outcomes of the study may benefit the overall population of Nigerians, with special reference to education policy formulators and implementers. It is also hope that an efficient education policy that will address the myriad problems of teachers will have a positive impact on the overall development of socio-economic and political aspects of the entire country.



RouhollahKhodabandelou
GIC1562103

Differences in Social Presence in Higher Education Blended Learning Environments

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ABSTRACT

the growth of blended learning in higher education institutions has been anticipated for years. The study aimed to determine the difference in social presence as well as its indicators among three different blended learning environments in Malaysian higher education institutions. The respondents were undergraduate students from these universities. The items of the questionnaire were chosen and adapted from previous studies. Validity and reliability of the instrument were tested in a pilot study and assumptions of one way MANOVA were checked before analyzing the data. The results of this analysis indicated that there were no statistically significant difference among undergraduate students' perception of social presence (affective expression, open communication, and group cohesion) in the blended learning environments.

Index Terms—Social presence, Blended learning, Higher education.

Dr. Benita Bunjun
GIC1562104

Critical Intersectional Reflections on the Academic Well-Being of Racialized

Students Project (Canada)

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ABSTRACT

The Academic Well-being of Racialized Students Project coordinated by Dr. Benita Bunjun was housed within The Centre for Gender, Social Inequities, and Mental Health at Simon Fraser University in British Columbia, Canada. The Project promoted the academic well-being of racialized students by centering interdisciplinary critical Indigenous, race and feminist scholarship, community knowledge, and social justice work. In this presentation Dr. Bunjun will engage with an intersectional analysis to critically reflect on the emerging discourses of racialized students' experiences of isolation and exclusion which impede their academic well-being in two universities in Canada.

Academic institutions within Canada, a white-settler society, remain troubling sites of racial exclusion and racial disempowerment with a lack of critical race and Indigenous scholarship and scholars. The presentation will then focus on ways the Project promoted academic and overall well-being by providing relevant skills, networks, resources, and mentorship to racialized students. The internship positions were open to University of British Columbia and Simon Fraser University undergraduate and graduate students committed to promoting social justice work and building relevant partnerships with community groups in the Vancouver Lower Mainland. The Project interns represented racialized students across their multiple intersecting positionalities of ability, class, sexuality, citizenship, gender, parenthood, mixed-race identity, birthplace, language, health, (non)international student, and area of study.



Udofia Christopher Alexander
GIC1562105

Leadership Cynosurism and Kant's Imperative

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ABSTRACT

This paper with the title, "Leadership Cynosurism and Kant's Imperative," is saddled with the problem of educating an ethical foundation for leadership from Kant's Metaphysics of moral. In Kant's Metaphysics of moral, he holds that an action is qualified as moral if it is borne out of the apriori, non contingent and unconditional sense of duty and obligation. Actions that possess these qualities are classified as good because they are borne out of the goodwill which is the absolute foundation from which every act derives its moral worth of goodness. He also opined that all deontological actions must be guided by the categorical imperative of moral action. In this work, we reason that since taking action in the form of policy and decision making constitute the defining characteristic as well the focal point of leadership, then by extrapolation from Kant, every leadership action and decision should be deontological in nature and be guided by the maxims of the categorical imperative to be qualified as moral. This work concludes that the operationalisation of these ideas of Kant will enhance objectivism, altruism and humanism and exterminate instrumentalism, self aggrandizement and injustice in leadership and thus serves as the cynosure for leadership.

Key words: Cynosure, Deontology, Goodwill, Categorical imperative



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E-Learning: Challenges And Solutions – A Case Study

