

Twenty-fifth International Conference on

# Learning

*Education in a Time of Austerity and Social Turbulence*

21-23 JUNE 2018 | UNIVERSITY OF ATHENS | ATHENS, GREECE | THELEARNER.COM

XXV Congreso Internacional de

# Aprendizaje

*La educación en un tiempo de austeridad y tumulto social*

21-23 DE JUNIO DE 2018 | UNIVERSIDAD DE ATENAS | ATENAS, GRECIA | SOBREAPRENDIZAJE.COM



Twenty-fifth International Conference on  
**Learning**

*“Education in a Time of Austerity and Social Turbulence”*

21–23 June 2018 | University of Athens | Athens, Greece



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**Twenty-fifth International Conference on Learning**

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Designed by Ebony Jackson and Brittani Musgrove



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**National and Kapodistrian  
University of Athens**  
30 Panepistimiou Avenue, 106 79 Athens



HELLENIC REPUBLIC  
**National and Kapodistrian  
University of Athens**  
— EST. 1837 —

*PROGRAMME*

*Welcoming address by the Vice Rector of the National and Kapodistrian University of Athens, Professor Konstantinos N. Burselis.*

*Presentation of the personality and work of the awardee, by Professor of Social Psychology Thalia Dragona, Department of Early Childhood Education.*

*Awarding ceremony:*

*– Presentation-reading of the Diploma by the Dean of the School of Education, Professor Thomas K. Babalis.*

*– Investiture of the awardee with the gown of the School of Education by the Dean, Professor Thomas K. Babalis.*

*Lecture by the awardee: "A Learning Odyssey".*

*You are cordially invited to attend the awarding ceremony conferring the title of doctor honoris causa by the School of Education of the National and Kapodistrian University of Athens upon Mrs. Mary Kalantzis, Professor at the University of Illinois Urbana-Champaign, U.S.A.*

*The ceremony will take place on Thursday, June 21st 2018 at 19.00 in the Great Hall of the National and Kapodistrian University of Athens (main building, 30 Panepistimiou str.)*

*The Rector*

*Meletios-Athanasios K. Dimopoulos*

Welcome to Athens and the Twenty-fifth International Conference on Learning.

We are so pleased you can join us.

Over more than three decades, Common Ground Research Networks has given voice to many thousands of speakers and authors—people with things to say about the world, and saying them in order to change the world.

We have a strong commitment to providing opportunities for these people to interact, converse, and learn from each other. This conference brings together researchers, practitioners, and scholars from a wide range of disciplines, all of whom have a shared interest in the themes and concerns of The Learner Research Network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged. We talk, learn, get inspired—but these conversations fade with time.

We are excited to begin a new era. We are introducing **CGScholar**, a semantically aware environment for knowledge working and learning, to develop a “help economy” where peers are credited for their mutual contributions in The Learner Research Network. We encourage all conference participants to explore **CGScholar**—an online place for intellectual interaction and imagination.

In these and other ways, Common Ground aims to extend the legacy of its first decades well into the twenty-first century—as an organization deeply engaged with the critical questions of our time, and as a media innovator, we are creating the spaces and technical conditions in which, collectively, we can discuss the role of climate change.

Thank you to everyone who has put such a phenomenal amount of work into preparing for this conference. I’d particularly like to thank my The Learner Research Network colleagues, including Eugenia Arvanitis, Thalia Dragona, Patricija Kirvaitis, Kimberly Kendall, and Crystal Lasky Robinson, who have put such a significant amount of work into this conference.

We wish you all the best for this conference, and we hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe.

Best wishes,



Phillip Kalantzis-Cope, Ph.D.

Chief Social Scientist

Common Ground Research Networks



*Founded in 1984, we are committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages.*



Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

Common Ground Research Networks offer integrated programs of action: international conferences, scholarly journals, book imprints, and online dialogue spaces using our path-breaking social knowledge software, *CGScholar.com*

 <b>Aging &amp; Social Change Research Network</b>	 <b>The Arts in Society Research Network</b>	 <b>Books, Publishing &amp; Libraries Research Network</b>	 <b>Climate Change: Impacts &amp; Responses Research Network</b>
 <b>Communication and Media Studies Research Network</b>	 <b>Constructed Environment Research Network</b>	 <b>Design Principles &amp; Practices Research Network</b>	 <b>Diversity in Organizations, Communities &amp; Nations Research Network</b>
 <b>e-Learning &amp; Innovative Pedagogies Research Network</b>	 <b>Food Studies Research Network</b>	 <b>Global Studies Research Network</b>	 <b>Health, Wellness &amp; Society Research Network</b>
 <b>The Image Research Network</b>	 <b>The Inclusive Museum Research Network</b>	 <b>Interdisciplinary Social Sciences Research Network</b>	 <b>The Learner Research Network</b>
 <b>New Directions in the Humanities Research Network</b>	 <b>On Sustainability Research Network</b>	 <b>Organization Studies Research Network</b>	 <b>Religion in Society Research Network</b>
 <b>Spaces &amp; Flows Research Network</b>	 <b>Sports &amp; Society Research Network</b>	 <b>Technology, Knowledge &amp; Society Research Network</b>	 <b>Tourism and Leisure Research Network</b>

# The Learner Conference

*Discussing and examining key issues of education, and building face-to-face relationships with leading and emerging scholars from the field that represent a broad range of disciplines and perspectives*





## Conference History

The International Conference on Learning began its life in Sydney, Australia in 1989, focusing on genre approaches to literacy, and auspiced by the Literacy and Education Research Network. Since then, the focus of the conference has broadened to encompass as one of its themes 'Multiliteracies' or a broader range of communications than conventionally understood under the rubric of alphabetical literacy. The conference has also extended its interest into learning more generally, and particularly, the question of 'new learning' or the necessary transformations underway in teaching and learning in contemporary social, cultural, and technological conditions.

The International Conference on Learning is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

## Past Conferences

- 1989 – University of Technology, Sydney, Australia
- 1991 – University of Technology, Sydney, Australia
- 1993 – University of Technology, Sydney, Australia
- 1995 – Townsville, Australia
- 1997 – Araluen Arts Centre Alice Springs, Araluen, Australia
- 1999 – Universiti Sains Malaysia, Penang, Malaysia
- 2000 – RMIT University, Melbourne, Australia
- 2001 – University of Athens, Spetses, Greece
- 2002 – Beijing Normal University, Beijing, China
- 2003 – Institute of Education, University of London, London, UK
- 2004 – Institute of Pedagogical Sciences, Havana, Cuba
- 2005 – University of Granada, Granada, Spain
- 2006 – Sam Sharpe Teachers College, Montego Bay, Jamaica
- 2007 – University of the Witwatersrand, Johannesburg, South Africa
- 2008 – University of Illinois-Chicago, Chicago, USA
- 2009 – University of Barcelona, Barcelona, Spain
- 2010 – The Hong Kong Institute of Education, Hong Kong SAR, China
- 2011 – University of Mauritius, Reduit, Mauritius
- 2012 – Institute of Education, University of London, London, UK
- 2013 – The University of the Aegean, Rhodes, Greece
- 2004 – Lander College at Touro College, New York City, USA
- 2015 – Universidad San Pablo CEU, Madrid, Spain
- 2016 – University of British Columbia, Vancouver, Canada
- 2017 – University of Hawaii at Manoa, Honolulu, USA



## Plenary Speaker Highlights

The International Conference on Learning has a rich history of featuring leading and emerging voices from the field, including:

- **Michael Apple**, Professor, University of Wisconsin, Madison, USA (2002, 2004)
- **Courtney Cazden**, Professor, Harvard University, Cambridge, USA (1997, 1999)
- **Bill Cope**, Professor, University of Illinois, Urbana-Champaign, USA (2002, 2007, 2008, 2012, 2014, 2015)
- **Jim Cummins**, Professor Emeritus, Ontario Institute for Studies in Education, Toronto, Canada (2001)
- **James Paul Gee**, Professor, Arizona State University, Tempe, USA (2002)
- **Kris Gutierrez**, Professor, University of California, Berkeley, USA (2003, 2004, 2005, 2006, 2009)
- **Carey Jewitt**, Director, UCL Knowledge Lab, University College London, UK (2003)
- **Mary Kalantzis**, University of Illinois at Urbana-Champaign, Urbana-Champaign, USA (2003, 2007, 2008, 2009, 2013, 2014, 2015)
- **Michele Knobel**, Professor, Montclair State University, Montclair, USA (2004, 2005)
- **Gunther Kress**, Professor, University of London, London, UK (2003, 2005, 2007)
- **Peter McLaren**, Professor, Chapman University, Orange, USA (2000)
- **Sarah Michaels**, Professor, Clark University, Worcester, USA (2001, 2003)
- **Martin Nakata**, Pro Vice-Chancellor, Indigenous Education & Strategy, James Cook University, Townsville, Australia (2001)
- **Denise Newfield**, Associate Research Professor, University of Witwatersrand, Johannesburg, South Africa (2002, 2003, 2009, 2011)
- **Fazal Rizvi**, Professor, University of Illinois, Urbana-Champaign, USA (2001)
- **Pippa Stein**, Senior Lecturer, University of Witwatersrand, Johannesburg, South Africa (2002, 2003)
- **Brian Street**, Professor Emeritus, King's College & London University, London, UK (2003)



# The Learner | About the Conference

## Past Partners:

Over the years the International Conference on Learning has had the pleasure of working with the following organizations:



Beijing Normal  
University  
Beijing, China (2002)



Department of Education  
Universiti Sains Malaysia  
Penang, Malaysia (1999)



Institute of Education  
University of London  
London, UK (2003, 2012)



James Cook University  
Townsville, Australia (1995)



National and Kapodistrian  
University of Athens  
Athens, Greece (2001)



RMIT University  
Melbourne, Australia (1999–2009)



The Faculty of Education  
University of Granada  
Granada, Spain (2005)



The Hong Kong  
Institute of Education  
Hong Kong SAR, China (2010)



The Sam Sharpe  
Teachers' College  
Montego Bay, Jamaica  
(2006)



The University of Barcelona  
Barcelona, Spain (2009)



University of Mauritius  
Reduit, Mauritius (2011)



University of Technology  
Sydney, Australia (1989-1993)



University of the Aegean  
Rhodes, Greece (2013)



University of the Witwatersrand  
Johannesburg, South Africa (2007)

## Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Contact us at [support@thelearner.com](mailto:support@thelearner.com) to become a partner.





## Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

### **International**

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, The Learner Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 35 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

### **Interdisciplinary**

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in Themes and concerns of this research network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

### **Inclusive**

Anyone whose scholarly work is sound and relevant is welcome to participate in this research network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this research network.

### **Interactive**

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.





## Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.



## Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.



## Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.



## Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.



## Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.



## Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.



## Workshop/Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.



## Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.



## Virtual Lightning Talk

Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the community YouTube channel. Full papers can based in the virtual poster can also be submitted for consideration in the journal.



## Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template, and Virtual Posters are submitted as a PDF or in PowerPoint. Final posters must be submitted at least one month prior to the conference start date. Full papers can based in the virtual poster can also be submitted for consideration in the journal.

## Thursday, 21 June

8:00–9:00	Conference Registration Desk Open
9:00–9:30	Conference Opening—Dr. Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Champaign, USA
9:30–10:05	Plenary Session—Dr. Anna Frangoudaki, Sociologist of Education, Emerita Professor, National and Kapodistrian University of Athens, Athens, Greece <i>“Educating Young Generations in a World of Multiple Crise”</i>
10:05–10:35	Garden Conversation
10:35–11:20	Talking Circles
11:20–11:30	Transition Break
11:30–12:45	Parallel Sessions
12:45–13:45	Lunch
13:45–15:25	Parallel Sessions
15:25–15:40	Coffee Break
15:40–16:55	Parallel Sessions
16:55–17:10	End of Sessions
19:00–22:00	Conference Welcome Reception

## Friday, 22 June

8:30–9:00	Conference Registration Desk Open
9:00–9:15	Conference Update—Dr. Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Champaign, USA
9:15–9:50	Plenary Session—Dr. Maria Petmesidou, Emeritus Professor of Social Policy at Democritus University, Greece, and Fellow of CROP/ISSC (Comparative Research on Poverty/International Social Science Council under the auspices of UNESCO) <i>“Crisis and Austerity: A Painful Watershed for the Greek Welfare State”</i>
9:50–10:20	Garden Conversation
10:20–11:35	Parallel Sessions
11:35–12:35	Lunch
12:35–13:20	Parallel Sessions
13:20–13:35	Coffee Break
13:35–14:50	Parallel Sessions
14:55–16:35	Roundtable— <i>“A Multimodal Educational Intervention in a Divided Society”</i>
16:35–16:50	End of Sessions



## Saturday, 23 June

8:30–9:00	Conference Registration Desk Open
9:00–9:15	Conference Update—Dr. Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Champaign, USA
9:15–9:50	Plenary Session—Dr. Alexandra Androussou, Associate Professor, Early Childhood Education Department, University of Athens, Greece <i>“Learning Through the Experience of Refugee Education”</i>
9:50–10:20	Garden Conversation
10:20–11:35	Parallel Sessions
11:35–12:35	Lunch
12:35–14:15	Parallel Sessions
14:15–14:30	Coffee Break
14:30–16:10	Parallel Sessions
16:10–16:55	Conference Closing & Awards Ceremony





## Special Events

### Pre-Conference Event - University of Patras

**Departure 14:00 Tuesday, 19 June | Return 17:00 Wednesday, 20 June**

People are story-telling creatures. Narratives are essential feature of human nature as they define our identities, values, and worldviews. They are self-reflexive mechanisms creating a sense of internal order and security when dealing with overwhelming global experiences of mobility, dislocation and exile. This special event focuses on professional narratives from the field of Refugee Education (RE) in Greece. Particular attention will be given on professional narration and experiences draw from social workers, lawyers, doctors, educators and volunteers working with refugee children in Greece particularly after 2015 when more than 1 million refugees crossed the country. Professionals will address the following questions:

- Where do they see themselves in talking RE challenges?
- What are the required types of responsibilities/skills in the RE field?
- What are their main accomplishments?

In addition, refugees will be invited to tell us about themselves and their dislocations in searching for a new Home. These cultural narratives will unfold the challenges of dislocation, the trauma, but also the promise of a future new life.

### Pre-Conference Tour: Athens Sightseeing

**Wednesday, 20 June | 8:00**

The tour starts with a visit to the “sacred rock”: the Acropolis. Here you will see the Parthenon that was dedicated to goddess Athena (Parthenos), Propylea, the monumental entrance to the sacred area, the temple of Athena Nike which was dedicated to Athena Nike (Victory), the Erechtheion with its famous female figures-statues - the Caryatides, or Maidens, dedicated to both the goddess Athena and the god Poseidon. The Odeum of Herodus Atticus and the ruins of the first theatre in the whole world the Theatre of Dionysus and finally the Areopagus (Mars Hill).

The tour will continue on to the Temple of Olympian Zeus, and then to the Panathenaic or Kallimarmaro Stadium, which hosted the first modern Olympic Games in 1896. You will drive by the Prime Minister’s residence (Maximou Mansion), the former Royal Palace (today the Presidential Palace), and the House of Parliament, with the Tomb of the Unknown Soldier, to watch the changing of the guard. The tour will continue by driving up to the highest point of Athens, the Lycabettus Hill (the best 360 degree panoramic view of Athens). The tour will be concluded with a quick visit to the oldest and most picturesque neighborhood of Athens, Plaka.

### Reception

**Thursday, 21 June | 17:00**

The Learner Conference and the University of Athens will be hosting a welcome reception at the Aula Amphitheater at the University of Athens (Omonoia 30, Athina 106 79, Greece). The reception will be held at 19:00 (7:00 PM) on Thursday, 21 June 2018. Join other conference delegates, our conference partners, and plenary speakers for drinks, light hor d’oeuvres, and a chance to converse.





## Conference Dinner: GH Attikos Restaurant

**7, Garibaldi Street, Athina, Greece | Friday, 22 June | 20:30**

The restaurant, known as the “Greek House” back in the ‘70s, used to be a hotspot of the Athenian life. Several years later the name “Attikos”, inspired by the cultural landscape of the surrounding area, was added to its initial name.

One generation goes and another comes, each leaving its own mark on the family business. But what has remained the same throughout the years has been its traditional style, as well as the family’s love for Greek food and hospitality.

GH Attikos’ legacy has always inspired; however, today’s new trends invite us to work in different ways too, by adopting new techniques and styles, thus enriching our customers’ culinary experience.





## **Alexandra Androussou, Associate Professor, Early Childhood Education Department, University of Athens, Greece**

*“Learning Through the Experience of Refugee Education”*



Alexandra Androussou is Associate Professor of teaching methodology at the Department of Early Childhood Education, at the National and Kapodistrian University of Athens. Her main research topics concern teaching practices, teacher training, and intercultural education. She has organized many training programs in a variety of educational contexts. She is also involved in the development of educational material for children in both electronic and conventional form, and in the production of educational materials for teachers. Since 1997 she has been a member of the five-member Scientific Committee of the Muslim Education Program ([www.museduc.gr](http://www.museduc.gr)). Since March 2016 she has been Vice Chairman of the Scientific Committee for the Support of the Education of Refugee Children of the Ministry of Education, Research and Religious Affairs in Greece. Also, from October 2015 to the present day, she is the head of educational intervention at the Refugees Camp of Eleonas, in Athens, for the children of the refugees.

## **Anna Frangoudaki, Sociologist of Education, Emerita Professor, National and Kapodistrian University of Athens, Athens, Greece**

*“Educating Young Generations in a World of Multiple Crise”*



Anna Frangoudaki is a sociologist of education and emerita professor of the University of Athens, in Athens, Greece. Her main research fields and publications are on social inequalities and cultural discriminations in education, the Greek diglossia and its social functions, prejudiced knowledge transmitted by schools, and national ideology and its relation to the rise of the extreme right in Greece.

## **Maria Petmesidou, Emeritus Professor of Social Policy at Democritus University, Greece, and Fellow of CROP/ISSC (Comparative Research on Poverty/International Social Science Council under the auspices of UNESCO)**

*“Crisis and Austerity: A Painful Watershed for the Greek Welfare State”*



Maria Petmesidou (Ph.D. Oxford University) is emeritus professor of social policy at Democritus University (Greece), and fellow of CROP/ISSC (Comparative Research on Poverty/International Social Science Council under the auspices of UNESCO). She has published extensively on social policy and welfare reform in Greece and Southern Europe. Most recently she co-edited the following books:

*Economic Crisis and Austerity in Southern Europe: Threat or Opportunity for a Sustainable Welfare State?* (London: Routledge, 2015)

*Child Poverty and Youth (Un)Employment and Social Exclusion* (Stuttgart: Ibidem, 2016).

Her most recent publications also include: *Welfare Reform in Greece: a Major Crisis, Crippling Debt Conditions and Stark Challenges Ahead* (in P. Taylor-Gooby, et al.); *Can the European Union 2020 Strategy Deliver on Social Inclusion?* (CROP Working Paper Series on Global Challenges, No 2, June 2017); (with M. González-Menéndez) *Policy Transfer and Innovation for Building Resilient Bridges to Labour Market* (in J. O'Reilly, et al. eds *Youth Labour in Transition*, OUP (forthcoming 2018)).

In the last four years she coordinated research on health care reform in Greece (funded by the Observatory on Economic and Social Developments of the Labour Institute of the Greek General Confederation of Labour, 2014-2015) and on policy learning and transfer in the field of youth employment policies (funded under the EC FP7 programme, 2014-2017).



# The Learner | Emerging Scholars



**Fariha Asif**

University of Malaysia Terengganu, Kuala Terengganu, Malaysia



**Pascal Roubides**

Broward College, Fort Lauderdale, USA



**Annabella Fung**

Monash University, Melbourne, Australia



**Dawit Rumicha**

University of Florida, Gainesville, USA



**Hae Na Kim**

Sookmyung Women's University, Seoul, South Korea



**Karen D. Sacdalan**

University of the Philippines, Manila, Philippines



**Georgios N. Kouziokas**

University of Thessaly, Volos, Greece



**Marta Samokishyn**

Saint Paul University, Ottawa, Canada



**Kristen McInerney**

George Washington University, Washington, D.C., USA



**Chinaza Uleanya**

University of Zululand, South Africa



**Sara Ratner**

University of New South Wales, Kensington, Australia



**Leah M. Van Vaerenwyck**

Lesley University, Cambridge, USA

Thursday, 21 June	
08:00-09:00	Conference Registration Desk Open
09:00-09:30	Conference Opening - Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Champaign, USA; Dr. Thalia Dragona, Professor, National and Kapodistrian University of Athens, Athens, Greece; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain
09:30-10:05	Plenary Session - Anna Frangoudaki, Sociologist of Education, Emerita Professor, National and Kapodistrian University of Athens, Athens, Greece
	"Educating Young Generations in a World of Multiple Crises"  Anna Frangoudaki is a sociologist of education and emerita professor of the University of Athens, in Athens, Greece. Her main research fields and publications are on social inequalities and cultural discriminations in education, the Greek diglossia and its social functions, prejudiced knowledge transmitted by schools, and national ideology and its relation to the rise of the extreme right in Greece.
10:05-10:35	Garden Conversation
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.
10:35-11:20	Talking Circles
	Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and introduce themselves and their research interests to one another.  Room 1 - Pedagogy and Curriculum Room 2 - Assessment and Evaluation Room 3 - Educational Organization and Leadership Room 4 - Early Childhood Learning Room 5 - Learning in Higher Education Room 6 - Adult, Community, and Professional Learning Room 7 - Learner Diversity and Identities Room 8 - Technologies in Learning Room 9 - Literacies Learning Room 10 - Science, Mathematics and Technology Learning Room 11 - 2018 Special Focus: "Education in a Time of Austerity and Social Turbulence"
11:20-11:30	Transition Break
11:30-12:45	PARALLEL SESSIONS

**Leadership Transformations**

**Effect of Educational Administration's Changing Context on Postgraduate Educational Administration Programs: Globalization, Knowledge Society, Learner Centered Leadership and Educational Administration Postgraduate Programmes**

Gokhan Ofluoglu, Associate Professor Doctor, Labour Economics and Administrative Sciences, Bulent Ecevit University, Zonguldak, Turkey  
Sibel Buzkan

Among the major powers building the contemporary context of educational and school leadership; learner centered leadership, picking the research evidences and decision making upon the data, increasing competition and school selection, system oriented social integration, globalization and phenomenon of knowledge society can be counted. This leadership requires having analytical skills, coping with the increasing competition phenomenon and school selection, achieving concern for system oriented society. In this context in this paper, the impacts of these powers building the educational administration context on the preparation of the educational and school leaders for their tasks especially the impacts on the doctoral programmes of educational administration field was discussed. Personnel interviews and questionnaires were conducted with trainers about the subject. Consequently, it is inevitable to review the doctoral programs that train educational and school leaders in terms of goal, content, and teaching style contexts, and quality them according to requirements of new context. Based on these developments, the educational and school administrator training policies of each country educational system should be changed according to the requirements of the field and modernized. *Educational Organization and Leadership*

**Principal Leadership of Career and Technology Foundations Curriculum**

Leonard Sproule, University of Lethbridge, Lethbridge, Canada

The purpose of this qualitative study is to explore what principals currently know about the Career and Technology Foundations (CTF) curriculum and ascertain how the principal's understanding of CTF serves to influence their instructional leadership decisions. Sense making perspectives were applied to examine the principal's understanding of the CTF program of study and the decisions they make as instructional leaders. Semi-structured interviews were conducted with principals who chose to implement CTF during the 2016-2017 school year. Results from this study support that the principal's understanding of curriculum influences a range of effects between instructional leadership decisions and the pedagogical practices of teachers. By focusing on curriculum-specific variables that principals consider prior to enacting instructional leadership decisions, this study expands upon existing action- and behavior-oriented conceptualizations of instructional leadership. With provincial curricula for all subjects and grade levels scheduled for redesign by the start of the 2022-2023 school year, the results of this study may also serve to inform future directions for the provision of professional learning supports for school and district leaders across Alberta.

*Educational Organization and Leadership*

**Future of Work as it Relates to the Purpose of Schooling**

Sara Ratner, University of New South Wales, Sydney, NSW, Australia

Major corporations such as Deloitte, KPMG, Mitchell Institute and the Foundation for Young Australians are investing significant time and money into researching the future world of work. Through their work, and the work of others, it has become apparent that our schools are not currently producing the work force needed for this new world. This research contributes to the debate by examining the relationship between the future of work and the purpose of schooling. The research adopts a relational approach to examine how the visualised future of work relates to schooling. What is the purpose of schooling as it relates to the future of work? How do our Education systems need to change in order to meet the needs of our new way of working?

*Educational Organization and Leadership*



11:30-12:45

**PARALLEL SESSIONS**

**Room 3**

**Challenges in Early Childhood**

**Engagement of Indian Children and Parents in Early Childhood Settings in Australia**

Vijaya Tatineni, Lecturer in Early Childhood, School of Education, Federation University Australia, Ballarat, Australia  
Sivanes Phillipson,

Nish Belford, Monash University, Melbourne, Australia

Australian classroom demographics are changing rapidly due to migration. Australia has both federal and state policies to advocate cultural competence issues in early childhood education. Yet, advocacy for cultural competence comes with multiple barriers, mainly as teachers' efforts, attitudes, beliefs and their cultural misgivings often tint their understanding and implementation of an inclusive approach to multicultural education. Using a multiple case study of 12 teachers and 12 parents, we examined the engagement of teachers and immigrant parents from Indian origin in early childhood settings in Melbourne. The findings show a disparity in cultural understanding among teachers to engage and partner with culturally and linguistically diverse parents. Teachers often face communication problems that affect collaboration in creating more inclusive learning communities with Indian immigrant children and parents. Similarly, the parents expressed difficulties and anxiety in approaching teachers for the integration of their children into the community of learners in the centres. The findings highlight the need for a greater understanding of policy implementation at the practice level and the identification of strategies for better engagement of Indian immigrant children and their parents within early childhood settings.

*Early Childhood Learning, Learner Diversity and Identities*

**Underpaid and Undereducated: How to Raise the Profession of Early Childhood**

Rebecca Panagos, Professor, Education, Lindenwood University, Saint Charles, United States

Kelly Hantak, Lindenwood University, Saint Charles, United States

Recent data reveals a crisis in early childhood education in the United States. The workforce who is entrusted with our most vulnerable population receive the lowest salaries and are hired with the lowest levels of education. The dilemma? Many early childhood teachers earn salaries below the poverty level and can't afford to pursue a college education, much less, obtain the critical competencies required to care for infants and toddlers. Across the US, states have responded to a recent initiative based on research from the Early Childhood Education Workforce Development and policy development from professional organizations and federal and state governments to address the challenges of the early childhood workforce. This paper compares different states' responses, the current status and progress, and explores viable options for Policy to Practice. Common practices related include encouraging professional development, advancing levels of education through tuition reimbursement or scholarship, tax credits, and building career pathways. Unique programs offering incentives for profit and non-profit agencies applying data-driven measures are explored.

*Early Childhood Learning*

**Role of Working Memory in Early Childhood Education**

Kate Cockcroft, University of the Witwatersrand, Johannesburg, South Africa

Working memory is the mental ability to temporarily store and manipulate information. Its functioning is distinct from the vast storage capacity of long-term memory, and is crucial for optimal learning and development. There is considerable research on several theoretical aspects of working memory, with a particular focus on working memory functioning in adulthood. Far less research has explored the application of such theory to understand how children can be prepared for formal education, and to assist and improve their academic performance once formal education has commenced. In this presentation, key aspects regarding working memory are considered and their implications for early childhood development, learning and education are discussed. The focus is on the value of training and developing working memory in multicultural, low resource contexts, with particular reference to South Africa. In particular, working memory measures may be useful measures of learning potential for school beginners from diverse socioeconomic and linguistic backgrounds. This is because working memory assessments appear to be less influenced by background and socioeconomic factors than many other traditionally used measures of ability.

*Early Childhood Learning*



**Community Intersections**

**Role of Education in Community Development**

Nirupama Prakash, Director, Amity University, Gautam Buddha Nagar, Uttar Pradesh, India

One of the key objectives of Education as an Institution is to instill amongst students sound value system and work towards community development with passion. This is manifested in learning by amalgamation of theory and practice. Course curriculum of Social Work as a discipline includes theory courses on various facets of society along with field work. Areas covered are adult education, working with elderly, women empowerment, community development and health. Traditionally Indian society has had the Gurukul system wherein students stayed with the Sage (guru) in the Ashram and learned all nuances about professional subjects and sensitivity towards local community and society at large. With changing times, contemporary India witnessed erosion of values among youth to some extent and the new wave about inducting community outreach activities as part of higher education learning has picked up in educational institutions of higher learning. This has been extended from social work discipline to all disciplines of professional learning, meaning thereby, students with back ground of social sciences, engineering, Management are required to work for community empowerment as part of their course curriculum. The author has conducted community development projects in field of ICT, health, water management and social issues which has far reaching implications of education in community development.

*Adult, Community, and Professional Learning*

**Role of Self-awareness in the Aesthetic Experience of Contemporary Art**

Anne-Marie Emond, Full Professor, Didactic, Université de Montréal, Montréal, Québec, Canada

Joao Pedro Pais Mendonça

Studying the emergence of visitors' self-awareness contributes to the wave of research conducted by Barrett (2000), Hooper-Greenhill (1992, 2000), Garoian (2001), McLean (1999), Reese (2003), Roberts (1997) and Wallach (1998), who have all sought to develop alternative museum educational practices focused on visitors. From this perspective, scholars such as Degain and Benharkate (2009) mentioned visitors' self-awareness as one of the benefits that a museum visitor could enjoy, but the authors cited did not supply any empirical support. In keeping with these previous research results, we consider the study of visitors' self-awareness an important component in the development of innovative museum educational programs especially concerning contemporary art exhibits. Acknowledging the importance of the self in a museum experience and identifying the type of self-awareness visitors verbalize during their interactions with contemporary artworks, we believe will have promising implications for museum education practices. This will inform museum professionals on how visitors behave and interact with contemporary artworks and how those interactions might contribute to evolving visitors' self-awareness as a source of pleasure. In order to achieve this objective, Morin's model (2005) of self-information was used as a conceptual framework to study more closely the manifestations of visitors' self-awareness.

*Adult, Community, and Professional Learning*

**University Academics' Experiences and Perceptions on the Changing Nature of the University Learning Environment and Its Impact on Student Learning**

Sureetha De Silva, Griffith University, Queensland, Australia

Globalisation, knowledge-based economies, new technologies, and global competitiveness have been noted by scholars as the main drivers for rapid transformations in universities worldwide. The impacts of these drivers are reflected in the nature and quality of student learning, matters that are traditionally central to academic identity and self-perception. Academics, correspondingly, are inclined to reflect critically on their experience of the changing nature of the university learning environment, and, specifically, its impact on the quality of student learning. This paper draws on data from a current research project exploring experiences of academics in Australian universities related to the changing nature of learning environments in universities. A qualitative research approach is adopted in the study which enables the research to be inductive and open to the potential of generating new theory emerging from the data. The data collection method consists of in-depth, one-on-one, face-to-face interviews with academics employed at public universities located in South Eastern Australia. To accomplish a detailed exploration and analysis of personal meaning and lived experiences of participants, an interpretive phenomenological analysis (IPA) is used in the study. The findings identify diverse learning enrichment for students, as well as concerns about the quality of student learning outcomes arising from rapid transformations in university learning environments. This paper outlines a theme emerging from the data: the effects of increased online teaching; changing academic-student relationships, and the quality of student learning.

*Learning in Higher Education*





11:30-12:45

## PARALLEL SESSIONS

Room 7

**The Significance of Gender****Educated to Retreat: How Educational Settings Hinder Female students' Leadership Development**

Yijie Wang, Beijing Normal University, Beijing, China

That females remain underrepresented in the field of leadership is a well-documented phenomenon. This paper argues that part of the reason lies in educational settings. The Chinese educational settings are examined based on evidence of various sources (including literature in the past 15 years, author's personal experience and so forth), and it turns out that the protective approach teachers adopt towards girls, the reserved and unworldly female images exhibited by textbooks, as well as the improper view of leadership girls tend to develop through classroom-based leadership experiences, combine to damage girls' leadership potential. The aforementioned mechanisms are usually unintentional and hard to detect, which means part of the solution lies in the promoted awareness of teachers and educational leaders. If girls are to become future leaders just as boys do, they should not be treated any differently in schools, and it should be recognized that any gender-based differential treatment, even if apparently harmless or displayed as privileges, may end up blocking girls' access into future leadership careers. Meanwhile, it is important to note that the above issue is not merely about equal treatment for both genders; rather it is broadly linked to what our construction of leadership is. In an ultimately sense, the educational setting is expected not only to produce equal number of "great women" and "great men," but also, partly through its explorations of how to cultivate the female version of 'great man', contributes to the update and advancement of the leadership concept and practice as a whole.

*Learner Diversity and Identities***Introducing Gender Diversity in Brazil's Countryside Schools: Learners' Achievements and the Drawbacks of Casualised Labour and the "Gag Law"**

Else R. P. Vieira, Queen Mary University of London, London, United Kingdom

This contribution initially situates the groundbreaking gender diversity dimension of the Newton Trust-funded Project "Gender and Education in Rural Brazil" (2015-2017), within the context of the country's legalization of same-sex relationships (2013), whilst also aligning this historically conservative space with world-wide gender equality developments as well as filling in a gap in the syllabus of countryside schools in Brazil's state of Paraná in consonance with the forward-looking Parameters of the National Curriculum (1997). It will then focus on the learners' achievements, along Paulo Freire's lines, as producers of knowledge and educational resources specific to their historically conservative cultural context. It will further elaborate on the project's political role as a spectrum of resistance to the obscurantism epitomized by the Bill 7180/2014, in Congress, designed to warrant a nation-wide value-free education. This major pedagogical intervention, however, while successfully "disrupting the consolidation of conservative narratives on gender diversity amongst participating adolescent rural agents" (César 2017), has also faced the challenges of concomitant encroaching austerity-related casualisation of teaching jobs. How to maintain learners' engagement and promote continuity in a context of conjoined labour "precariat" and fear of expression in response to the Bill, popularly known as "The Gag Law"?

*Pedagogy and Curriculum*

11:30-12:45

**PARALLEL SESSIONS**

Room 8

**Peer Participation****Peer-Assisted Learning and Professional Learning Experiences at an Australian University: Spaces of Conviviality**

Jane Bone, Monash University, Melbourne, Australia

The participants, who were all international students, showed a sophisticated understanding of their professional role. A key finding is that they did not always communicate in expectable ways or in the usual places. Students found their own ways of peer learning and despite challenges they often found space for this learning outside the early childhood classroom. Using ideas from Deleuze and Guattari these "smooth" and "striated" spaces are discussed here and Deleuzian ideas contribute to the analysis that includes attention to peer communication as a multiliteracy (Masny & Cole, 2012). The students challenged stereotypical perceptions of how they might behave and show that a site of struggle and scrutiny can also become a place of support and conviviality. This is especially significant as the numbers of international students rise in Australian universities. What is offered here is a way of reducing the individualised and challenging nature of professional learning experience and extending trust to students who will be future educators, mentors and leaders in the early childhood field.

*Learning in Higher Education***Organisational Friendships and Peer Engagement on Professional Placement: A Peer-assisted Learning Approach**

Kate Bone, Monash University, Melbourne, Australia

This study explored how students benefit from the support of having a peer with them during their first professional placement in preschool contexts. As part of their qualification student teachers are required to go into classrooms to practise their teaching skills and learn about the workplace. This project was underpinned by a PAL (Peer Assisted Learning) approach. A group of students were interviewed which provided in-depth data about their experience of being with a peer. Encouraging peer engagement facilitated the development of friendships and increased experiences of social support and wellbeing among participants. Findings from this project extend conceptions of organisational friendships beyond managerial imperatives, and extend the PAL approach beyond pedagogy, in order to consider the intrinsic value of friendship to pre-service teachers during placement. The intended outcome of this research is to support change and transformation for international students on their pathway to becoming educators in Australia. Encouraging friendship in this context is also considered a way to counteract competitive attitudes that easily prevail in difficult times.