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ABSTRACT

With advent of technology, e-learning has rapidly grown from being just another term or concept into a hard reality. It is now available in organizations in various forms – be it online learning, computer-mediated learning, blended learning, web-based learning, or mobile learning and they all have one thing in common, i.e. ability to use a device connected to a network. E-Learning is a concept that helps learners learn from the learning materials from anywhere, at any time and any liked pace in which they want to learn. It is a form of social learning, focused at answering the needs of learners. It is a tool supported by latest technology to make the learning process more flexible, innovative, learner-centered (Demiray 2010, Ozuorcun&Tabak 2012). It is a special method of collaborative learning process, conducted online through Internet technology where the teacher and the student are not required to be present at the same place at the same time (Yucel 2006).It is becoming popular during various spheres of life e.g. in higher education, industry and government organizations. It is an Internet based instructional program, which uses the technology of World Wide Web to create a meaningful environment where learning is fostered and supported. It enables instant updating, sharing and distribution of learning resources. According to American Society for Training and Development (ASTD)'s survey, the percentage of companies using technology-delivered training increased from 8% in 1999 to 27% in 2004, and about 75% of the technology-delivered courses in 2004 were online (Sugrue B, Rivera RJ 2005). In addition, over 1,100 institutions of higher education in the United States offer online courses (Newman F, Scurry J. 2001). The Army also uses online instruction as a retention tool, with over 45,000 soldiers in 50 odd countries pursuing advanced degrees online (Symonds WC. (2003). As the new economy requires more and more people to learn new knowledge and skills in a timely and effective manner, the advancement of computer and networking technologies are providing a diverse means to support learning in a more personalized, flexible, portable, and on-demand manner (Dongsong et al., 2004)

**Provision of Quality Education
Mauritius in Quest of Quality Education**

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ABSTRACT



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There has been a growing concern about the provision of quality education in the Mauritian school during the past few decades. Provision of Quality is a very important factor for the continuing growth of educational system in Mauritius. This study has been carried out by studying the different papers published by different Governments elected in Mauritius through the Ministry of Education and Human Resource (MOEHR) by the ministers in quest of providing quality education to the nation. The findings of this study are intended to help Colleges leaders and the Government to better understand the needs of Quality and hence maximize their effectiveness and efficiency in achieving and imparting quality education.

The exploration of Quality education was studied in line with papers published by the Ministry of Education and Human Resource of Mauritius (MOEHR). The focus was therefore on the needs of the provision of quality Education and the effort made by the Government towards imparting a free quality education to the nation.

The study revealed that a certain level of Quality of education exists in the Mauritian Education System. This is due to the caring environment and the provision of facilities to enhance the teaching and learning process in the school. On the other hand, there are other important factors which cause great dissatisfaction. The implementation and the publication of New Educational Reforms have been the major concerned.

Some recommendations have been put forward on how to improve quality and to achieve quality. Recognition for the value of the published Educational Reforms and the devotion, commitment, and contribution to the achievement of Quality Education will positively motivate Education Ministers to stay enthusiastic in working on the same path of the other educational ministers in quest of providing a quality education the nation.

Keywords—Education, Quality and leadership



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Descriptive Review of International conference Of e-learning and Distance Learning in Saudi Arabia

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ABSTRACT

International conferences in e-learning are a well-intentioned platform for discussing new issues, developments and challenges in e-learning. One of the major conferences in Kingdom of Saudi Arabia (KSA) is the International Conference e-learning and Distance Education (ELI) which have been organized for 3 times so far (2009, 2011 and 2013). The purpose of this research is to review ELI conferences' submissions in term of paper types, mode of research, context of study and instructional technology use. Such comparison gives insight in KSA verses international research. Content analysis technique was used to collect and analyze ELI submissions. Findings of the entire submissions to ELI conferences show concept papers, qualitative data and higher education context are the highest comparing to other types of data. Also, active and interactive asynchronous instructional activities are the dominant instructional technology. Moreover, KSA submissions show higher use of quantitative research and almost equivalent number of full research papers and concept papers. Higher education context is the

dominant context of both KSA and international submissions. Finally, similar to international submissions both active and interactive asynchronous instructional activities are the dominant in KSA submissions.

Keywords Descriptive Review, ELI conference, e-learning, Saudi Arabia, Instructional technology.



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GIC1562110

The effectiveness of counseling program on improving students' attitude toward their blinded classmates.

Mohamed H. Al-Zyoudi

ABSTRACT

The purpose of the study or research was to assess effectiveness of counseling program on improving students' attitude toward their blinded classmates who were joined in their school. To achieve the aim of the study, thirty students have been chosen from grade 11 at Al-Dahma school in Al-Ain city. They were randomly divided into two groups of 15, experimental and control group.