*Educational Organization and Leadership***Promoting Student Engagement in Learning**

Satyen Gautam, Senior Lecturer, Chemical and Biomolecular Engineering, National University of Singapore, Singapore

Sachin Jangam

Kai Chee Loh

While traditional teaching methods and incorporating cutting-edge technology into the classroom can facilitate efficient transfer of information, it may not necessarily motivate students to participate in learning. While no single rule of thumb can solve this problem, creating opportunities for student involvement may offer a palatable and practical solution. With the intent of creating an alternative classroom environment, one which encourages positive student engagement, peer assessment was explored in conjunction with classroom teaching. In the present context, peer assessment refers to assessment of students' work by other students of equal status. Peer assessment was conducted for an undergraduate elective course titled "Food Technology and Engineering." As part of the activity, students working in small groups (3-4 students) were required to design rubrics for assessment, assign marks to their peers for the group presentation and provide constructive feedback. Advocates of peer assessment, while associating it with a number of benefits, have reported sceptical perceptions of students about the activity as well. Understanding the challenges and investigating ways to find possible solutions is crucial to the success of the activity. This presentation discusses the various ways that were adopted to tackle these challenges. At the end of the activity, student survey was conducted to evaluate students' perceptions. Student survey showed that peer assessment was well received by many students and encouraged them to participate. The survey results also showed that besides providing opportunities to the students to use their voice and knowledge to contribute, peer assessment enabled them to develop skills that were transferable to the workplace and to other aspects of life.

*Learning in Higher Education*

**Global Implications**

**Global Collaborations for Lasting Learning**

Candace Roberts, Professor, Education Department, Saint Leo University, Florida, Saint Leo, FL, United States  
 Kate Wittrock, Professor, School of Education and Social Services, Saint Leo University, Saint Leo, FL, United States  
 Alexandra Kanellis  
 Dorothy Chrisochidou, American Farm School, Thessaloniki, Greece  
 Maria Betsia

During these challenging times of rising austerity and social turbulence, when there appears to be a rise of ethno-nationalism and intolerance of “others,” educators can build bridges that diminish the trend and show the true value of collaborating with and learning from others. This presentation will focus on a global collaboration project between a university in the United States, and students at the American Farm School in Thessaloniki, Greece, via the use of the free, innovative video response platform, FlipGrid. The platform allows for asynchronous collaboration and exchange of content, ideas, and cultural understandings. Students can interact with experts and each other to explore different cultures, learn about global issues, and even solve problems. This global collaboration project promoted significant student engagement and lasting learning by employing strategies that research has proven to have a significant influence on student achievement. In his book, *Visible Learning: Maximizing impact on Learning* (2012), John Hattie, reported the results of a 15 year research project that included 800 meta-studies exploring variables influencing student learning. Among the variables with large effect sizes were “classroom discussion” and “reciprocal teaching.” Two strategies evidencing moderate effect sizes were “self-verbalizing,” and “Interactive video methods (using technology)”. The parameters of this project and the discussion platform, FlipGrid, advanced all four of these influencing strategies. Results of student surveys examining student engagement, learning, and perceptions will be reported. Reference: Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London: Routledge.

*Learner Diversity and Identities*

**Using Interactive Learning Spaces for Global Diplomacy: Social Justice Collaboration between US and International Students**

Ana Mann, ESL Instructor, Intensive English Institute, Ball State University, Muncie, United States  
 Matt Moore

The collaboration included a mix of social work students enrolled in social welfare policy courses and international students enrolled in English courses for non-native speakers. Students involved in this collaboration focused on topics such as human trafficking, poverty, and immigration. Students had to explore these topics using international perspectives and identify global strategies for addressing these social injustices. A secondary objective of this collaboration was to help international students integrate into US-based higher education and to help social work students engage individuals from a variety of diverse backgrounds. Faculty members used learning methodologies such as inquiry, team, and problem-based learning to engage students in the educational process. The collaboration was made possible because of the learner engagement tools available in the Interactive Learning Space available on campus. This paper will outline the lessons learned from faculty members and students who participated in this international collaboration. This includes a review of student learning outcomes, student feedback about the collaboration, and a review of the role space played in enhancing student success.

*Learner Diversity and Identities*

**Alternative Social Futures in the Global South through emphasizing Value Attributes in Higher Education**

Belinda Verster, Cape Peninsula University of Technology, Cape Town, Western Cape, South Africa  
 Since 2015 the South African higher education landscape has been transformed like never before with the rise of the #Feesmustfall movement and a social demand for decolonized university education. This created a shift not only in the higher education landscape but in society itself. Urban planning students are the future professionals that need to be able to negotiate such shifts to ensure a better (more just and equitable) society. The urgency of rethinking the urban planning educational environment and the central position planners can fulfill in addressing the rift between the needs of society and the products of higher education, initiated this research project. The purpose of this paper is to introduce an alternative learning environment that focuses on the centrality of value attributes. Collaboration as a social practice within a structured learning environment is used as the main catalyst. It is argued that this will help students negotiate the societal complexities that is manifesting in an ever changing landscape. The method that was followed is semi-structured interviews with two respondent groups: urban planning academics at four South African traditional universities and universities of technology, practitioners at non-governmental organizations. The semi structured questionnaires were informed by Schatzki’s Practice Theory and Laurillard’s Conversational Framework.

*Learning in Higher Education, 2018 Special Focus: Education in a Time of Austerity and Social Turbulence*



11:30-12:45

**PARALLEL SESSIONS**

**Room 10**

**The Roles of Family**

**Maternal Scaffolding Strategies: Informal Home Teaching and Learning Environment in Chinese and US Families**

Xiao-lei Wang, Pace University, Pleasantville, NY, United States

This study examines everyday scaffolding styles in Chinese and US families, as well as children's responses to the scaffolding styles. Forty Chinese and US mothers and their 4-year olds (half girls and half boys) participated in the study. The mother-child dyads were asked to play with a classic Chicco Gazebo toy in their homes. The mother-child interactions were video-recorded, transcribed, and coded with a scheme developed by Wang, Bernas, and Eberhard (2005). The results suggest that mothers in the two cultural groups used distinct interactive styles. Chinese mothers initiated more task-related interactions, took more interaction turns, and elaborated more on children's initiations than US mothers. Moreover, Chinese mothers used immediate scaffolding (e.g., immediate correction and demonstration) and the US mothers used deferred scaffolding (e.g., asking questions and suggesting alternatives). Furthermore, the study indicates that children did not always passively comply with the strategies used by their caregivers. They actively transformed adult strategies by elaborating on and appropriating them. The findings of this study urge educators to make efforts to understand the complexity of students' everyday home learning environments and to maximize their learning potential by taking advantage of the funds of knowledge they developed at home.

*Early Childhood Learning, Learner Diversity and Identities*

**Current Research and Challenges for Early Childhood Learning and Education: The Development of Cognitive, Memory and Language/Literacies in Children, Birth to 7 Years**

Lawrence Majovski, Clinical Associate Professor, Psychiatry&Biobehavioral Sciences, Washington University School of Medicine, Seattle, Washington, United States

David Breiger, Department of Psychiatry, Washington University School of Medicine, Clinical Professor, Seattle, Washington, United States

The paper presents current research and important challenges for professionals in early childhood learning and the impact of global migration of displaced families. During early childhood, learning and knowledge are gained by dynamic cognitive processes of experiencing, conceptualizing, analyzing and doing. Multi-sociocultural factors significantly influence what a child learns and thinks. The challenge of knowing what works for one child's learning, but might not work for another child, will be discussed. How the child satisfies a learning task's demand will be discussed from a pedagogical science perspective and practice of a dynamic process of learning versus assessment i.e. a measure of the extent of a child's learning transformation over time. A review of key research findings in the following areas will be presented: neurocognitive development and maturation; development of memory in early childhood; language/literacies and reading progress; working memory and executive functioning impact on learning and academic performance; sociocultural interactive processes; Vygotsky's and Luria's influences on dynamic processing v. performance in children's learning; maternal/familial influences on a child's learning and literacy; impact of global immigration on war-displaced children; and health conditions and poverty effects.

*Early Childhood Learning*

**Safe Spaces for Aboriginal Families and Their Children: Early Literacy Learning, Cultural Representation and Engagement in an Aboriginal Playgroup**

Liam Morgan, Associate Professor, Faculty of Arts and Social Sciences, University of Technology, Sydney, Sydney, NSW, Australia

Children's early literacy learning is multifaceted and lays down the foundations for their overall progress throughout their school years and into later life. While most policy focus has been on formal early childhood programs and preschool attendance, for a significant proportion of Aboriginal families, informal programs can provide opportunities for Aboriginal run safe family spaces that facilitate integrated early childhood programs and services. This paper draws on data from a case study investigating the literacy practices of children urban Aboriginal backgrounds attending an informal playgroup setting. The focus on supporting early literacies while drawing on families' strengths and their social, cultural and linguistic capital, resulted in increased engagement and literacy learning for these children and their families.

*Early Childhood Learning*



**Exploration of the Ancient Athenian Agora in Science Teaching**

Maria Houpi, fellow worker, Department of Education, Religious Affairs, Culture and Athletics, General Secretary of Coordination of Governmental Work, Athens, Greece

In the present study we outline the procedure implemented in order to perform activities relating science lessons with an Archeological Site. The water clock that was constructed at the end of the 4th cent. B.C. in a prominent location of the Ancient Agora in Athens, Greece gave us the incentive to perform activities referring to time and its evaluation, with eleventh grade students. The concept of time and the conflict between absolute and relative time which reflects the history of physics and philosophy were conveyed by students through a video creation using Drama techniques. Students wrote an innovative humoristic scenario. Additionally, students constructed a Water Clock (Klepsydra) with recycled materials. Both activities were publicly presented in the Agora. Results showed that the use of the Archeological Site as part of the teaching process stimulated the motivation of students. Promoting an investigative approach in teaching was an indivisible part of building a sense of scientific community in the classroom. Multimedia, Experiment and Drama were used as mediating tools in the learning of science notions. The activities also enhanced creativity, communication, collegiality and collaboration among students. The added value of the learning experience created is illustrated through students' differentiated participation and higher order thinking manifestations analysed and categorised so as to highlight changes in classroom practices.

*Science, Mathematics and Technology Learning*

**Acquisition of New Competencies of Science Teachers and Pre-graduate Physics Teachers in the Community of Practice**

Renata Holubova, Palacky University, Olomouc, Czech Republic

Requirements for schools by the education policy of the state are changing dynamically. A number of key needs of in-service teachers have been identified - the development of teachers' competences in the field of didactics, in the field of reflection of their own teaching activities, the implementation of new teaching forms and methods of work with emphasis to the individual needs of learners within a heterogeneous group, the implementation of interdisciplinary relations. The aim of this paper is to present the outcomes of the project that is solved at the Faculty of Science in Olomouc, Czech Republic. One of the key activities of the project is to interconnect more closely the pre-graduate teacher training with the practice at schools and the cooperation with teachers of various secondary schools. Video hospitalizations of lessons are provided. Lessons realized by experienced teachers are compared with lessons realized by university students (pre-service teachers). The lessons are analysed and reflected. Particular examples of the comparison of various physics lessons will be presented, crucial problems in these two types of lessons will be discussed. It can be demonstrated that the community of practice (universities, secondary schools and non-profit organizations) can be of great importance for acquisition of new competencies of teachers so as students.

*Learning in Higher Education, Adult, Community, and Professional Learning*

**Managing the Research Process: introducing a Learning Application That Guides Learners to Conduct Research in a Structured Framework**

Keith Maycock, National College of Ireland, Dublin, Ireland

The modern culture of learning consists of an unlimited network of information which is available to anyone with an internet connection. This culture of learning takes a step towards Marx's ambitious "right to education for all" matching the opportunity of a bourgeois education with proletarian realities. However, this march is tempered by the fact that access to resources does not ensure an excellent education on its own. On the one hand, the quality of information or educational resources available vary significantly in the information age. While on the other hand, the 21st-century learner is now expected to use technology as a tool; to research, systematise, evaluate, and communicate information effectively and seamlessly, in addition to knowledge creation. The paper introduces an educational tool which was designed to bridge a perceived gap with post graduate learners conducting postgraduate research projects and or dissertations. This educational tool enables learners to conduct searches across many repositories using a single interface and manages and visualises the learners' review process for both the learner and the supervisor to ensure that the learner follows the typical research cycle. Additionally, the application has many advanced features for researchers to enable them to automatically conduct systematic reviews and highlight potential collaborations.

*Technologies in Learning*

11:30-12:45	<b>PARALLEL SESSIONS</b>
Room 15	<p><b>Equity, Participation and Opportunity</b></p> <p><b>Historically Black Colleges in the Western United States</b>            Roger Hardaway, Northwestern Oklahoma State University, Enid, OK, United States            Slavery existed in the United States of America until 1865. One of the innumerable inhumane aspects of slavery was that state statutes prohibited anyone from teaching slaves to read and write. Among the reasons for these laws was to prevent slaves from forging the freedom papers that all free African Americans possessed. Once slavery was abolished, however, so did the reasons for keeping former slaves illiterate. In the years after slavery ended several organizations and individuals supported the idea of formal education for African Americans from the elementary through the post-secondary levels. Before long, colleges for black Americans existed in every jurisdiction that had sanctioned slavery. Most slave states and territories were east of the Mississippi River, but a few were west of that major American waterway. Thus, an examination of the history of black colleges west of the Mississippi will shed light not only on the advent of education for black citizens in the United States but also on the experiences of African Americans in the American West.  <i>Learner Diversity and Identities</i></p> <p><b>Inclusive Education in Tanzania: Movement Beyond Barriers?</b>            Kathy-Anne Jordan, Associate Professor, Special Education, Mercy College, New York, NY, United States            The purpose of this paper is to share a proposal for research that seeks to identify and examine examples of effective inclusive education practice at one school in Tanzania. Effective inclusive practice is defined using the objectives and strategies outlined in the country's comprehensive inclusive education plan, the National Strategy on Inclusive Education report. Since the publication of this document in 2009, many children with disabilities remain under enrolled in Tanzania's primary and secondary schools. According to a United Nations report, children with disabilities represented approximately 8% of Tanzania's resident population in 2011, yet they accounted for less than 1% of all attendees at the primary level. Similarly, at the secondary level, boys with disabilities represented 0.3% of those enrolled whereas girls accounted for only 0.25%. Compounding the problem is the fact that there is still no national system in place to facilitate identification and assessment of children with disabilities (UNICEF, n.d.). Many research studies identify barriers to inclusive education in Tanzania, but few examine how schools, despite substantial challenges and barriers, are working toward effective inclusive education practice. Because this research seeks to document effective inclusive education practice and identify the factors that support such practice, it will hold implications for educators and school administrators working toward equitable and inclusive education practices within their own schools. The proposal is a work currently in progress. I will share aspects of the proposal and literature review.  <i>Learner Diversity and Identities</i></p> <p><b>Promoting Intrinsic Motivation in an Action for Science Communication</b>            Michele Hidemi Ueno Guimaraes, University of São Paulo, São Paulo, Brazil            Jonny Teixeira            Among the experiments used in Science Centers and Museums some of them stand out for calling and holding more attention of visitors. The characteristics of these experiments, by emitting sounds, lights, colors or causing any kind of surprise when visitors interact with them, turn them into venues for Non-formal Education sites. These devices were called by the authors of surprising experiments, because they caused diverse sensations to the visitors. Within itinerant scientific divulgation projects in parks and schools, these experiments are present in the exhibitions often mounted on tables. In this work, we identify and discuss the influence of the characteristics of these experiments on the motivation and behavioral change of the visitors present in the Centers and Museums of Science and on the itinerant actions of Scientific Divulgation. We could observe that both the surprising and the challenging experiments had a great influence in increasing of the intrinsic levels of motivation of the visitors, changing the behavior towards the elements of the exhibition, improving the quality of the interaction and stimulating the interest and the curiosity of the visitors.  <i>Learner Diversity and Identities</i></p>
12:45-13:45	<b>Lunch</b>
13:45-15:25	<b>PARALLEL SESSIONS</b>



13:45-15:25

**PARALLEL SESSIONS**

**Room 1**

**Culturally Responsive Pedagogies**

**Evolution of a Multicultural Education Course Offering to Pre-Service Teachers**

Paoze Thao, California State University, Monterey Bay, Seaside, United States

Multicultural education is a school reform that emerged from the Civil Rights movement in the 1960s with the goals that “students from all social class, gender, racial, language, and cultural groups would have an opportunity to learn” (Banks & Banks, 2001, p. 4). Given this movement, curriculum and instructions, and course offerings for pre-service teachers at the California State University Monterey Bay were redesigned to prepare undergraduate Liberal Studies’ students with the knowledge, attitudes, and skills to be able to teach cross-culturally. The goals of Multicultural Education were to ensure that by educating university students, they would in turn educate K-12 students to respect and appreciate people of different ethnicities, cultures, abilities, and social economic status. Armed with a diverse perspective, K-12 students would become literate and socially adept in cross-cultural interactions and possible decrease and or eliminate discrimination, racism, and ethnocentrism. Banks, Sleeter, Grant and many others multicultural educators foresaw that students taught courses in Multicultural Education would be the catalysts for environments that could improve race relations, decrease racial misunderstandings, and become stewards for a pluralistic society.

*Learner Diversity and Identities*

**Engaging Teacher Candidates in Discussing Controversial Issues in Multicultural Education**

Ernest Pratt, University of Mount Union, Alliance, Ohio, United States

The goal of the Council for the Accreditation of Educator Preparation (CAEP) is to ensure that educator preparation providers (EPPs) prepare future teachers who know the content of the subject(s) they will teach, know how to teach that content effectively to students from diverse groups... With the emphasis on diversity in teacher preparation, multicultural education plays an important role in preparing future teachers. But according to Villegas & Lucas (2002), a singular focus on the “what’s” of multicultural education without addressing the critical elements of organizational culture and climate may produce virtuous feelings but inconsequential and perfunctory results. This approach to multiculturalism assumes teacher candidates lack relevant knowledge and gives limited attention to other models of cross-cultural education (Irvine, 2003). The essence of a healthy democracy is open dialogue about issues of public concern (Harwood & Hahn, 2009). A multicultural education course provides an important platform in a teacher education program for addressing controversial issues. As future teachers, teacher candidates need to be equipped with the tools necessary to succeed in the modern world.

*Pedagogy and Curriculum, Learning in Higher Education, Learner Diversity and Identities*

**Lack of Socio-economic and Ethnic Diversity in Appalachian Colleges and Educational Solution Strategies**

Brigitte Anderson, English Professor, Humanities, University of Pikeville, Pikeville, Kentucky, United States

Andrew Reed, University of Pikeville, Pikeville, Kentucky, United States

As faculty at the University of Pikeville, a small liberal arts university in the Appalachian mountains of eastern Kentucky, Dr. Brigitte Anderson and Mr. Andrew Reed primarily teach students descended from 19th-century Scotch-Irish settlers. Ethnic diversity is limited. The situation is similar regarding socio-economics. Students belong to the working middle class. Interested in this phenomenon, Anderson and Reed, consulted recent scholarship (2010-2017) and conducted their own primary research at five Appalachian colleges and universities. Their goal was to assert the lack of diversity at Appalachian colleges, and to identify educational strategies to compensate for this lack. They learned, the primary vehicle for students to immerse themselves in diversity is Experiential Learning in various forms.

*Learner Diversity and Identities*



**Examining Students' Cognitive Load in Processing Corrective Feedback**

Karen Chung Chien Chang, National Taipei University, New Taipei City, Taiwan

In the past 15 years, there has been an on-going discussion regarding the need to provide corrective feedback (CF) to students learning English writing. Two issues have stood out in this discussion: the effectiveness of corrective feedback and the types of feedback provided. In the past research, not much has been explored about providing EFL learners corrective feedback in their L1. This study aimed at investigating if corrective feedback provided in different languages (English and Chinese) led learners to experience different levels of cognitive load and their perceptions of the feedback given in different languages. In a controlled setting, this study monitored and recorded the time that the students spent on processing the feedback they received in Chinese and English, administered a questionnaire to measure three types of cognitive load, and interviewed the learners to shed light on their perceptiveness of the CF in these two languages. The findings have indicated that these students spent longer time in processing CF provided in English, that the English CF cast higher cognitive loads, and that the participants preferred receiving CF in Chinese for the reasons of a faster understanding, lower tendency in re-reading feedback, less frustration caused by learners' uncertainty in CF.

*Assessment and Evaluation*

**Intuition versus Reason: Are They Necessarily in Conflict?**

John Ray, University of Montana, Missoula, Montana, United States

Reason and intuition are often portrayed as opposing learning methods. Reason deals with the extrinsically plausible, problem solving through the deliberative application of logic and evidence. Intuition deals with the intrinsically plausible by providing spontaneous insight into the solution of a problem. Reason is portrayed as rule base and analytic while intuition is more associative and heuristic. Both are valid methods of learning that should not be viewed as being in opposition. Intuition should be viewed as supplying the matter of learning while reasoning provides the form and rubric of learning. Reasons generally are supported by other reasons but such a process cannot go on to infinity. There must be axioms of thought that come from intuition. Intuition is also necessary for the mind to recognize the successful completion of a learning experience. An example of this would be when a student, as Plato discussed in the Meno, suddenly realizes or "sees" the truth. Using the notion from idealist philosophy of the concrete universal, this paper proposes a theoretical way of uniting intuition and reason in the learning process. Intuition is both the starting point and end of the learning experience with reasoning leading from the beginning to the end.

*Pedagogy and Curriculum*

**Critical Thinking and Reflective Pedagogical Mediations in Development of Communicative Competence and Political Attitude in University Students**

Luis Fernando Pacheco Pérez, Researcher, Research and Education, Common Ground Research Networks, Armenia, Quindío, Colombia

Through Critical thinking and pedagogical mediations of reflective nature it is sought to implant in students of University level a political attitude which is one of the traits of the personality of young people lately that is absent in a regular basis. With the implementation of mediations which help students to reflect upon their learning and the phenomena affecting the society they live in, it is intended to provide not only motivation but also the means for developing features of the communicative competence that belong to the side of the critical thinking and political attitude construction. When students are directed to the point of creating language using their life experience, they feel more important than in a regular master class that only stands out the most academic suited students, leaving the ones with low academic development aside, creating a void for those who take for granted that the low grades determine the rest of their professional and personal build-up process.

*Learning in Higher Education, Adult, Community, and Professional Learning*

**Learning about Writing Development through Metacognitive Reflection**

Ondine Gage, California State University, Monterey Bay, Seaside, United States

In this qualitative study, the researcher sought to understand what factors impact the transfer of lower division academic writing abilities (Yancy, Robertson, & Tarzak, 2014) to upper division discipline specific course work. Learning to write academically requires learning to use rhetorical genres (accepted practices of organizing and presenting knowledge) and discourse (language used to convey knowledge within a community) of a new discipline (Hyland, 2006). Moreover, as future teachers, these students must adapt their discourse practices to a wide range of social contexts. As students learned about and engaged in the process of writing in a new genre, what resources aid students in their writing development? Data collected for this longitudinal study of 5 classes over 3 semesters includes: 5 post-draft metacognitive reflections written over the course of each semester. Following Negretti's (2012) analytical schema for evaluating metacognition in written communication, preliminary findings of this on-going research reveal that the quality of the learning community may facilitate access to transfer of writing skills.

*Learning in Higher Education*



**The Confluence of Technologies**

**Improving Student Success through Engagement in Online Gen Ed Mathematics Courses**

Lila Roberts, Dean, College of Information and Mathematical Sciences, Clayton State University, Morrow, United States

After several semesters of discouraging student success metrics, implementation of several strategies to encourage more frequent student engagement significantly improved performance. This presentation will focus on some engagement strategies including substantive discussion posts, course policies, and instructor interaction that yielded positive results in student performance and course satisfaction, even with students whose life situations were not conducive to success in a fully online course.

*Science, Mathematics and Technology Learning*

**Owning Technology: Education Students Engage with Technology as a Primary School Subject**

Fabian Neuhaus, University College London, London, United Kingdom

In today's consumer world, technology is becoming increasingly alien to most of us in the sense that ownership over it is no longer taken. Technology is increasingly treated as independent and self-sufficient. It, therefore, is becoming increasingly difficult to teach technology subjects in school and motivate education students to take on the subject. With this project, we aim to counter these developments and devised a module to explore with students technology in a hands-on way to give them the confidence to take back ownership, but also responsibility in regards to technology. We work with education students preparing to teach in primary schools. This project is part of a national program to further technology in primary schools in order to motivate more students to study technology and ultimately educate more skilled technology experts. It includes an emphasis on gender to ensure equality and especially encourage girls to engage in the subject. A number of experiments tackle the cycle of inventing, constructing and applying technology as well as discuss its ethical dimension.

*Science, Mathematics and Technology Learning*

**Improvement of Narrative Competencies through Design Thinking in Teaching of Audiovisual Script for Undergraduate Students**

Andrés Forero-Serna, Teacher, Communication Faculty, Universidad de La Sabana, Chía, Colombia

Ana María Perez-Guerrero

Over the course of two years, three teachers and thirty students from the Audiovisual and Multimedia Communication Program of the University of La Sabana (Colombia) have been part the group "Sigla," an interdisciplinary research group in scriptwriting and an audiovisual laboratory. This initiative intends that within academy the participants experience the whole process of audiovisual creation, from generation of original stories to their production. This group has developed a research-creation project focused on the examination of new strategies and forms of teaching in these areas through the application of Design Thinking, a methodology for solving problems with innovative proposals, significant for a specific group of people. We start from the study of creative processes within the academy, centered on quality improvement of audiovisual training. This paper aims to present the case study of one of these educational experiences, in which Design Thinking strategies favored the consolidation of narrative competencies such as the identification of conflict and its effective communication through the audiovisual language, and sharing its process since idea generation until the final version of the short film.

*Learning in Higher Education*

**Dynamics in Participating in a Collaborative Platform**

Joanne Roch, University of Sherbrooke, Québec, Canada

Jean François Roussel

The virtual-collaborative-platform pilot project was established for cohorts in the master's program in training management. It aimed at increasing training-offering flexibility, ensuring continuity in the learning experience, and promoting the use of this kind of tool in organizational settings. After describing the initial problem, we present the research that guided us in designing this innovative practice. In order to benefit from this research on virtual communities of practice, we used qualitative research to expand our understanding of the variables that influenced platform participation by interviewing participants about their experience in taking part in the collaborative-platform project.

*Technologies in Learning*

**Pedagogies for Professional Development**

**Professional Skills and Qualifications Certification in Brazil**

Ana Lúcia Sartorelli, Centro Paula Souza, Santo André, São Paulo, Brazil

Sra Tereza Silva, Centro Paula Souza, São Paulo, Brazil

So many reasons lead a young person to work without continuing formal education. His professional competences are developed therefore through his work performance. At a certain moment in his career, only professional experience may not be sufficient for a promotion or a new job opportunity. There is also another professional profile that needs a diploma to obtain a job: the refugee who leaves his country with no documents proving his professional experience and courses taken. In both cases it is possible to obtain a diploma in institutions accredited by the State Council of Education of the State of São Paulo/SP, Brazil, for the certification of competencies needed for the purposes of diploma. Since 2011, the Paula Souza Center, Institution of Public Technologic Education, has carried out the processes of certification of competences for the purposes of diploma in its technical courses. The interested ones are evaluated by contextualized interview, theoretical and practical evaluation in which it is assessed if he has the necessary skills to practice the profession of technician. To illustrate better the process, it will be presented the story of Blaze, a Congolese political refugee who acquired his inclusion in the Brazilian labor market through the process carried by Paula Souza Center.

*Assessment and Evaluation*

**Learning Professional Practice in a Police Jurisdiction, Learning to become a Cop, Reproduction of Knowledge and Practice**

Cheryl Ryan, Deakin University, Geelong, Australia

Tracey Ollis, Deakin University, Geelong, Australia

This paper draws empirical research conducted in Australia with police offices from a range of ranks, including senior management. We argue policing is in a state of flux and police education is under erasure. This paper draws on critical theory, in particular theories of power and discourse in the writing of Foucault and also Bourdieu's understanding of habitus, illusio and doxa to interpret the data. The emphasis on hands-on police practice without a theoretical understanding of epistemology and theory frameworks that may provide a deepening and detailed understanding of police practice resonate throughout the data. We argue police training needs to be scrutinized and critiqued with the current move towards professionalization of policing. We argue for a police education that is embodied and holistic, one which acknowledges the importance of good practices, but also is supported by critical reflection, deep and meta learning processes complemented by a strong theoretical base. Building a capacity for continuous professional learning of police in Australia requires a re-imagining of the current curriculum.

*Adult, Community, and Professional Learning*

**Collaborative Marketing Internship Programs**

Lan Wu, California State University, East Bay, Hayward, United States

Sweetey Law, California State University, East Bay, CA, United States

Internships are increasingly being incorporated in college programs as an important component to enhance student learning and employability of graduates. Many marketing internships appear to be administrative support or sales force positions requiring mainly soft-skills, and in which students have limited on-the-spot training and prospects of professional development. Given low requirements, it is hard for sponsoring firms to assign or assess interns' potential to deliver in real or more challenging tasks. Unsurprisingly, implementation of marketing internships varies: most programs are mainly supervised either by employers on site, a faculty coordinator, or a university internship office, with relevant learning outcomes difficult to evaluate. To address the concerns, we conducted a three-phase pilot program that started in a marketing course. Phase I: Instructor finds an industry partner and defines its marketing problems; guides students to work on the problems and provide suggestions to the partner. Phase II: At partner's site, students implement suggestions developed in phase I and continue to work on the problems; partner and faculty provide feedback. Phase III: Students work on similar problems for different industry partners based on experience in Phase I and II; they may also continue into full-time employment. Data was collected following case-study principles (Yin, 2003). Preliminary results suggest that faculty preparation of learning objectives and tasks, focus on relevant marketing function to be applied, clarity of intern and employer obligations, and active supervision in all three phases created a successful internship for all stakeholders: student-interns, employer sponsor, and customers of the business.

*Learning in Higher Education*

**Social Representations Regarding the Graduation Profile of Commercial Engineering and Its Social Function**

Pablo Müller Ferrés, Universidad Católica de Temuco, Araucanía, Chile

Nathaly Vera Gajardo, Temuco Catholic University, Temuco, Chile

Social representations create cognitive systems, which are organized from stereotypes, values, norms, personal forming ourselves as individuals within society. In this context, this research paper aims to identify which are the social representations that students have entering the first year of the career of Business Engineer respect to the identity of the professional who wishes to form, and then interpret and contrast them with the Graduate Profile established by the Catholic University of Temuco, analyzing the public and social function of this profile. The research considered as first year students research subjects and data collection was performed using interview techniques and semantic networks; which were applied to the entire class 2017. The results show that the subjects have knowledge regarding the general competences of the profession, but not of the specific ones, relating the concept with the role and not with the discipline.

*Learner Diversity and Identities*



**Defining New Literacies****Towards New Literacies? : Digitalization and Literature in Foreign Language Education**

Christiane Lütge, Ludwig Maximilian University of Munich, Munich, Germany

Thorsten Merse, Postdoc Researcher, Chair of Teaching English as a Foreign Language, LMU Munich, Germany, Munich, Germany

Digitalization produces increasingly multimodal and interactive literary forms. A major challenge for foreign language education in adopting such forms lies in deconstructing discursive borders between literary education and digital education ('romance of the book' vs. euphoric 'media heavens') and crossing over into a vision in which digital and literary education are intertwined. In this talk, we will explore different (and new?) literary and digital literacy practices that are crucial for learners to engage with – or read – digital literary texts. In order to articulate such literacy practices at the intersection of the digital and the literary, we will provide an in-depth analysis of available digital literary texts (ranging from simple media-supported literature to complex interactive and multimodal texts). This analysis will yield a typology of digital literatures serving as a conceptual basis to define new, or combine established, digital-literary literacies. This might support the integration of new digital literary forms into foreign language research and teaching practice. We argue that the concept of multiliteracies is particularly productive in framing engagements with digital literatures in that they stress the necessity of fostering a competent command of diverse meaning-making modes (Kalantzis/Cope/Chan/Dalley-Trim 2016). To support our suggestions, we also draw on a range of international studies in the fields of literacies education and 21st century literatures.

*Literacies Learning*

**Case for Information Literacy: First-Year Students' Difficulty Evaluating Internet Sources**

Elise Silva, Assistant Librarian, Harold B Lee Library, Brigham Young University, Provo, UT, United States

Students struggle evaluating the reliability of online sources. This paper will present original research into source evaluation habits of first year students. Students were given 5 internet sources to evaluate for reliability. Researchers observed their source evaluation habits and report findings and discuss information literacy implications of the study. Librarians at Brigham Young University studied first year students' internet source evaluation habits and found that students have difficulty using diverse source evaluation techniques for complex information needs.

*Technologies in Learning*

**Literacy Divide Realities: Language Collaboration Practices**

Marcelle Harran, Assistant Professor, General Studies (English), Higher Colleges of Technology, RAK, UAE, Patras, Greece

The paper describes a situated higher education collaboration project aimed to develop the literacy levels of engineering students to meet the high expectations of a competitive workplace amid employer concerns that engineering graduate communication competencies are lacking and insufficient. For the project, the language and engineering lecturers focused their collaboration on negotiating the rhetorical and content requirements of the design report as a genre. This facilitated making the often tacit discourse understandings and report requirements explicit so that they were mutually-understood and pedagogically overt. There have been few studies on collaboration processes, which is often a messy, complex and lengthy process requiring sustained collaboration spaces and constant negotiation so that the criteria for producing "legitimate text" is not opaque but transparent and explicit. The study used a mixed methodology and the data collection included student and lecturer questionnaires as well as an interview with the engineering lecturer to assess his perceptions of the collaboration practices instituted. During the four-year collaboration period, the language practitioner increasingly gained design report "inside knowledge" of concept selection processes as well as specific rhetorical and discourse structures required to produce the text by co-constructing understanding and knowledge with the engineering lecturer.

*Learning in Higher Education*

**e-Learning Readiness of University Students and Effect on Academic Achievement**

Sule Betul Tosuntas, Research Assistant PhD, Department of Educational Sciences, Uludag University, Faculty of Education, Bursa, Turkey

e-Learning, which enters our lives through technology, is getting widespread with the opportunities and possibilities offered. e-Learning is learning environment that is presented online without time and space limitations. While e-learning has great advantages in terms of accessibility, the ability of e-learning to be effective and productive depends to great extent on the readiness of individuals and institutions. e-learning readiness, defined as the ability of an organization or individual to take advantage of online learning, appears to be directly related to learning and achievement. In this respect, it is emphasized that the level of readiness of stakeholders should be determined in e-learning applications. The aim of this research is to determine the effect of university students' e-learning readiness on academic achievement. In the research, correlational design was used to examine relationships between variables. The study was conducted with university students participating voluntarily. The fact that students are enrolled in a course on the open and distance learning system was considered as criteria. Students who met these criteria filled scale online via the open and distance learning system they were enrolled in. In the research, e-learning readiness of students was gathered with a scale form of 33 items with Likert type in 7 factors. The academic achievement of students was considered as the achievement score of online course they were enrolled in. Descriptive statistics, correlation and regression analysis were used in the analysis of the data. The analysis of the data is ongoing, findings and conclusions will be presented later.

*Technologies in Learning*

13:45-15:25

**PARALLEL SESSIONS**

**Room 9**

**Workshops**

**Comics, Hip Hop, and Information Literacy: Critical Pedagogies for Student Empowerment**

Sofia Leung, Teaching & Learning Program Manager/Liaison to Comparative Media Studies/Writing, Libraries, MIT, Cambridge, United States

Jennifer Brown, Emerging Technologies Coordinator, Libraries, Columbia University, New York, NY, United States

Jorge López-McKnight

Traditional information literacy workshops delivered by librarians working in higher education often focus on providing rote demonstrations of academic databases; these showcase how students might access content to aid their research assignment, but this teaching fails to move beyond one-dimensional engagement, leaving little room for students to critically analyze the production and dissemination of knowledge at the sociocultural level. These traditional lesson plans hinder students from understanding their role in the research lifecycle at large. This session will highlight the ways in which librarians can deliver information literacy workshops that embrace “critical pedagogy” practices while actively empowering students to see themselves reflected in the knowledge creation process. This workshop will open with a role playing activity that puts the participants in a student mindset. They will work in small groups to create a collaborative zine, using pop culture frameworks, that delve into knowledge construction, power, authority, privilege, and access to information sources. Participants will then end with a think-pair-share activity, allowing them to leave with instructional design best practices and a list of concrete ideas on how to partner with librarians at their institution to deliver or support similar workshops.