The researchers developed a scale to assess the attitudes of the sample of the study. To answer the study questions, means, standard deviations and ANCOVA were used. The results of the study indicated that there were significant differences between the experimental and control group in favor of the experimental group.



T. Serra Gorpe
GIC1562111

Teaching Campaigns (public relations/integrated strategic communications) Course Effectively: Creativity, Innovation and Culture

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ABSTRACT

Public relations campaigns course is one of the important courses in the public relations curriculum of schools that teach public relations. Depending on the course learning outcomes, the contents may have variations among different public relations programs. Public relations campaigns course, one of the core courses at the undergraduate public relations curriculum, require extensive use of case studies that are meaningful to the context (*culture*) that this course is taught. There are also different pedagogical approaches how to teach the course. This paper is a conceptual paper where the author wants to give a synopsis of her previous work (Gorpe, 2010) and then carry it to another level. In this level, *creativity* and *innovation* will be discussed in the education context and suggestions how to integrate these to the content of this course will be made. Competence in public relations theory, understanding of research/evaluation methods and understanding of strategy and objectives are as vital as understanding how these are implemented in the real life. Team-teaching, where an academic and a professional will be involved with the delivery of the course material is among one of the suggestions. This study specifically will study the syllabus and previous syllabi of the capstone course titled "Integrated Strategic Communications" offered in the Integrated Strategic Communications specialization of the College of Communication and Media Sciences of Zayed University. In addition to discussing how this course is offered currently, it will also work on it to reflect *innovation in class*, *innovation in research* and *innovation in service*. It will look into means where innovation can

be integrated along with creativity to this course



Subrun Leena
GIC1562113

**The digital world of education in Mauritius
Adapting the Mauritian education system with the pace of technology**

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ABSTRACT

Mauritius has been striving hard to digitalize the education system by embedding Information and Communication Technology (ICT) in the school curriculum. There has been a growing concern about how to make the Mauritian school equipped with computers so that the future school leavers are well trained to fit the highly sophisticated digital world. To cope and compete with the international educational world, the Mauritian Government has invested massively in the Education system. The quest for adapting the Mauritian education system to the ICT world was studied by analyzing the papers published by the Ministry of Education and Human Resource of Mauritius (MOEHR). The focus was therefore on the needs of introducing ICT in the Mauritian education curriculum throughout the school life of a student. The paper aims to assist educationists to better understand the needs of technology in imparting a quality education. The study revealed that a certain level of technology and ICT do exist in the Mauritian education system. This is due to the caring attitude of each and every government to enhance the teaching and learning process in the school. But there are many factors which cause great dissatisfaction as the implementation and the publication of New Educational Reforms have been the major concern. Some recommendations have also been put forward on how to imbed technology and ICT in the Mauritian education system. The educational reforms, the devotion, commitment, and contribution to impart ICT will motivate the government to continue to invest in the education system.

Keywords—Education, ICT and technology



Etubi Joy U
GIC1562114

Human capacity development of the Igala youths in higher institution in igala land for skill acquisition and empowerment

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ABSTRACT

Education is the bedrock of the development of a nation and the greatest legacy for any individual. Igala is one of the ethnic groups in Nigeria that has not received much attention from the Federal government in regard to human capacity

development as compared to other ethnic groups in Nigeria. The Federal Government has not given attention to the high poverty level of Igalas that has made the needed educational training of their youths very difficult. Consequently, hundreds of these youths drop out of school every year and thousands of them take to socially unacceptable acts in order to survive the hardship of schooling. The paper discussed the concept of capacity development, overview of capacity development in selected institutions in other countries, high poverty level of Igala people as compared to other ethnic group in Nigeria and capacity development in vocational technical education with regard to rubber technology in higher institution in Igala land. The paper suggested among others that the Federal government via the State Ministry of Education should encourage human capacity development in tertiary institutions in Igala land by providing funds and interventions toward human capacity development initiative especially in rubber Technology.