*Pedagogy and Curriculum, Learning in Higher Education, Literacies Learning*

**Don't Put Your Cell Phone Away!: Meeting Students Where They Are**

Susan Engel, St. Cloud Technical and Community College, Sauk Rapids, United States

Karen Wenz, Minnesota State University, St. Paul, MN, United States

Suzanne Schlangen, Minnesota State, St. Paul, MN, United States

Margaret Glazer, St. Cloud Technical and Community College, Sauk Rapids, United States

Adapt the way you teach to match the way learners interact with instructional materials in the 21st century using smartphone technology. Use learning theories, the latest cognitive research, and effective practices to guide you in meeting students where they are. Self-Determination Theory (SDT) is a theory of motivation that uses the concepts of autonomy, mastery, and relatedness to promote student motivation. Universal Design for Learning (UDL) is a flexible course design framework that accommodates individual student needs in learning. Recent cognitive research indicates testing, learning in chunks, and changing up topics and the study environment all facilitate student learning and material retention. You will learn how to design courses using evidence-based methods and integrate mobile learning to motivate your students and take advantage of the ways students best learn and retain information. We connect the latest teaching and learning research to practical application in developing not only learning materials, but also learning experiences. During this interactive workshop participants will build flashcards, contact students via text message and send docs and photos, take quizzes, do discussions, track deadlines all using free Smartphone apps. Participants learn how to leverage LMS apps and other technology to facilitate mobile learning anywhere, anytime.

*Technologies in Learning*



### **Narrating Nation and Gender in the Greek History Schoolbooks: A Discursive Socio-Psychological Perspective for Studying the Overt and the Hidden Curriculum**

Efthalia Konstantinidou, University of Western Macedonia, Kozani, Greece

The national past both as historical knowledge as well as patriotic orientation is the main explicit concern of the Greek history curriculum and schoolbooks while explicit concern about gender is almost absent. In this paper a discursive socio-psychological analytic framework is offered by means of which the intersection of explicit national orientation and implicit gender orientation can be studied in the narrative parts of the history schoolbooks. Theoretically the discourse analytic framework draws on discursive social psychology in terms of understanding the historical narrative as the site where nation and gender are constructed. In addition it draws on feminist intersectional analysis by means of which the multiplicity and simultaneity of those identities can be revealed. Methodologically the discourse analytic framework extends from the micro-, to meso- to macro-level, from text practice, to genre practice to discourse practice analysis, respectively. Apart from curriculum research and critique the socio-psychological discourse analytic framework presented here can be used as a tool both for reflective practice by history teachers as well as by curriculum designers for history curriculum and schoolbook reform.

*Learner Diversity and Identities*

### **Designing a Modern Greek Online Course**

Olnancy Tzirides, Teaching Assistant, Educational Policy, Organization and Leadership, University of Illinois at Urbana-Champaign

Mary Kalantzis, Dean, University of Illinois

This paper addresses the challenges and opportunities involved in designing and teaching an innovative Modern Greek course in the University of Illinois at Urbana-Champaign. The task was to take a traditional, structured textbook course for Modern Greek as a Second Language and transform its didactic curriculum into a more learner-centered online course. The transformation was based on deploying the seven affordances of e-learning established by Mary Kalantzis and Bill Cope (New Learning 2012) as well as current trends of online language learning. Our goal was to provide through the design, more agency and engagement for learners. In this paper, we describe the process of designing the online course, using Moodle as the learning platform, creating videos to introduce the material, and facilitating collaboration, peer interaction and feedback. We will present the way that this course was implemented, as well as the results of the feedback we received from students' evaluations about the course. Finally, we conclude by summarizing the benefits of this online course comparing it to the face-to-face format.

*Technologies in Learning*

### **Exploring Childrens' Hybrid Identities in Culturally Diverse Settings**

Maria Gindidis, Monash University, Melbourne, Victoria, Australia

Jane Southcott, Monash University, Melbourne, Australia

Increasingly education researchers are collecting drawings and analyzing images as it is often easier for children to reveal their thoughts and ideas through drawings that are traditionally not subject to the same levels of correction as writing and speaking. With the support of classroom teachers, three Year 3 classes (aged 8-9 years) and two Year 4 classes (aged 9-10 years) produced a drawing entitled "I am Greek" in an empty frame and described their picture to teachers and classmates. This cohort of students was selected because they had already experienced Greek school for 4-5 years and have been involved in a range of cultural and linguistic activities associated with Greek culture. Data (n=120) were analyzed and offer revealing insights into students' understandings of their hybrid cultural identity. An awareness of what elements construct Greek-ness as understood by children can inform educators both in classroom practices and curriculum design.

*Learner Diversity and Identities*

### **The Value of Education of the Beginning Academic Workers from Their Professional Self-Concept Perspective**

Iva Koribská, PhD Student, Education and Social Studies, Palacky University, Olomouc

The article deals with the value of education of the beginning academic workers from the perspective of their professional self-concept. Our research sample consists of respondents from the selected Czech universities. We look at how students of various doctoral programs and graduates within the three years of their graduation perceive themselves as teachers and researchers, and which values are reflected in this concept. The main aim is to analyze how the respondent evaluates himself as a teacher and a researcher. The partial aim is to find out how the current professional self-concept reflects the ideal vision of the respondent about his / her profession and how the respondent perceives his / her professional self in relation to the other co-workers in the academic context. The contribution is grounded in the theoretical part, where we define the key concepts needed for this research. The research part deals with the characteristics of the respondents and the factors that influence the formation of the professional self-concept. We chose a semi-structured interview and a questionnaire for the research tool. Respondents' responses are subjected to open, axial and selective coding.

*Adult, Community, and Professional Learning*

13:45-15:25	<b>PARALLEL SESSIONS</b>
<b>Room 12</b>	<p><b>The Changing Classroom</b></p> <p><b>Differentiating Curricula through the Arts: A Learning Journey</b> Ulrik Strodl, The Winstedt School, Singapore Reesa Sorin This Collaborative Autoethnography reports on a teacher's journey into planning and implementing arts-based pedagogy to meet the learning needs of students with learning differences in a school in Singapore. According to the Dyslexia-SPELD Foundation, a specific learning disability is generally recognised as resulting in the child (or adult) 'learning differently' and so this term is used to avoid negative labeling of students at this school. In 2016, the Rain Tree School (pseudonym) began to trial arts-based pedagogy as a way of engaging students and helping them to succeed with their studies. This included the addition of an arts-integration teacher to the staff (Ulrik), whose brief was to teach, and to help classroom teachers to teach all curriculum areas using arts-based pedagogy. Through collaborative autoethnography with a university academic also involved with the school (Reesa), the challenges of differentiating learning and working in collaboration with teachers of varying arts-based pedagogical abilities and appreciation are explored and reflected upon. With the current school focus of arts-based pedagogy for Mathematics and Literacy, the researchers reflect on lessons learned, the effectiveness of various arts-based approaches and techniques, and the way forward to best meet the needs of this group of 'different' learners through the Arts. <i>Learner Diversity and Identities</i></p> <p><b>Multimodal Learning Environments to Enhance Intermediate Phase Learners' Communicative Competence in English First Additional Language</b> Margaret Malewaneng Maja, University of South Africa, Pretoria, South Africa Multimodal learning environment is particularly significant for enhancing learners' communicative competence in English First Additional Language (EFAL) in time of austerity. Teachers have to serve the needs of the learners creatively in these times of social turbulence. This study narrates the story of a teacher who used multimodal texts in the Intermediate Phase (Grades 4-6) in one of the township primary schools in Tembisa. This township school was purposively selected as the narrator used to teach the EFAL in grade 5. The findings indicate that a teacher with high teacher efficacy can bring transformation in the teaching and learning environment by skilfully facilitating or encouraging the learners to participate in the interaction that would achieve the communication competence. Recommendations were made on how EFAL teachers can use the classroom learning centres, scaffolding, scripting, posters, and diaries to enhance learners' communicative competence in the target language. <i>Pedagogy and Curriculum</i></p> <p><b>Classroom Interaction in the Teaching of English to Non-English Speakers</b> Masilonyana Motseke, Professor, adult education, UNISA, Pretoria, Gauteng, South Africa The teaching of English as a First Additional Language (EFAL) in the historically disadvantaged schools in South Africa is serious challenge for teachers. A study was conducted to determine the extent of classroom interaction in the teaching of English in the intermediate phase (Grades 4, 5 and 6) in the Limpopo Province of South Africa. Four African teachers were visited in their classes while they were busy teaching English. It was found that teachers spoke most of the time while learners passively listened to the teacher, except when they occasionally answered a question 'in a chorus' (all learners speaking at the same time). The teacher read a text for the learners, explained the text read, and asked short-answer questions (which enabled answering in a chorus). The conclusion drawn was that a two-way interaction between the teachers and learners was too minimal. Attempts to train teachers who participated in the study in classroom interaction were to be considered. <i>Pedagogy and Curriculum</i></p>
15:25-15:40	<b>Coffee Break</b>
15:40-16:55	<b>PARALLEL SESSIONS</b>



### **Zones of Development Theory: A Triadic Model of Responsive Learning and Teaching with Implications for Professional Learning, Assessment, and Instruction**

Enrique A. Puig, University of Central Florida, Orlando, FL, United States

International, national, and state data are showing low progress in student learning and literacy acquisition over time; although certain studies illustrate that students are currently reading and writing far more than the previous generation. Additionally, district superintendents and classroom teachers are expressing that students are not making the accelerated progress being demanded by national and state standards. In an attempt to improve literacy acquisition and instruction many states and districts emphasize high stakes static assessments that highlight student deficits as a solution to improve instruction and have become a systematic impediment to literacy acquisition, instruction, and professional learning. Consequently, static assessments have become a “technology of domination” (Foucault, 1977) over teachers and students that is used to engineer a panopticon to monitor school and classroom activities. Along with punitive evaluations and school grading, years of leaving no child behind and racing to the top has shown that a strong focus on high stakes testing is not the answer to improving either instruction, students’ literacy acquisition, or professional learning. Part of the concern with employing technologies of domination to control curriculum is narrowing definitions to increase control. Currently, one term in particular has been extensively overused in the hopes of improving instruction – Vygotsky’s Zone of Proximal Development. At present, quite a few schools and parents are receiving reports that equate students’ ZPD to a grade equivalent score (e.g. 2.4 – 3.4) based on a computer administered reading test without taking into account what students can do and cannot do. Without accounting for students’ funds of knowledge (what they know and/or can do) and what is completely out of their reach, identifying a student’s ZPD in the hopes of guiding instruction effectively and responsively is misleading and misinforming teachers.

*Literacies Learning*

### **Building Capacities in Professional and Experiential Learning: Designing Creative, Reflective and Sustainable Practices in Teacher Education**

Bronwen Wade-Leeuwen, Lecturer, Researcher in Teacher Education Program, Educational Studies, Macquarie University, Sydney, Australia

Kathryn Mc Lachlan, Macquarie University, Sydney, Australia

The landscape of teaching and learning is undergoing significant shifts, both pedagogically and in curriculum development. The nature of tomorrow’s workforce will require teachers to move away from the test and to facilitate the development of a different set of skills and knowledge that enhance attributes of flexibility and resilience in students. While discipline specific knowledge and skills are important, greater emphasis is being placed on the capabilities of self-efficacy, critical and creative thinking, and communication to manage in complex and disruptive environments. This paper explores two professional learning courses for teachers, developed in response to the initiation of an Academy of Continuing Education at a Sydney-based university in Australia. The discussion will focus on critical aspects of development, involving how the need for the courses was established, which in turn informed the pedagogical frameworks underpinning the design and evolution of the; ‘Reflective practice: Enhancing professional practice and promoting wellbeing’ and the ‘Sustainability Cross-Curriculum’ courses. Both courses meet the NSW Education Standards Authority (NESA, 2017) newly introduced Proficient or High Achiever accreditation requirements for all teachers, as well as The Australian Curriculum, Assessment and Reporting Authority (ACARA, 2014) framework for critical and creative thinking.

*Pedagogy and Curriculum*

### **Improving Student Learning Effectiveness and Engagement through Peer Assessment**

Vincent Ng, The Hong Kong Polytechnic University, Hong Kong

Peer Assessment has been widely adopted in different e-learning platform in order to provide continuous learning through the online system. It empowers several advantages on student learning performance in terms of effectiveness and efficiency. There are different peer assessment systems, such as Peewise, WebPA and Digital Portfolio System. After reviewing these systems, we are interested develop an enhanced peer assessment system to motivate student learning and to support adaptive questioning. In our work, we have adopted peer assessments in two subjects. A year-2 subject (Human Computer Interaction) and a year-3 subject (Web Programming) are selected. For both subjects, students are asked to develop their own questions and answer their peers’ ones. The year-2 subject was experimented as a pilot for finding out UI and functional issues. The year-3 subject has been following the SPOC mode with the peer assessment system support. Besides students regularly posted their own questions and answered others, there are adaptive quizzes for them to try out also. Different data acquisition instruments have been applied such as system access logs, questions and answers done by students and subject evaluation surveys. The collected data has been analyzed and its results will help to further enhance the peer assessment arrangement in future SPOC subjects. This work is done as an international student project and the development team is of students and teachers from two universities (one is Australia and one is Hong Kong). Hence, we are also interested in sharing the key issues and success factors in our experience.

*Learning in Higher Education*

**Promoting Student Discourse in the Mathematics Classroom to Enhance Relational Understanding**

Robert Cunningham, Full Professor, The College of New Jersey, Ewing, New Jersey, United States

An active learning strategy employed a sequence of PowerPoint tableaux to generate student discourse in three sections of linear algebra (n=63). Each tableau presented a conceptual question followed by two sample responses with the possibility of both being correct, only one of them correct, or both incorrect. The questions were suggested by research and focused on common student misconceptions. Students were polled individually on which of the responses they thought were correct, if any, and a tally of responses was recorded. Groups of three were then formed to discuss their reasoning among peers and a final poll was then tallied. Results indicate that after peer discussions many correctly revised their answers and for most tableaux the majority of the students selected the correct answer on the final poll. Surveys conducted at the end of the semester revealed that most (90%) agreed or strongly agreed that the tableaux and associated discussions had a positive impact on their understanding and (65%) supported its continued use in the course. Open ended questions on the survey suggest that the perception of the strategy held by high scoring students differed from those held by low scoring students and suggestions for improved implementation of the active learning strategy were offered. However, more research is warranted given that the strategy promoted an unusually high level of student engagement and discourse with the potential to improve relational understanding of challenging mathematical topics.

*Science, Mathematics and Technology Learning*

**How Do Manipulatives Help Students Communicate Their Understanding of Double-Digit Subtraction?**

Rabab Abi-Hanna, Montclair State University, Montclair, United States

Eileen Fernández

Multi-digit subtraction is difficult for students to learn. This study explores how second-grade students communicate their understanding of double-digit subtraction through the use of manipulatives. Using clinical interview and a variety of manipulatives, we created a venue to help us elicit student's understanding of double-digit subtraction. Through qualitative analysis we were able to identify differences in students' understanding that were not apparent from the typical assessments administered in the classroom. Findings suggest that manipulatives helped reveal cognitive constructs and difficulties that the handwritten algorithms were not conveying. For example, students who exhibited an understanding of the subtraction process had not yet developed an understanding of ten and 10 ones interchangeability. These results highlight the role of manipulatives as communication tools that help reveal students' actual cognitive development. This suggests another approach to teaching: questioning from the perspective of just understanding what students are thinking and not teaching. Recognizing learning differences can come from creating a space to allow students to articulate their understanding. We offer suggestions to assist teachers in recognizing learner differences and use them as a productive resource in lesson planning.

*Pedagogy and Curriculum*

**Students' Mathematics Misconceptions: Detection, Deconstruction and Correction**

Nahid Golafshani, Professor, Faculty of Education, Laurentian University, Sudbury, Canada

Misconceptions and errors in mathematical thinking are often confused. Although they are generally similar in that they make students achieve incorrect solutions, they are actually very different notions. An error can range from being a miscalculation to an incorrect misunderstanding of the problem being asked. On the other hand, a misconception occurs when a mathematical premise or rule is incorrectly generalized. An example of a misconception can be found when students write 0.10 is greater than 0.9. The root of the misconception is related to their prior correct knowledge of 10 is greater than 9. The symbolic decimal does not make sense to some students for different reasons. The significant of this study is to help teachers truly understand student's thinking in solving problems related to the topics being addressed. As a result, they will be better able to make the mathematics make sense to their students. Understanding students thinking will enable the teachers to understand what level of mathematics the students have already mastered and where to go next with specific concepts. This is increasingly necessary as many of our mathematics teachers in primary and junior grades have little training in mathematics. The data gathered for this study are from the students' math test results and scratch paper in primary and junior levels. The solution and the discerned steps to arrive at the solution to each test item on the students' tests are examined to detect possible misunderstandings or misconceptions may take place. The information gives some background knowledge on common stumbling blocks for students which lead to a greater understanding of how teachers can assist students appropriately. Using some of the examples of misconceptions from the students' work, detection, deconstruction and correction techniques of the misconception are suggested and discussed in this study. The findings suggest that misconceptions are not procedural errors. But they are resided in students' conceptions and are believed to be correct. The information provided in this study could be of value to the teachers and educators of mathematics programs. However, this study should be extended to include a large population and many more grade levels to determine the common roots and characteristics of different misconceptions in all the strands of mathematics.

*Science, Mathematics and Technology Learning*





15:40-16:55

**PARALLEL SESSIONS**

**Room 5**

**Specialized Instruction**

**Incorporating Video Essay Technology to Enhance Second Language Acquisition: Creating a Student-Centered Art Culture Project**

Benay Stein, Assistant Professor of Instruction, Spanish, Department of Spanish and Portuguese, Northwestern University, Evanston, Illinois, United States

The primary focus of this project and evaluation is to promote technology and creativity in the classroom, as students learn the Spanish language and journey towards cultural competency. To enhance an Art Culture Project in a university level, elementary Spanish course, students are required to write and produce an original, multimedia video essay presentation using iMovie or a comparable format. This student-centered project involves a series of scaffolding activities that culminate in the production of a final video essay. Students utilize the target language to integrate elements from their individual study of a Spanish-speaking country, a native-born artist and selected works of art. Research leads to script writing, and a plan to incorporate visuals, music, and a speaking portion. Within the framework of this video essay, one can assess a student's reading, writing, and critical thinking skills, as well as speaking fluency and pronunciation. In lieu of the more traditional genre of a written essay, the student makes the artist come alive by using visual/audio technology to convey their knowledge of the topic, incorporate their personal interpretations of the artist's work, and highlight the importance of art in terms of the cultural environment. Additionally, students generally feel more comfortable and build self-confidence by using the power of their voice with visual images, rather than standing in front of their classmates giving a more traditional oral presentation or simply writing a research paper.

*Pedagogy and Curriculum*

**Learning Philosophy through English at a Japanese University**

Brian Rubrecht, Professor, Meiji University, Suginami-ku, Japan

From their second year, School of Law students at Waseda University (Tokyo, Japan) must take "English Theme" courses on specialized topics (e.g., art, science, politics), taught through the medium of English. One topic offered is philosophy, specifically, the history of western philosophy. As with all English Theme courses, student enrollment each semester is limited and therefore very competitive. Although each English Theme course is uniquely different, the shared main objectives are to have students conduct research and write a required 1,000-word report in English. In the case of the philosophy theme course, each student selects a philosopher discussed that semester, conducts library research, and then writes their report in English with references and citations. Reports must include three major elements: discussions of their philosopher's life background, one element of that philosopher's thinking, and the impact of that thinking on subsequent philosophers or on the world in general. Because of the course's demanding nature (e.g., all classes are conducted in English, students are wholly unfamiliar with basic western philosophy concepts and their underlying connections with Christianity), students across several semesters were given a questionnaire meant to explore their reasoning behind enrolling in this particularly challenging theme course and their opinions about the ways in which they are taught and consequently learn about western philosophy. The proposed paper will present preliminary questionnaire findings, with the aim being to understand better how non-English-major Japanese university students view learning philosophy in this way and how this theme course contributes to their becoming world citizens.

*Pedagogy and Curriculum*



**Student Focused Pedagogies****Determinants of Students' Choice of Major at the College of Education at Kuwait University**

Shaimaa Shaymaa

Maryam A. Al Mazkour, Kuwait University, Kuwait City, Kuwait

Questionnaires were conducted with a study sample of 644 students. The results of the study are academic factors are the most influential on the choice of specialization, followed by social factors; male students are the most affected by social factors; students with an average level of achievement are most affected by academic and social factors; and correlation between academic and social factors is high. The study resulted in several recommendations.

*Learning in Higher Education***Influence of a Student-Centred Approach to Teaching on the Achievement of Students' Career Goals and Personal Aspirations**

Vivienne Decleva, Victoria University, Melbourne, Victoria, Australia

Competency-Based Training focuses on the acquisition of work-related competencies. The study examined the acquisition of competencies, and it investigated students' progress in the direction of their career goals and personal aspirations when a humanistic/student-centred approach to teaching was used in a Competency-Based program. Nineteen students in Certificate III, Community Services Education (Aged Care Work) participated in the study. Information was collected during the 17-week program, three and six months after. The methodology for the study was derived from the Theory of Personal Construct Psychology (PCP) as presented by George Kelly (1955/1991). The theory of PCP acknowledges individuals as responsible, active and meaning-seeking agents who are open to change and to personal development. The theory also proposes active participation between researcher and respondents. In the study, the students became co-researchers who examined and interpreted their constructs systems. Through their stories and personal reflections, the study monitored the students' progress in becoming the person that I would like to be.

*Adult, Community, and Professional Learning***Spiritual Support among the Foreign Students of Czech Universities**

Marketa Semberova, PhD Student, Education and Social studies, Palacký University in Olomouc, Olomouc, Czech Republic

The article deals with the importance of spiritual support among the foreign students studying at the Czech universities. Firstly, the article consists of the theoretical part in which the key concepts for this research are defined (spiritual support, value of education, value orientation). The aim of the second – research – part of the article, is to find out where the students seek for support in the challenging study-related situations, what role makes faith in their daily lives and who introduced them to it, and, in what way these aspects influence their stay in the Czech Republic.

Furthermore, we research in what way influences the faith and the surroundings of the respondents their perception of the value of education and solving the challenging study-related situations. As the research method, we chose semi-structured interviews. Responses of the members of our research sample were subjected to open, axial and selective coding.

*Learner Diversity and Identities*

15:40-16:55

**PARALLEL SESSIONS**

**Room 8**

**K-12 Institutional Challenges**

**Finding the Personal in the Development of School-based Substance Abuse Prevention Programmes**

Xena Michelle Cupido, Cape Peninsula University of Technology, Cape Town, South Africa

The prevalence of substance abuse globally has been a cause for concern. South Africa is regarded as one of the countries with the highest substance abuse rates in the world. As a consequence, families, communities and society are seriously impacted and in some instances destroyed. The Western Cape, is one of the provinces hardest hit by this challenge, with youth in particular being affected as they are exposed to illicit substances in various environments. Awareness and prevention programmes remain an important aspect of drug control systems in South Africa. It is against this background that this study investigated the role of schools in the awareness and prevention of substance abuse programmes in the Western Cape. This qualitative study adopted a constructivist grounded theory approach to explore the factors that influenced the development of school-based programmes. A documentary analysis and interviews were used as data collection methods. The study included school principals, educators and community organisation representatives who were involved in the development and delivery of programmes. The findings revealed that the development of school-based substance abuse prevention programmes are influenced by the following systemic influences; personal influences which included personal experience, personal values and beliefs and personal connection. environmental and relational influences. The emerging framework of this research project is discussed as a useful tool for the development of substance abuse programmes.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

**School Suspensions in the Early Years: Impact of Technology and Media on Early Childhood Development**

Yvonne Harman, Primary Teacher, Education, Education Queensland, Townsville, Australia

Reesa Sorin

Nerina J. Caltabiano

A report published by the Australian Department of Education and Training identifies significant increases in student suspensions in Queensland state schools over the past ten years. This trend includes five to six-year-old children, with an increase of over 76% in Preparatory student suspensions between 2012-2016. This paper consists of a literature review exploring the hypothesis that increased access to technology and hand-held devices may impact negatively on the physical, cognitive and emotional development of young children, increasing their risk of exhibiting behaviours that lead to school suspension. It pretexts a study being conducted in 2018, examining community perceptions and experiences regarding Early Years suspensions via an online survey, together with a government document analysis, to help identify effective ways to reduce behaviours that most frequently cause young students to be suspended. There is no denying the impact of technology on daily life in our contemporary society. Once a tool for the workplace or a vice for the wealthy, it is now impossible to get through a day without encountering technology of one description or another. Nowhere is technology more invasive than through media applications; much of our population is 'plugged in' from the moment we awaken to the moment we go to sleep. Our younger generation is the most rapidly-growing consumer of them all. So what effect does this constant stimulation have on their behaviour and wellbeing?

*Early Childhood Learning*

**Changing Pedagogy and Curriculum in a Graduate Program: Introducing High Impact Learning into a Master of Science Healthcare Program.**

John Zanetich, Associate Professor, School of Business, Healthcare Management, Felician University, Rutherford, United States

High Impact Practices (HIP) in higher education are course based, credit-bearing educational experiences in which students (a) participate in an organized activity that meets learning outcomes and (b) reflects on the activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility. The Association of American Colleges and Universities (AACU) endorses HIP as a way for encouraging academic institutions to incorporate experiential learning into both graduate and undergraduate program curricula. Students in HIP programs are provided with real-world learning experiences that help faculty integrate teaching, learning, and public service. HIP activities used include first-year experiences, common intellectual experiences, learning communities, diversity/global learning (study abroad), internships and capstone projects.

*Pedagogy and Curriculum*



15:40-16:55

**PARALLEL SESSIONS**

**Room 9**

**Pre-service Curricula**

**Contemplative Agency: Place-Conscious Resistance of Rationalized Teacher Education**

Darron Kelly, Assistant Professor, Memorial University of Newfoundland, St. John's, Canada

Sharon Pelech, Associate Professor, University of Lethbridge, Lethbridge, Alberta, Canada

This paper examines the experiences of student teachers as they prepare for work in schools. As austerity measures have increased pressure to rationalize the process of teacher education, student teachers have responded by developing a narrow sense of their pedagogical agency, and intensifying their use of instrumental reasoning to satisfy programs of study and deliver the curriculum (Weber, 1958). From a critical/interpretive perspective, we explore what it means to promote a more contemplative sense of agency for preservice teachers amidst the rationalized experiences of formal education. Biesta & Tedder (2007) define agency as the “capacity for autonomous social action or the ability to operate independently of determining constraints of social structure” (p. 135). Agency operates on a pedagogical view that when people actively participate in understanding and shaping the world around them, they learn to recognize their own potential as drivers of change and as energetic contributors in determining the direction of their lives (Basu & Barton, 2010; Klemenčič, 2017). In this emancipatory sense, agency requires contemplative opportunities for critical reflection and authentic self-appraisal. To create such opportunities, we took student teachers into the local environment and invited them to engage with something of genuine interest (Gruenewald, 2003; Sobel, 2005). Through this initial engagement and subsequent self-directed study, students were able to reclaim enthusiasm for learning and resist pressure to instrumentalize their teaching. Contemplation of place raised students’ consciousness of meaningful subject matter and teaching – rekindling their sense of pedagogical agency as active creators of educative experiences.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

**A Collaborative Partnership of Teacher Educators, Pre-service Teachers, and a Primary School in Researching and Implementing Cross-disciplinary Approaches to Learning through the Arts to Promote Intercultural Capability**

Nish Belford, Monash University, Melbourne, Australia

Libby Tudball

Sarika Kewalramani

Knowledge ecologies extend thinking about research practices in applying university knowledge to more practical and effective responses (Soufoulis, Hugman, & Third, 2014). The dynamics involved in successful cross-sectoral knowledge production through research and collaborative knowledge partnerships in particular with schools is often challenging in academia. From a study investigating cross-disciplinary approaches to teaching and learning through the arts to promote intercultural capability in primary years, in this paper, teacher educators reflect on their lived experiences of researching on the collaborative partnership with a primary school and five pre-service teachers. Findings report on the modalities and different procedures involved in the planning and implementation phase of the project. Participant’s perspectives and contributions (teacher educators, pre-service teachers, school principal, mentor teachers and the Prep grade level students) are examined. Pre-service teachers describe the value and benefits of targeted mentored professional development and learning through this immersive experience in the school environment. The implications for collaborative knowledge production is discussed as initiated by stronger university-school partnerships with opportunities for teacher educators and pre-service teachers to engage in professional practice-led research. The integration of theory with practice is discussed from the workshop-based model with reflective inquiry involved in the planning, teaching, and evaluation of learning experiences.

*Learning in Higher Education*

**Pre-service Teachers Taking a Critical Stance When Examining Children’s Literature: Taking a Critical Stance**

Francine Falk-Ross, Professor, School of Education-Literacy Education, Pace University, Pleasantville, New York, United States

Roberta Linder

As part of a literacy methods class, a media literacy framework, Five Key Questions (<http://www.medialit.org>), was adapted to guide pre-service teachers (PSTs) in a critical analysis of children’s literature texts. Results from the study indicated that the framework enabled PSTs to examine children’s literature in ways they had not previously considered and identified areas of difficulty in the PSTs’ critical examinations. We describe the action research project and outcomes related to the implementation of a media analysis framework with their early and middle childhood PSTs.

*Learner Diversity and Identities*



15:40-16:55

**PARALLEL SESSIONS**

**Room 10**

**Inclusive Education**

**Benefits and Challenges of Designing a Merged Elementary and Special Education Program**

Amelia Jenkins, University of Hawaii, Honolulu, Hawaii, United States

Dual elementary and special education teacher preparation programs focus on preparing educators with the skills to work with all students and to collaborate with their general/special education colleagues. However, many dual programs do not engage in program or curricular coordination between general and special education resulting in an absence of, or minimal, collaboration and coordination of programs. It is important for teacher candidates to be prepared in programs that model collaboration and make explicit the connections between elementary and special education content knowledge and skills. A merged, co-taught elementary and special education teacher-training program holds potential to improve the delivery of course content and field experiences to improve the preparation of teacher candidates, and produce teachers more capable of working with a diverse population of students. This paper describes the five-year experience of the Departments of Elementary Education and Special Education in their efforts to design a fully merged elementary and special education program to model best practices in preparing teacher candidates for inclusive elementary classrooms. Our process included: plan, prepare, pilot, scale-up, and evaluate. This information may be useful to other teacher educators who are engaged in integrating general and special education curricula.

*Learning in Higher Education*

**Educational Equity in Romanian Schools: Official Requirements and Student Teachers' Assumed Values**

Gabriela Gruber, Associated Professor, Department of Teacher Training, Lucian Blaga University of Sibiu, Sibiu, Romania

Educational Equity is one of the newest requirements of the current Romanian education. The definition of the term and the description of the official requirements in the field of Romanian education are realized in the first sequence of the paper. The second sequence presents a brief survey about ethical and equity values assumed by the future teachers. The research is based on analyzing the learning outcomes produced by students teachers during the seminars on Ethics. A comparison between these outcomes and students' answers to a questionnaire on their assumed ethical values is meant to lead to more objective research conclusions

*Learner Diversity and Identities*

**From Social Services to the Classroom: Empowering Students and Promoting Cultural Competence**

Jessica Acuna, Assistant Lecturer, English Language Teaching Unit, The Chinese University of Hong Kong, Hong Kong

Having taught English at universities in the Middle East and Southeast Asia, both ethnically and culturally diverse regions, I have found that my experience as a social worker, rather than my teacher training, has most adequately prepared me for my role in diverse classrooms. Before becoming an educator, I delivered services in a social program in the USA that used the anti-oppressive model approach. By striving to recognize the inherent power disparities that exist between providers and clients, we worked to reduce oppressive practices to ensure a safe, egalitarian, and inclusive environment. As a teacher, I apply the anti-oppressive model to foster a similarly egalitarian environment. Working with diverse students from various socioeconomic, cultural, and linguistic backgrounds, it is critical to create a tolerant and inclusive environment in which each participant's non-academic culture and experience is acknowledged and valued. With this approach, student sharing is encouraged, differences negotiated, and structural hierarchies that distract from the learning experience dispelled. Adopting the role of facilitator creates an anti-authoritative space, wherein students are given choices that influence class organization, topics, and activities. In addition to sharing power, teachers should also work to recognize and mitigate unconscious expectations carried into the classroom. Lastly, by establishing mutual accountability, students may be less likely to develop the negative emotions and behaviors that follow perceived power inequities, empowering student expression and ensuring the cultural, social, and emotional safety of participants. With this presentation, I intend to discuss methods useful in creating a culturally aware and responsive classroom in order to accommodate students of diverse backgrounds, along with how the anti-oppressive model may be applied to teaching practices in order to minimize inherent power imbalances based on differences in culture, class, ethnicity, and gender between teacher and students.

*Pedagogy and Curriculum*



15:40-16:55

**PARALLEL SESSIONS**

**Room 12**

**Transforming Education**

**Transforming Education at a Faculty Level**

Kirsten Schliephake, Senior Educational Designer, Faculty of Medicine, Nursing and Health Sciences, Monash University, Melbourne, Australia  
 Marilyn Baird, Head of Department of Medical Imaging and Radiation Sciences, Associate Dean Learning and Teaching, Faculty of Medicine, Monash University, Victoria, Australia

Dana Bui, Educational Designer, Faculty of Medicine, Nursing and Health Sciences, Monash University, Victoria, Australia

Monash University confronted challenges and opportunities of meeting the demands of the 21st-century learner by implementing a new approach to education through the Better Teaching, Better Learning Agenda. The agenda focussed the educational journey of students on opportunities to prepare and discover, explore and reinforce and 'consolidate and apply using a blended and multifaceted approach to teaching delivery and engagement. Educational designers were embedded in the faculties as key catalysts for change. This model has allowed the interpretation of the agenda for the particular culture of the faculty while keeping the institutional perspective in sight. This paper report on the transformational change undertaken and achieved in the Faculty of Medicine, Nursing and Health Sciences using a strategic approach to build capacity and develop best practice in online and face-to-face delivery. Faculty educational transformation as part of the Better Teaching Better Learning agenda commenced in 2015. Over the past three years, the transformation has seen changes at unit and course levels with changes reported against the key criteria. In this paper, we outline our strategic activities to bring about substantive educational change in a very large and research intensive faculty and report on achievements and evaluations.

*Pedagogy and Curriculum*

**Enhancing the Role of Research-Extensive Colleges of Education: Models from the Academic Medical Center**

Kim Metcalf, University of Nevada, Las Vegas, Las Vegas, Nevada, United States

Academic Medical Centers have been recognized as a major force in the advancement and progress of contemporary medicine and medical care over the past 75 years (Re, 2006). The Association of Academic Medical Centers (AAMC) proudly attributes the impact of their members, stating "Medical education...research...patient care...[AMCs] are the places where the next generation of health care professionals is trained, where medical breakthroughs break through, and where patients can receive the world's most advanced care" (AAMC, 2018). The intentional emphasis on research and innovation, coupled with the systematic and leveraged use of the growing professional competence of medical students provides an environment in which patients and their families are provided not best medical practices, but what are believed to be the next generation of medical practice. In contrast, during this same period, the influence of colleges of education on educational practice, and even on the advancement of educator preparation, has diminished. Accurately or otherwise, the colleges of education are, at best, viewed as insignificant in promoting educational improvement or "reform" and, at worst, as maintaining what is believed to be an unsatisfactory status quo (Darling-Hammond, 2017). The authors of this paper propose that research-extensive colleges and schools of education would benefit by aggressively adopting and implementing the three-pronged approach that characterizes the modern academic medical center. They further describe a new endeavor to do this in a large city in the Western United States.

*Learning in Higher Education*

**History Museums as Educational Institutions**

Sarah Hardaway, Northwestern Oklahoma State University, Enid, Oklahoma, United States

When people consider the idea of "learning" in a formal sense they often think, of course, of schools with teachers, pupils, books, and other instructional materials. And when those same people think about resources outside of schools that are available to aid in learning, perhaps their first thoughts are of the internet and the local library. Among other resources, however, are history museums that are open to the general public (including all teachers and pupils from local schools). This paper will look at how one museum that highlights local history has worked over the years to increase the learning opportunities of the public. It has worked to make its resources available to all people (teachers, pupils, and others) in its service area—becoming, in the process, an educational institution.