Key word: Igala, intervention, capacity development, higher institution, rubber technology



Dr.sadafZamir
GIC1562117

Relationship between attitude of students towards latest technology at Secondary level

Dr.sadafZamir


ABSTRACT

According to (Ma & Kishor, 1997; Meece, Parsons, Kaczala, & Goff, 1982) the variable attitude" is one of the powerful factors which relate to the achievement. When we talk about "attitude to the technology", we do not refer to the technology as a subject in school, but to the technology as a phenomenon of society. For the education that he ceded the advantage that it provides a framework to guide the development of programs. (de Klerk Wolters, 1989).

Attitudinal surveys do not reflect on how Concepts represent and assume modes of thought, of feeling and of law. The attitude is a learned disposition to respond in a manner mode reliable favorable or unfavourable toward an object ((Koballa& Glynn, 2007). Following were the objectives of the study 1. To explore students' attitude towards latest technology at secondary level. 2. To investigate the effect of students' attitude towards latest technology on their academic achievement at secondary level . 3. To compare relationship between students' attitude towards latest technology and their academic achievement at secondary level.

The study will help to provide basic information to create an environment through which the company may acquire technological independence. It will provide the basis for other studies that may suggest different ways to change the attitudes of students in other areas. Attitude toward technology can help predict the ambition of students to technical careers. It can help educators find educational strategies to help improve the attitude of students toward technology. The population of the study was distributed in all 36 districts of Punjab province of Pakistan. In order to measure attitude towards technology Pupils' Attitudes towards. The instrument consisted of 44 Likert type statements .Data was analyzed with the help of Statistical Package of Social Sciences (SPSS-15) software package ANOVA was conducted to compare students' attitude of different technologies

It was concluded that the student's attitude toward technology has been positive. The respondents from the public and private sector reflects parallel

	<p>attitude toward technology. It was recommended that the survey should identify other factors such as ability, motivation and stress which can affect school success. It was also recommended that for attentive, the interpretation and implications of this study, most of the confirmation is desired by conducting studies which include the methods of qualitative data collection such that the observations and interviews with students.</p>
<p>Aashish Srivastava GIC1562118</p>	<p>The New EU Consumer Rights Directive: An Empirical Study on Compliance Issues by E-tailers</p> <p>Aashish Srivastava Department of Business Law and Taxation, Monash Business School, Monash University, Australia Aashish.Srivastava@monash.edu</p> <p>ABSTRACT</p> <p>The European Union (EU) adopted a new Directive on Consumer Rights (Directive 2011/83/EU) (CRD) that came into effect on 13 June 2014. Its purpose is to align and harmonize national consumer rules applicable to domestic as well as cross-border consumer shopping within the EU Member States. The CRD applies to on-premises, off-premises and distant contracts ensuring a high level of protection to consumers. It is <i>obligatory</i> for online retailers (e-tailers) based in a EU and European Economic Area (EEA) member country, selling goods or services to comply with the provisions of the CRD.</p> <p>The article critically examines the provisions of the CRD applicable to online shopping and to what extent e-tailers in the EU are complying with these provisions. Data for the study has been collected from 60 EU websites selling goods to consumers across the EU. It concludes that the CRD is a robust legislation, which is likely to boost consumer confidence in online shopping, in particular cross-border shopping within the EU. However, a number of e-tailers fail to provide the requisite information as stipulated by the CRD. While a significant number of them appear to provide the information at first glance, a closer inspection reveals that either they are incomplete or incomprehensible from the standpoint of a consumer. Only a handful can be said to be fully compliant with the provisions of the CRD.</p> <p>Keywords EU Consumer Rights Directive, e-tailer, online shopping, empirical study, pre-contractual information.</p>
 <p>Isaak Papadopoulos GIC1562119</p>	<p>Developing the writing skill of L2 students within task-based context : a pilot project in Greek primary education</p> <p>Isaak Papadopoulos Aristotle University of Thessaloniki</p> <p>ABSTRACT</p> <p>For the last two decades, Greece has been an immigrant receiving country, especially from Albania and the other Balkan countries. As a result, Greek education has been trying to be in accordance with the needs of the growing number of bilingual students through innovative practices implemented in public and private schools all over the country.</p>