*Adult, Community, and Professional Learning*



**Thursday, 21 June**

15:40-16:55	<b>PARALLEL SESSIONS</b>
<b>Room 15</b>	<p><b>Impacts of the Digital</b></p> <p><b>Digital Childhoods or Multimodal Lives</b>            Nicola Yelland, Flinders University, Melbourne, Victoria, Australia            This paper is concerned about learning and living in the 21st century - a time of social turbulence on a global scale. For children from low socio-economic backgrounds it is also a time of austerity that impacts on their daily lives in significant ways as "cutbacks" to education and social services limit their opportunities to thrive. This paper discusses the findings from a four year iPad project with young children in preschool and the early years of school. It considers what constitutes learning in the 21st century and posits what it means to be a multimodal learner. Working alongside teachers, with children in the west of Melbourne and in country regions, we sought to discover how tablet technologies can enhance and extend the use of traditional materials to enable young children to become literate and numerate in the 21st century. This paper describes some of the ways in which this was achieved, as well as encouraging the use of 21st century skills; creativity, collaboration, critical thinking and communication.  <i>Early Childhood Learning</i></p> <p><b>Digital Literacy and Critical Thinking Development in the 21st Century College Classroom</b>            Kimberlyn Greene, Doctoral Candidate, Higher Education, University of Southern California, Poway, California, United States            The findings from a dissertation project examining how undergraduate digital literacy courses foster students' critical thinking skill development will be presented. Utilizing a multiple case study design, two digital literacy courses were analyzed and compared according to their course structure and instructional delivery. The novel conceptual framework exploring the interplay of digital literacy, critical thinking development, and teacher beliefs will also be discussed. This study has implications for higher education curriculum design and faculty training.  <i>Learning in Higher Education</i></p> <p><b>Integrating Affective Assessment in Academic Distance Learning Courses</b>            Michalis Feidakis, Laboratory Teaching Staff (EDIP), Department of Electrical &amp; Electronics Engineering, University of West Attica, Egaleo, Attica, Greece            Despite the progresses made so far, modern e-learning and distance learning systems suffer severe lack of human-like interaction with their human users and responsiveness to them: the typical system is irresponsive to the affective state of the user while even an inadequate human tutor will respond to it and even adapt his/her instruction accordingly. In an attempt to address this problem, this paper presents the design of a digital system that integrates affective assessment in a real-world distance learning scenario. The proposed system uses modern affect theory results along with state-of-the-art technologies in order to (i) "sense" or "gauge" the affective state of a remote class of learners, while they participate in a distance learning course, either synchronous or asynchronous, and (ii) provide feedback to the human participants at three levels: to the individual learner (for self-reflection purposes), to the peer learners and to the class tutor. This is achieved through intuitive, easy to grasp digital visualization of the dominant affect or "temperature" of the virtual (remote) class, presented on the computer screens of the participants and updated periodically along the duration of the distance learning session. The solutions investigated involve either self-reporting of the user affect or state ("explicit" case) through wearable devices and gestures, or fully automated affect recognition ("implicit" case) through fusion of a number of "experts" (monitored features or physiological parameters of the learner) that will feed a decision-making algorithm after suitable processing. System development, test, adjustment and evaluation issues are also discussed.  <i>Technologies in Learning</i></p>
16:55-17:10	<b>End of Sessions</b>
19:00-22:00	<b>Conference Welcome Reception</b>
	<p><b>The Learner Conference and the University of Athens will be hosting a welcome reception at the Aula Amphitheater at the University of Athens (Omonoia 30, Athina 106 79, Greece). The reception will be held at 19:00 (7:00 PM) on Thursday, 21 June 2018. Join other conference delegates, our conference partners, and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse.</b></p>



Friday, 22 June	
08:30-09:00	Conference Registration Desk Open
09:00-09:15	Conference Update - Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Champaign, USA
09:15-09:50	Plenary Session - Maria Petmesidou, Emeritus Professor of Social Policy at Democritus University, Greece, and Fellow of CROP/ISSC (Comparative Research on Poverty/International Social Science Council under the auspices of UNESCO)
	<p>"Crisis and Austerity: A Painful Watershed for the Greek Welfare State"</p> <p>Maria Petmesidou (PhD Oxford University) is emeritus professor of social policy at Democritus University (Greece), and fellow of CROP/ISSC (Comparative Research on Poverty/International Social Science Council under the auspices of UNESCO). She has published extensively on social policy and welfare reform in Greece and Southern Europe. Most recently she co-edited the following books:  "Economic Crisis and Austerity in Southern Europe: Threat or Opportunity for a Sustainable Welfare State?" (London: Routledge, 2015)  "Child Poverty and Youth (Un)Employment and Social Exclusion" (Stuttgart: Ibidem, 2016).</p> <p>Her most recent publications also include: "Welfare Reform in Greece: a Major Crisis, Crippling Debt Conditions and Stark Challenges Ahead" (in P. Taylor-Gooby, et al.); "Can the European Union 2020 Strategy Deliver on Social Inclusion?" (CROP Working Paper Series on Global Challenges, No 2, June 2017); (with M. González-Menéndez) "Policy Transfer and Innovation for Building Resilient Bridges to Labour Market" (in J. O'Reilly, et al. eds Youth Labour in Transition, OUP (forthcoming 2018)).</p> <p>In the last four years she coordinated research on health care reform in Greece (funded by the Observatory on Economic and Social Developments of the Labour Institute of the Greek General Confederation of Labour, 2014-2015) and on policy learning and transfer in the field of youth employment policies (funded under the EC FP7 programme, 2014-2017).</p>
09:50-10:20	Garden Conversation
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.
10:20-11:35	PARALLEL SESSIONS





**Enhancement of Mathematics Learning through Online Quiz Testing at a University of Technology**

Noor Ally, Lecturer, Mathematics, Durban University of Technology, Durban, South Africa

The performance of first year engineering mathematics students at universities of technology in South Africa is a serious problem. A longitudinal study is presently in place investigating the implementation of a comprehensive online learning unit for the mathematics department primarily to improve basic mathematical skills through diagnostic testing. An additional aim of the project is the development of in content material to enhance e-learning. The online quiz facility of the learner management system, Moodle, can be used to engage students off campus as well as encourage self-assessment. Improving students' recall of basic derivatives via online testing is one method of improving students' procedural fluency in differentiation. The cognitive demand associated with memorization of mathematical rules cannot be ignored in the learning of mathematics. This paper reports on the progress and implementation of an online standard derivatives quiz test as an effective assessment tool. The online quiz test was designed to test students' recall ability of standard derivatives. The results of first year engineering mathematics groups are analysed and used as a basis for the design of quizzes as well as items within the quizzes that will be developed in the larger study. A comparative analysis of the statistics of students' performance in the test is examined. Psychometric analysis of the items of the quiz is performed for consistency. Results indicate consistency in performance of the groups and consistency within the items of the quiz. The paper concludes with a recommendation for using quizzes as an effective online learning strategy.

*Science, Mathematics and Technology Learning*

**Promoting the English Test Construction Ability by the Combination of Inquiry-based Learning and Miller's Model: Cognition Domain Development Phase**

Thassanant Unnanantn, Lecturer, English, Suan Sunandha Rajabhat University, Faculty of Education, Bangkok, Thailand

The study aimed to develop the test construction ability of pre-service teachers, majoring in English at Faculty of Education, Suan Sunandha Rajabhat University, using Miller's Model. In the model, there are 4 stages, Knows, Knows how, Shows how and Does. The first two represent the cognition domain and the other two are the behavior domain. The cognition domain focuses on knowledge and understanding while the other emphasizes a hands-on experience. According to this study's timeframe, the development on the cognition was reported. In this phase, the inquiry-based learning activities in which there were prior experience sharing, query posting, information seeking and knowledge sharing in Knows and knowledge reviewing in Knows how, was employed. Then, they did their paper tests at the end of Knows and Knows how stages. The purposive sampling was used in this study and there were 81 pre-service teachers. The research instruments were a course syllabus whose instructional process was in accord with Miller's model and inquiry-based learning, inquiry-based learning activities, 2 sets of tests on test construction knowledge. The results showed that their overall score results at the Knows and the Knows how stages were at the good and the very good levels, respectively. This improvement illustrated that they could learn multi-dimensional knowledge from the combination of inquiry-based learning and Miller's Model.

*Learning in Higher Education*

**Lecturers' Perception and Acceptance toward Online Course as Personal Development Opportunity**

Angela Atik Setiyanti, Centro Paula Souza, São Paulo, Brazil

Lecturers have obligations in order to develop his/her professionalism. One of the lecturer's obligations is to improve and develop academic qualifications and competence on an ongoing basis in line with developments in science, technology and art. One of the results of technological developments is the availability of online courses that can be used as a means of learning by taking extra lessons provided in online course sites, both paid and free sites. This presentation will discuss how do the lecturers address these opportunities. How is the lecturers' perception and acceptance toward online course as a medium for learning in an effort to improve self-competence. The discussion will be conducted on the relationship between four variables of the Technology Acceptance Model such as PU (Perceived Usefulness), PEOU (Perceived Ease of Use), ATU (Attitude Toward Using), and BI (Behavioral Intention).

*Technologies in Learning*

10:20-11:35

**PARALLEL SESSIONS**

Room 2

**Cynosures for Development****A Functional Linguistic Approach to Chinese as a Foreign Language Teacher Development**

Jingzi Huang, Director, Associate Dean, School of Teacher Education, University of Northern Colorado, Greeley, Colorado, United States

Accompanied the desire for more students studying Chinese in the K-12 classrooms around the world is a need for Chinese as a Foreign Language teachers who are developed to embrace a language pedagogy targeting integration of language and culture or content. In the U.S., The Five Cs (Communication, Culture, Comparison, Connection, Community) proposed by ACTFL through the National Standards Collaborative Board (2015) specifically require attention to the integration of content, culture, and language. In Europe, the CLIL (Content Language Integrated Learning) approach (Llinares & Pena, 2015) to foreign language education also reflects the inclusive ideal of integrating language and content in foreign language instruction. However, the reality in the U.S. is that the urgent need for more Chinese teachers has resulted in the hiring of many Chinese speakers in the K-12 classrooms without systematic training in the pedagogy for integration. Addressing the multiple goals in a systematic and integrated way presents a challenge for Chinese classroom teachers. In the field of research, studies focusing on Chinese teachers' professional development are very limited. At the level of instructional design and practice, a question is how a professional development program can help Chinese teachers move from skill-focused language teaching toward systematic integration. This paper presents a case study to focus on a public school in-service Chinese teacher studying in a language education program utilizing a functional linguistic perspective (Halliday, 1994) to approach language curriculum and instruction. The study is both self-exploratory and an action research that has taken the shape in actions. It specifically examines the participants' struggles in the process of using Mohan's Knowledge Framework (2001) to organize instructional units that integrate the five Cs and the achievement in their joint effort to create and implement an instructional unit in a middle school exploratory Chinese program. Data were collected during a regular school year in the forms of curriculum design, teacher's self-reflection, oral and e-mail correspondences between the researcher and the teacher, videotaped lessons, and students' learning products in both oral and written formats. Output from the students are analyzed from a systemic functional perspective to capture the ideational meaning (Halliday, 1994) realized via limited linguistic resources available to students at the time. The findings of the study provide implications for both language teacher development and classroom actions.

*Learning in Higher Education*

**Engagement in the Scholarship of Teaching and Learning in Challenging Circumstances**

Moragh Paxton, Language Development Co-ordinator, Academic Development, University of Cape Town, Cape Town, South Africa

Recent student protests in South Africa have underlined the persistent underfunding of higher education with state contributions to university education declining in the period 2000 to 2015. At the same time the post-apartheid era has seen student numbers in higher education double. Yet what is seldom mentioned in the media coverage given to the #FeesMustFall and #RhodesMustFall protests is the impact that all this has had on university staff. Staff have had to do more with less. Larger classes, more marking and growing pressure to offer quality teaching has led to a more demanding working environment with less time for research. Yet the pressure to publish has not gone away. Academic staff are still expected to do the scholarly work and to publish it, in fact their jobs and promotion may depend on this. This paper will argue that in the current uncertain climate in higher education, it is crucial that research is developmental and that it links to and seeks to inform teaching and assessment practices. In 2016 two Senior Scholars were appointed in the Centre for Higher Education Development at the University of Cape Town. The goals for this Senior Scholar project were to strengthen research capacity in education development practice and to support research capacity of black and female researchers. The presentation will report on this project and describe the theoretical framework used for understanding this work.

*Learning in Higher Education*

**Expanding Online Teaching and Research Opportunities with an Integrated Online Research Environment**

Stephen Mc Kenzie, Monash University, Melbourne, Australia

The demand for increasingly flexible learning options in universities has resulted in changes to the way that university courses have traditionally been offered, including the expansion of online and mixed online/ on-campus (hybrid) teaching/ learning methods. A limiter to the expansion of online and hybrid courses has been a lack of suitability of online methods to some aspects of teaching and learning, including clinical and research related teaching and learning. The Monash University Graduate Diploma of Psychology – Advanced (GDPA), is a new, large scale, fully online fourth year university course, and unique in its large student cohorts, and teaching and learning innovations, which include the development of an integrated online research environment – one stop shop. These innovations allow the creation of online courses with substantial research components, by allowing students, and other researchers, to conduct all aspects of research, including research supervision; participant acquisition; data collection, analysis, storage, and dissemination, remotely. This presentation presents preliminary research findings on the use of the Monash Psychology Research Portal, and how it benefits both online and on-campus research and teaching.

*Learning in Higher Education*

10:20-11:35

## PARALLEL SESSIONS

Room 3

**The Changing Classroom****Gamification as a Key Formative Tool: Why the Use of "Gaming" Is an Excellent Tool for Instruction and Formative Assessment**

Randall Woodard, Chair, Associate Professor, Philosophy, Theology, and Religion, Saint Leo University, Saint Leo, FL, United States

Dene Williamson, Saint Leo University, Saint Leo, United States

Patrick Ryan Murphy

Educators are hearing a lot about "gamification" in the classroom. While some find it a wonderful use of time and technology, others argue that it panders to intellectual laziness on the students' behalf. This interactive session will introduce participants to the instructional philosophy of using gaming in the instructional process and demonstrate several ways to utilize a gamified classroom in respect to instructional pedagogy, and in order to provide valuable formative (and immediate) feedback to learners.

*Pedagogy and Curriculum, Assessment and Evaluation, Learning in Higher Education, Technologies in Learning*

**COCLE Teaching and Learning Model: EFL Students' Preferences in China**

Jinjin Lu, Foreign Language School, China University of Geosciences (Wuhan), Wuhan City, Hubei, China

Yaqi Wu, Associate Lecturer, School of Foreign Languages, China University of Geosciences (Wuhan), Wuhan, Hubei, China

Si Fan

In most traditional classrooms, Chinese students and EFL teachers have very few opportunities to communicate with others who are in wilder communities. The limited communication is only between students and students (Ss-Ss), students and English teachers (Ss to Ts). This means that the language communication from the beginning is very limited. The author proposes that a concept of the "Communicative Language Community of English Learners (CLCOEL)" could be brought into the EFL context (Lu, 2014). The CLCOEL model emphasises a wild community is essential to improve our students' communicative skills and as a consequence, their cognitive skills could be enhanced in the process of perception. More importantly, in the reflective process, their learning autonomy proficiency and humanistic qualities could be improved as well. In this case, I proposed that the CLCOEL needs to be highlighted in the implications for practice as it is essential to create a harmonious atmosphere in English learning and teaching for both students and teachers.

*Pedagogy and Curriculum*

**Meaningful Teaching and Learning: MyStatLab and StatCrunch**

Elaine Correa, California State University, Bakersfield, Bakersfield, United States

Vochita Mihai, Medaille College, Buffalo, United States

The pressure on institutions of higher learning to remain competitive has accompanied a paradigm shift in teaching and learning. The struggle between comprehension and effective teaching methods raises numerous interrelated concerns for faculty and students as on-line learning software becomes an integral feature of teaching and learning in higher education. In a culture of instant gratification and constant interaction through a range of hand held electronic devices, it is no longer unsettling or even surprising to raise the question of whether traditional environments of learning should integrate more technology in teaching. Today, cyber space is a part of where we live. It is integrated into our sense of identity and value, whether we fully accept it or not. It is a place in which we all have become naturalized digital citizens authorized through the purchase of an electronic device and access to the internet. Even faculty today, have constructed their cyber identities and legitimated their on-line presence through on-going membership and activity as cyber citizens who religiously contribute to the web. Yet, despite the increased acceptance of technology within society faculty remain relatively distant to the full incorporation of online materials and software in their courses. The challenge remains as to how faculty can reconstruct pedagogies of engagement in the classroom that will draw student interest from disconnected spaces whilst simultaneously reconnecting learning. This paper will reflect the challenges, advantages and drawbacks that emerge as faculty attempt to utilize electronic software (such as MyStatLab and StatCrunch) in meaningful ways to teach and engage the digital learner.

*Pedagogy and Curriculum*

**English as a Foreign Language****Differentiated Instructions: No Learner Left Behind**

Fariha Asif, English Language Lecturer, English Language Institute, King Abdulaziz University, Jeddah, Makkah, Saudi Arabia

English language, because of its peculiar structure and strangeness in certain circumstances, is a hard nut to crack for all the foreign learners. In Arab countries this gigantic issue is not easy to grapple both by learners and teachers. In EFL/ESL classroom set up, majority of teachers often observe a limited number of learners who always keep lagging behind the rest of class. Despite teacher's leaving no stone unturned, they could not keep pace with the class in a normal manner. These low performing learners cannot be ignored; rather they need and deserve more attention by the teacher. Teachers can instill in them the fervor of learning and they can be made active aspirant to keep pace with the class for getting better results. Their potential cannot be neglected. Their talent is hidden so it needs to be explored. The only thing they lack is lack of fondness and interest and diversion of attention. If these trends can be overcome and their capabilities are properly directed, they can become active learners. Various techniques and tips have been adapted to make them active and interactive participants in the class.

*Pedagogy and Curriculum*

**Multilingual and Multicultural Educational Material Design: The Sociolinguistic Profile of a Student with a Migrant Background as a Tool of Curriculum Development**

Kleio Sakellari, Research MA student, Language Education for Refugees and Migrants, Hellenic Open University, Athens, Greece

Anastasia Gkaintartzi

The design of the material is based on the argument that language learning is closely interwoven with identity investment and educators need to provide enough space for the identities of their learners to unfold (Cummins, 2001). Apart from the theory, the research also draws upon specific findings that emerged from the analysis of the interviews, such as that the student is bilingual in Georgian and Greek, having received formal education in both languages, but refuses to speak in Georgian with her classmates and is reluctant to declare her origins. The designed worksheet combines linguistic elements with cultural and historical facts, in a creative and engaging way. It is structured on a micro – student and macro - classroom level; the first aims to enhance the student's identity investment, focusing not only on her bilingual competences but on aspects of her social and cultural identifications and the second aims to educate the whole classroom in multicultural understanding, openness and acceptance. The essay calls for the adoption of multilingual practices within the Greek educational system in order to move away from strictly monolingual and mono-cultural curriculum, towards a multi-lingualized and multi-culturalized classroom.