This paper outlines the implementation of a pilot project aiming at developing the L2 students' writing skill within an educational framework, based on thematic tasks carried out by students. The project lasted for 4 school months (January – April) and it was implemented on a sample of 30 Albanian-speaking students of primary education in Larissa (Central Greece) who were learning Greek as L2. Intergroup written communication, interaction and various forms of assistance provision in the target language were the most important characteristics of the intervention. Students participated in researching activities on different thematic areas such as “My school”, “My neighborhood”, “My family” and “Pets and Wild Animals” while becoming familiar with and focusing on different text genres in the Greek language. More specifically, students has to collect information through the digital and written material they were offered on the topics the teacher assigned each time and then develop a different text genre with the continuous support of their teacher.

In order to examine the effectiveness and feasibility of the project, the researcher used: a) a pre- and post-language test focusing on the written skill administered individually to the children; and b) journals kept by the teachers once a week; It became obvious that a thematic task-based learning programme can serve beneficially for students writing skill development in fields of “accuracy”, “range and complexity”, “task achievement” and “task production” according to the scale of Common European Framework of Reference for Languages while this pilot action research may open the door to other interventions for the sake of L2 students' language development.

Keywords: task-based learning, writing skill, second language, content-based learning



Muhammad Sabil Farooq
GIC1562122

Millennium Development Goals (MDGs) and Quality Education Situation in Pakistan at Primary Level



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ABSTRACT

The quality of education is a priority for every nation any educational institution or organization and their beneficiaries. This paper is concerned with methods and theories recently used in Quality Education research in Pakistan. It begins by looking at policies, practices and procedures implemented and their impact on quality of education in the light of MDGs. This study will explore the comparative difference of quality education against MDGs at primary level in Pakistan to identify the gaps and challenges in their policies, practices and procedures to suggest the possible measures for their quality improvement standards at proposed level.

In light of few international commitments has made by Pakistan to provide quality basic education to everyone as a basic right. As per the constitution of Pakistan, “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law” National Educational Assessment System (NEAS) reported shocking situation regarding the achievement of these obligations. The main focus of this article was to analyze the current situation of quality education in the light of MDGs and to understand what

	<p>we can expect in near future regarding provision of quality primary education in Pakistan.</p>
 <p>Yamal Matabudul GIC1562123</p>	<p>An education hub in development- the difficult journey of private higher education institutions in the education hub in Mauritius</p> <p>Yamal Matabudul University Of Oxford yamal.matabudul@kellogg.ox.ac.uk</p> <p>ABSTRACT</p>
 <p>MANALLY Mehdi Muhammad Hossen. GIC1562124</p>	<p>Empowerment For Development Towards Well-Being – A Case Study Of La Valette Village, Bambous, In The Island State Of Mauritius</p> <p>MANALLY Mehdi Muhammad Hossen. University of Technology, Mauritius mehdi009@yahoo.com</p> <p>ABSTRACT</p> <p>Reconciling economic growth and social development are paramount for putting people at the centre of development. In 2008, Government initiated a Village Integrated Project to empower the vulnerable towards inclusive development. The purpose of this study was to investigate the worthwhileness of a VIP towards dimensions of well-being.</p> <p>To address this pertinent issue, the study focused upon five earmarked objectives namely, to examine how dwellers at La Valette Village perceived this VIP, identify factors likely to impede upon capacity-building and entitlements, analyse level of individual / community empowerment, assess the social, economic and environmental dimensions of well-being and ultimately, evaluate the dynamics of La Valette village model and worthwhileness of life-skills, political will and well-being as driving force for enhanced community culture and happy living.</p> <p>An exploratory case study from an interpretive sociological perspective has been adopted to provide inferences for applied development policy. During field visits, semi-structured interviews were conducted with 132 household-units, based on a 5% margin of error estimate. Computer-assisted software (SPSS 20.0) was used for analysing quantitative data (Descriptive and Inferential Statistics) and an analytic comparison approach was adopted to categorise qualitative information. Documentations were examined as secondary sources, with a view to triangulating results. Reporting was done in a narrative style.</p> <p>Findings showed that all objectives have been met. Results revealed that this VIP was not empowering the vulnerable to social, economic and environmental well-being. Residents did not clearly understand this VIP. For them, it was a mere housing rather than an integrated programme. Extended transport facilities, life-skills training, job opportunities, leisure and other essential services were still</p>

	<p>deficient due to lack of political will. Dwellers felt excluded from equality of opportunities and chances. Community culture was inexistent on the village site due to the low profile of the Collaborative Working Group. Residents felt being ghettoized as a result of delays in social, economic and environmental sustainability. Political will and life skills stood as sine qua non elements for sustaining any village integrated programme to meet its expected outcomes.</p> <p>To date, this poverty initiative is not ripe to be emulated, with the village model far from being an integrated empowerment programme per se. A model – incorporating political will and life skills – in any village empowerment strategy has been proposed and has proved valid for real empowerment for development towards well-being. As a blueprint, the study stands as a trustworthy document for policy-makers to accurately satisfy the overall needs and aspirations of a vulnerable group living in a village integrated model.</p> <p>Key Words: Empowerment, The Vulnerable, Village Integrated Project, Inclusive development, Well-being, Political Will, Life skills. Happy Living.’</p>
<p>Liva Curpen GIC1562125</p>	<p>Title: Stimulating autonomy of French Second Language students at Secondary level through Inquiry-Based Learning - Mauritius</p> <p>LivàCurpen Leeds Beckett University, Uk</p> <p>A thesis submitted in complete fulfilment of the requirements of Leeds Beckett University for the degree of Doctor of Philosophy (PhD) in January 2015.</p> <p>ABSTRACT</p> <p>Background: Traditional methods which tend to concentrate on passive instruction - didactic, hierarchic, teacher controlled and dependent, with passive student involvement were employed in teaching any subject and students coming from any background. Emerging literature identifies a shift to student-centered learning in varied formats such as inquiry-based learning. This method is considered to be a main engine for participatory methods leading by a facilitator to help students to become active agents of their own learning process. However, there is a paucity in literature regarding its implementation in second languages and its influence on learner autonomy.</p> <p>Aim: To develop and foster inquiring minds and attitudes that are vital for students being able to face and manage second language acquisition at secondary level based on the level of student autonomy in this process.</p> <p>Methodology: An ethnographic style underpinning the use of focus groups interviews (with a total of 35 participants) and the teacher’s diary (conducted over 3 years) is analyzed through the interpretative phenomenological analysis and the thematic analysis.</p> <p>Findings: Inquiry-based learning support is an asset and a liability for complete engagement. Autonomy and motivation is evaluated by its level, degree and purpose.</p> <p>Originality and significance: This research offers more insight regarding the challenge of implementing inquiry-based learning in courses for Mauritian</p>

	<p>students, especially, underprivileged ones, to increase their involvement in and responsibility towards learning different topics in a second language as French Language.</p> <p>Conclusion: The approach must be explored continually to assess students' full engagement in the learning process with different backgrounds and in different second languages so as to propose a change in the existing curriculum.</p> <p>Key words: Inquiry-based learning, Learner autonomy, Second language acquisition, Socio-constructivism, Thematic Analysis</p>
<p>Rapelang Marumo GIC1562126</p>	<p style="text-align: center;">Varsity e-Learning Innovation Technology</p> <p style="text-align: center;">RapelangMarumo University of Botswana</p> <p style="text-align: center;">ABSTRACT</p> <p>As the astounding growth of the Internet opens new doors for online learning and training, there are increased opportunities to supplement traditional classroom teaching with e-learning to enhance the learning process. It sheds light on the limitations of traditional classroom teaching where everybody has to be physically present during classroom hours, such as the following: Due to a limited number of personal meetings in the classroom, as well as the restriction of classroom hours, the opportunity to learn and communicate does not reach an optimal level. For example, if a learner has a question, he has to wait until classroom hours to communicate with the other learners and the instructor, thus delaying the learning process. Moreover, usually only a small group participates actively during classroom hours while the others who are too shy to participate listen passively. If there is a centralized location where learning material is systematically organized and gathered, students need not waste effort to individually manage the materials that they received. This e-learning platform is based on fact line student server, which is an easy to use e-learning platform to facilitate communication within learning students 24 hours a day. Utilizing internet technologies, it provides the infrastructure to share knowledge, discuss about learning topics and collaborate on course projects efficiently online, at the learner's convenience. It also enables instructors to provide immediate feedback to learners who have a question to ask at any time.</p> <p>Keywords: e-learning, Web CT, distance learning, ICT.</p>
<p>ANGATEEAH Khemduth Singh GIC1562127</p>	<p style="text-align: center;">Pre-Service Teacher's Readiness To Solve Mathematical Problems At Primary Level</p> <p style="text-align: center;">DrAngateeahKhemduth Singh Mauritius Institute of Education k.angateeah@miconline.org</p> <p style="text-align: center;">ABSTRACT</p> <p>To be functional in today's world, it is imperative to have the ability to understand and apply mathematics in familiar and unfamiliar situations. For this reason, one of</p>

the aims of the mathematics curriculum is develop students' ability to solve problems in different contexts. In 2013, around 220 Teachers Diploma Primary (TDP) trainees were at their final year of their teacher education programme. The present study gauge the readiness of these pre-service teachers to solve mathematical problems, of primary school level. A questionnaire, based on items selected from previous grade 6 national examinations, was designed and administered to the TDP trainees in October 2013. Based on analysis of 56 scripts, it is found that around 70% of the trainees could not solve simple word problems. A moderate positive correlation was observed between Trainees' performances in Mathematics Education module (in teacher training course) and both their 'O' and 'A' level grade in mathematics. The findings suggest that the Trainees should be recruited with good grade in mathematics at 'O' and/or 'A' level and that the existing TDP Programme should lay more emphasis on problem solving, for the effective development of trainee's word problem solving skills.

Keywords: Pre-service Teacher, readiness, difficulties in mathematics, decimals, numbers



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Online Labs For School

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ABSTRACT

The Online Labs is based on the idea that lab experiments can be taught using the Internet, more efficiently and less expensively. The labs can also be made available to students with no access to physical labs or where equipment is not available owing to being scarce or costly. This helps them compete with students in better equipped schools and bridges the digital divide and geographical distances. The experiments can be accessed anytime and anywhere, overcoming the constraints on time felt when having access to the physical lab for only a short period of time.

The features include;

- Content aligned to NCERT/CBSE and State Board Syllabus.
- Physics, Chemistry, Biology Labs from Class 9 to Class 12. English and Maths lessons for Class 9 and 10.
- Interactive simulations, animations and lab videos.
- The concepts and understanding of the experiment.
- The ability to perform, record and learn experiments - anywhere, anytime, and individualised practice in all areas of experimentation.

The 'learning-enabled assessment' through Online Labs facilitates in the assessment of; the procedural and manipulative skills of the experiment, the concepts and understanding of the experiment and a student's reporting and interpreting skills.

The development of online labs includes the study and use of mathematical techniques to demonstrate the various complex functions in diverse areas of science. The labs make use of cutting edge simulation technology to create real world lab environments. Thorough study and research is done by research

personnel for better understanding of the experimental procedures. Real lab scenarios are captured through live demonstration of the experiment so as to assimilate information on the procedures and lab equipment. Visualisation and development of the graphical symbols are done based on realistic situations and compared with the respective real equipment. Simulations are made interactive using various authoring tools, thus recreating and simulating a real lab environment.

The online labs are hosted at www.olabs.co.in. Access to Online Labs is free for Schools upon registration.

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Big Data Analytics for Seismic Imaging

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ABSTRACT

Big Data technologies describe a new generation of technologies and architectures, designed to economically extract value from very large volumes of a wide variety of data, by enabling high velocity capture, discovery and/or analysis while ensuring their veracity by an automatic quality control in order to obtain a big value. By employing big data analytics and precise subsurface imaging ,hydrocarbon exploration and production is accelerated to enhance R/P ratio of the nations. Big Data is defined by following characteristics:Volume,Variety (structured and unstructured data), Velocity (high rate of changing), Variability, Veracity(uncertainty and incompleteness), viscosity,virality and value. Upstream petroleum sector is well-versed with Big Data. Oil & Gas companies use thousands of sensors installed in subsurface wells and surface facilities to provide continuous data-collecting, real-time monitoring of assets and environmental conditions. Seismic Hadoopcombines Seismic Unix with Cludera’s distribution including Apache Hadoop to make it easy to execute common seismic data processing tasks on a Hadoop(Pig) cluster. The Apache Hadoop software library is a framework that allows for the distributed processing of large data sets across clusters of computers using simple programming models.Python seismic unix is very efficient for seismic subsurface imaging.Big Data and Extreme-scale Computing (BDEC) is emerging field of research for high performance computing regarding seismic imaging.The acute need for optimization in the oil and gas exploration and production stages and shows how data analytics can provide such optimization with span of exploration, development, production and rejuvenation of oil and gas assets. Statistical Analysis System (SAS) big data analytics software to boost exploration and production. Big Data and microseismicimaging accelerate the smart drilling oil and gas revolution. Seismic data exploded / generated in exponential manners (exabytes to zetabytes) as the upstream exploration and production cutting edge technology accelerates hydrocarbon industry to enhance energy security of the world. Seismic data processing ,imaging and interpretations ,modelling and simulation are integral part of subsurface deciphering with high performance computing . Wavelet analysis of seismic signal is integral part of big data analytics for hydrocarbon exploration and production.Nano Imaging by third generation wavelet transform is prospective for digital rock physics. Discrete Signal Processing on Graphs (DSPG) and Sparse/graph Fourier Transform(SFT) are topics for lucrative creative research for Geophysical seismic signal processing.The use of pattern recognition has become more and more important in seismic oil exploration. Interpreting a large volume of seismic data is a challenging problem. Seismic reflection data in the one-shot

seismogram and stacked seismogram may contain some structural information from the response of the subsurface. Syntactic/structural pattern recognition techniques can recognize the structural seismic patterns and improve seismic interpretations. Onion Peeling Algorithm -Convex Onion Peeling Genetic Algorithm (COPGA) is very efficient for Seismic imaging ,Combinatorial Image Analysis,splicing,patch-cutting (quilting)and texture quilting.
Keywords: Big Data Analytics ,Seismic Unix, ,Hadoop Cluster , seismic imaging,Seismic pattern recognition,Big Data and Extreme-scale Computing



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Education Policies for 2030: Governance, School Leadership and Monitoring and Evaluation as levers for change

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ABSTRACT

The 2030 education agenda places great emphasis on quality, inclusiveness and equity. While access to education remains high up in the national agenda of many countries, these suggested goals for education in 2030 will require governments to maximize the use of existing policy levers for change.

Over the past two years, UNESCO has been closely monitoring three policy levers, namely, governance, evaluation, and school leadership. Firstly, governance must be reinforced, as traditional governmental approaches to education face an increasing number of challenges ranging from privatization to internationalization. Secondly, the variables and factors that optimize learning cannot be simply delivered from results. Promoting quality necessitates a full system-wide approach to monitoring and evaluation that goes beyond the mere qualification of student learning outcomes. Thirdly, head teachers and those who have responsibility at an institutional level in schools are untapped potential which can be used to promote pedagogical change. However, in order to do so, a new form of pedagogical leadership is needed.

In this presentation, some key points of the final global report will be discussed, with a special focus on the comparative study on school leadership. With a focus on the 2030 agenda in education, the presentation addresses, among others, the following questions:

- Why does school leadership matter for education quality? What does research say?
- What are the predominant patterns, emerging trends and main issues on school leadership worldwide?
- What are the policies that best contribute to a successful school leadership?
- What lessons can be learnt?

The final global report will be launched in the UNESCO International Conference on Education Policies for 2030, to be held in Paris in January 2016. This conference takes as its broad theme a discussion on which public policies can best help governments to reach higher levels of education quality through the use of governance, school leadership, and monitoring and evaluation.

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