*Learner Diversity and Identities*

**From Decontextualized Skills to Creative Writing: The Case of Greek Dyslexic and Non Dyslexic Children Composing in Both Greek and English as a Foreign Language**

Julie Baseki, Adjunct Lecturer, Special Education, Hellenic Open University, Kos, Greece

Georgia Andreou

Sotiria Tzivnikou

It is unclear whether the cognitive factors that children draw on during the writing process differ from the factors which have been found to be important to product measures (Torkildsen, et al., 2016). This study aimed to investigate the effect of spelling, as an intrinsic part of transcription ability, on the overall quality of the written compositions produced and how composing higher-level processes relate to product characteristics. InputLog enabled us investigate the writing profiles of dyslexic and non-dyslexic children. Composing skills in both Greek and English as a foreign language were assessed through two different approaches to writing assessment, dictation passages and picture elicited narratives in both languages since narrative abilities have also been strongly related to children's academic performance (Torkildsen, et al., 2016). Children with dyslexia scored significantly below their peers regarding overall text quality, they produced shorter texts and less cohesive / coherent. Dyslexic writers' spelling profile, as well as their revising and pausing behaviour, seem to be lagging rather than deviant, while both revising and pausing behaviours indicate that spelling has been the main concern for both groups of writers and confirm the dyslexics' deficient error detection mechanism (Horowitz-Kraus & Breznitz, 2011).

*Early Childhood Learning*

**New Administration Approaches in Information Society and Future Engineering Education**

Ibrahim Buzkan, Zonguldak Karaelmas University, Zonguldak, Turkey

Today, as we move to globalization and information society all over the world, engineering education and new transformations in the field of management and organization are required. In addition to transferring knowledge in engineering education, it is necessary to make a rapid transition to the education system that will integrate knowledge with necessary skills. In this study, how to provide a good education and management in engineering education by searching the problems of education and effective methods of learning is surveyed; and how to create the most effective student oriented teaching system is studied. For this purpose, a student-centered engineering education and management model was developed by using the observation methods based on the questionnaires that were conducted on the faculty and the students of the Engineering Faculty. In this survey recommendations for the execution of a successful student-centered engineering education is developed. A model of education and management should be established which is student-focused, conscious, researching, approaching basic problems with a long-term perspective and constantly innovating at all the stages of engineering education and education management.

*Educational Organization and Leadership*

**Hands-on Activities in Civil Engineering Programs**

Luiz Campos, Professor, Pontifical Catholic University of Sao Paulo, Sao Paulo, Brazil

This paper reports the project developed by students of the 4th semester of Civil Engineering Programme at Pontifical Catholic University of Sao Paulo using the basic concepts of Mechanics of Rigid Bodies (MRB) course taught in classroom. Seeking to adopt the principles of the approach Project Based Learning (PBL) the professor that teaches this course proposes the development of a project where the theme, in the two last years, was the Da Vinci's Self-Supporting Bridge. The history notes that Da Vinci designed four types of bridges. The design of this bridge was the most simple and ingenious of them. The design of Self-Supporting Bridge was developed from 1485 to 1847 attending the request of his patron Cesar Borgia, and it needed has simple assembly by troops without woodworking skills. The design is held together by its own weight without requiring any ties or connections. The development of this project was part of the assessment process in the course. The students of the class were divided in teams with six members each one to set up the bridge. The project was developed in three steps. The first one was a bibliographic research on the issue. In the second step began the hands-on activity with the building of a prototype where test and analysis were made to understand the structures behaviour as result of a downward applied force. In the third step the hands-on activity was the bridge building in an enlarged size with the necessary adaptations related to the prototype, seeking to follow the original design, and under the condition of to permit and tolerate the weight of several people passing along the bridge. The materials used were wood cylindrical pieces with the appropriated sockets. All the pieces were prepared by the team and each step with the description of the building and assembly processes were reported in a video available on You Tube. Finally, the students were questioned through two questionnaires applied to them to obtain their opinions and perceptions on the project. A closed questionnaire based on Likert's scale and an open questionnaire where they could analyse all the aspects involving their participation in the project and what suggestions they had to do to improve the experience. In addition, the students could tell how the PBL approach help them in the teaching/learning process.

*Learning in Higher Education*

**Art and Science of Teaching Engineering: Students in India**

Ravi Prakash

Art and Science of teaching Engineering subjects using modern electronic mediums have become very important to keep students' attention alive in the class. Faculty members teaching engineering students always face the challenge as to how should one impart knowledge to the students to enable them, not only understand the subject thoroughly, but also, how to impart necessary skills and competencies to increase their employability and shape an industry ready engineer. To develop proper competencies and skills besides subject knowledge, one has to deviate from traditional classroom teaching to a mode of teaching where students learn through modern electronic gadgets such as mobile technology, apps, laptops using internet, visual observation by working on fully operational cut sections of automobiles, aircraft simulators, learning sessions at industry, learning tools used in industry, videos of actual manufacturing processes in industry, videos of testing methodology, tutorials available on internet etc. Recent surveys have found that students want to use mobiles in the class rooms and they have found that it results in enhanced learning. Modern pedagogies of teaching play important role in enhanced learning, honing skill sets and development of competencies. Flip class rooms, video conferencing and similar activities have also proved to help the engineering students, especially those who are slow learners. On inducting fresh engineering teaching faculty, we have to ensure that do undergo Intensive Teaching Workshops, where they are exposed to all the modern tools and techniques, they should be encouraged to participate in Faculty Development Programmes, Professional Development Programmes, Seminars/Symposium/Conferences etc. Where ever possible, a mentor having long teaching experience and thorough subject knowledgeable, should be attached with every new faculty. To ensure highest level of interest for students in engineering disciplines, we have to motivate them for innovations and convince them about the advantages of innovation, patents and publications. We may even institute Emerging Technology Awards to keep the students engaged in their innovative projects.

*Learning in Higher Education*

10:20-11:35

**PARALLEL SESSIONS**

**Room 6**

**Innovation Showcase**

**Book and Brain Reading for Critical Thinkers: Critical Reading Leads to Critical Thinking**

Nancy Linden, Savannah State University, Savannah, Georgia, United States

This Innovation Showcase demonstrates how to analyze items in reading comprehension. Discover reading test question templates and test answer distracters from a completely different view: Book or Brain. Instructors will help students "divide and conquer" all different types of reading comprehension test formats. Evaluation and critical reading can be a paradigm shift that is easy to understand and to pass on to students.

Application to all different types of test will be illustrated.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

**Using Haptic Technology to Decrease the Learning Curve in Pre-Clinical Dental Education**

Richard Callan, Augusta University, Augusta, United States

New technologies are continually being developed in the healthcare industry to enhance the diagnostic abilities and treatment options available to healthcare providers in the care of their patients. These technologies not only increase the longevity of the individual but also their quality of life. In addition, innovative technologies are also being developed to improve the training of health care providers. The consequence of better trained healthcare providers should actualize the same results, extension of life as well as the improvement of the quality of life. The ability to perform intricate maneuvers in a confined space requires an acute command of hand-to-eye coordination. Haptic technologies have been developed to aid in the training of future dental professionals. This technology can be implemented towards the reduction of the learning curve in the mastery of skills specific to the dental profession. This study not only exhibits an innovative teaching methodology, but also explores a unique concept in the learning of psychomotor skills. Advanced clinical expertise attained in a shorter period of time can permit not only the perfection of performance but also the acquisition of additional skills during ones formal education.

*Technologies in Learning*



10:20-11:35

**PARALLEL SESSIONS**

Room 7

**Policies for Success****Tell Me, Show Me, Involve Me: The Use of OSCE in the Assessment of Clinical Competence**

Tina Moore, Middlesex University, Athens, Greece

For some time now Higher Education Institutions (HEIs) have recognised the need to move away from surface learning (lower order skills, such as retention of knowledge and understanding of content) and to develop higher order skills such as analysis, synthesis and evaluation. Changes to our methods of assessment provide a better opportunity to test these skills. The Objective Structured Clinical Examination (OSCE) assessment tool also permits the testing of the student's application of knowledge into the 'real world' of nursing practice; level of understanding; attitudes; decision making; communication and critical thinking skills. All are core characteristics of a professional nurse. This concept of the OSCE links well with the theme of creative assessments in that it enables the assessment of more than one specific domain in an innovative way, moving away from the rigidity of traditional assessment approaches. In addition this form of assessment process can be easily adopted by other practice based disciplines as an innovative way in which to assess individual student's level of knowledge, understanding decision making and psychomotor skills.

*Adult, Community, and Professional Learning***The Erasmus International Work Experience as a Place of Learning : Transformative learning in the Liminal State**

Deborah Steele, Newman University, Birmingham, United Kingdom

Every year an increasing number of students are taking Erasmus work placements or traineeships. This paper details an account of narrative research that explores sojourners experiences of voluntary work placements as part of an Erasmus traineeship. Previous research shows that international work placements are good places for sojourners to learn about themselves and to develop skills and attributes for working with and within other cultures. This qualitative research gathered the life stories of sojourners and narratives of their experiences throughout their time aboard. This research listened to the stories of sojourners, gaining a deeper understanding of the type of learning that took place and offering a theory to explain how that learning occurred and why that learning is transformative. It also, gathered the narratives of a group of sojourners who completed an Erasmus work placement at least two years previously to see if those transformations were long lasting. The results suggested that the liminal state of the international work placement can create the environment for extra rational transformative learning, and develop a form of tertiary socialisation, which allows sojourners a different perspective of the world around them. It also suggested that the changes that take place as part of the experience of living and working abroad stay with sojourners after they return home.

*Learning in Higher Education***The Business Case for Community Service Learning in Business Schools**

Christian Cook, Professor, Bissett School of Business, Mount Royal University, Calgary, Canada

The high-impact teaching practice of community service learning (CSL) can democratize professional development opportunities for learners. Innovative pedagogies of CSL can provide the transformative learning experiences necessary for college and university participants to experience the requisite perspective shift (Mezirow, 1990) from student to professional, greater enabling them for success in their field after graduation. Due to the necessity for many students to engage in survivor jobs (or at least in roles not related to their desired profession post-graduation) while studying at the post-secondary level, participation in co-operative education is not a realistic option to ameliorate the gaps between academic and professional training for all. This can disadvantage students as they proceed to graduation with primarily non-professional work experience and only academic training to pursue their chosen profession. Of particular concern are those students who may be marginalized in several ways, with family and socio-economic status being just two. Management education and business schools may be most at risk to produce graduates that are disproportionately academically trained, yet the occurrence of CSL in business schools lags among other disciplines. Using research gained over five semesters in a capstone strategic human resource management course, data will be shared which support the utility of CSL to foster professional development for all learners in this domain. Practical tools will be provided to build a business case to use the pedagogy of CSL in your business school, to design meaningful curricula and course experiences for students and community partners while employing CSL, and to expertly evaluate the success of your students based on course learning outcomes related to your discipline.

*Pedagogy and Curriculum*



10:20-11:35

**PARALLEL SESSIONS****Room 8****Education Outcomes****School Autonomy in Finland According to the PISA Report: The key Success Factors at Schools in Finland**

Pablo Ortega Rodríguez, Professor, Education, University of Huelva, Huelva, Spain

In recent years, the management of school autonomy in Finland has become a central issue for the improvement of students learning outcomes. Most studies in the field have only focused on case studies in primary schools that carried out few innovative practices sporadically. Little is known about how school autonomy is managed in large teacher and principal samples and it is not clear what factors guarantee the students success. This study aims to analyze the percentages, means and correlations among the variables that affect the management of pedagogical autonomy at schools in Finland. The results of PISA school and general teacher questionnaires from the 2015 data collection were analyzed with the statistical analysis program SPSS. The findings of this study show a significant and positive relationship between the capacity of the principal for ensuring teachers involvement in decision making and the level of teachers satisfaction with their performance in the school. Findings also suggest that the type of school (public/private) where principals are working is related to their responsibility for providing staff with opportunities to participate in school decision-making. The conclusions of this research support the idea that the school autonomy in Finland plays a vital role in the quality of education. The study ends with the explanation of key success factors that improve the school autonomy at schools in Finland.

*Pedagogy and Curriculum***A University Role in Developing Progressive Governmental Policy**

Samuel Henry, Professor Emeritus, Portland State University, Portland, United States

Kimberly Ilosvay, Assistant Professor and Literacy Programs Coordinator, Education, University of Portland, Portland, Oregon, United States

Anita Bright, Associate Professor; ESOL Program Coordinator, Graduate School of Education, Curriculum and Instruction, Portland State University, Portland, United States

Based on participation in the State of Oregon on the Oregon Education Investment Board, OEIB, political leadership for a pre-K through post-doctoral system suggested that an economic return on investment including calculations and wider discussion of the growth for communities. Here, despite a renewed sense of populism in Europe and the US, this case suggests that the efficacy of academia in purposefully building social capital should remain a goal of the university and faculty scholarship. It challenges held ideas that the benefit and gain of post-secondary education accrues mainly[solely] to the individual and perhaps family; suggesting that public support is a significant aspect of the interaction between higher education and local communities. By cohesively examining university participation, regional innovation and capacity-building as an illustration of adjusting public policy through the building of social capital, this case addresses multiple challenges as the means to alter the traditional roles and structures which ultimately change both policy and action within the university and in the local region. In the US, a major obstacle in K-12 school reform has been in getting and maintaining the transformational leadership for sustaining change. This case details the participation of the academy through providing institutional support for faculty to serve in leadership roles with local/state government change, which resulted in more than 300 public policy changes, increased services to children and youth and structuring reforms to increasing educational opportunity for children of communities of color.

*Educational Organization and Leadership***The Process of Developing a National Institute of Excellence in Education in Québec**

Martin Maltais, University Professor, Education, Université du Québec à Rimouski

On June 21, 2017, the Quebec Minister of Education, Recreation and Sports, in Canada, unveiled his policy on educational success after a large consultation where 15 000 people contribute. One of the first tangible actions is the creation of a national institute of excellence in education. On this orientation, the Minister had given a working group the mandate to advise him, following a consultation held in the fall of 2017, on how to design this institute and create it. The actual and effective dynamics of these consultation processes remain little known to university researchers, who often approach them from interviews, documentary analyzes or speeches. This paper proposes to discuss the dynamics of such a process from the perspective of the journey experienced by one of the participants in the consultation process of the working group on the creation of the National Institute of Excellence in Education and to relief, beyond the stakes involved, the architecture of the dynamics of actors and ideas that struggle in the development of this element of a broader educational policy.

*Educational Organization and Leadership*



10:20-11:35

**PARALLEL SESSIONS****Room 9****Assessment and Evaluation****Inclusion and Coherence through Narrative Assessment for Learning: A school for ALL**

Athina Danti, Institute of Educational Policies, Athens, Greece

Narrative is commonplace in qualitative research, psychology, marketing, and history. The various types of narrative are shaped by the context and purpose of implementation. Regardless of that, a narrative is a story or an account of an event bound by time. More recently, narrative has been associated with assessment for learning. Narrative assessment for learning is argued to be the most appropriate of a sociocultural model viewing learners with special educational needs, in which the individual is viewed within their physical, social, and cultural setting, and where attention is paid to the whole environment in order to improve learning outcomes for students. Narrative assessment for learning has some particular features. First, it recounts learning events within and beyond school settings and it tells the story of learning by capturing the context, the people, and the relationships. It is also bound and defined by the time over which learning is noticed by the narrator, taking into note of the ways that learning strengthens over time. Unlike traditional assessment methods, it contributes towards closing the gaps between learners and teachers, strengthening power with and power for relationships and supports the construction of learner identities as capable, competent, able, included, and valued.

*Assessment and Evaluation***Field Dependence and Cognitive Style in the Academic Performance of Children and Adolescents**

Zélia Anastácio, Profesora/investigadora, Instituto de Educação, Universidade do Minho, Braga, Portugal

Theodomiro Gama Júnior, Investigador, Instituto de Educação, Universidade do Minho, Braga, Portugal

Filomena Ponte

The stylistic standard Field Dependence (FD) has been connected with various aspects of the personality, procedures and strategies used in solving problems or a weighted aggregation of cognitive, affective and motivational aspects, inherent to the information processing and problem solving. The relationship between FD, intelligence and academic performance remains shrouded in controversy. In this study, FD was associated with the written expression of children, one area that reveals great difficulty in information processing. The study included a sample of 92 pupils of 3rd and 4th grade of primary school (45 males; 47 females), aged between 8 and 11 years, and the quality of the writing expression of the students was assessed. Our results show a statistically significant relationship when we associate the results obtained in the test of intelligence and cognitive style with the students' performance on the test of written expression. This is a classic relation but still incompletely understood. In our study, this observation occurred mainly among students of the fourth grade, and may reflect the emergence of cognitive style in this school/age range. However, the observation of a text effect in the Raven test near the students of 4th year of schooling does not allow us to move forward in this case without a better control of the general intelligence of the students. We conclude, convinced, that we can associate the students' cognitive skills (factor g, cognitive style), with cognitive and metacognitive processes that can generalize to their learning and academic performance.

*Assessment and Evaluation***Strategic Analysis of Institutional Tutorial Practices to Enhance Academic Success: Challenges and Successes in a South African Higher Education Context**

Subethra Pather, University of the Western Cape, South Africa

Research on tutorial systems in South Africa and across the globe reveals that effective tutorial planning and implementation at higher education institutions has positively influenced student success, engagement and through-put rates. This study embarked on a SWOT analysis to investigate current tutorial practices at a South African university to gain a better understanding of tutorial programmes and implementation. The study employed quantitative and qualitative approaches for information gathering and analysis of the tutorial system at the university. Informal conversations with the faculty's Deputy Deans teaching and learning provided valuable information on operational issues while an online questionnaire on tutor practices, sent to academic staff, provided in-depth information of the structure, challenges and successes of tutorial practices. The study revealed a constrained relationship between faculties and institutional structures with regard to effective implementation of tutorial processes. The lack of physical space and tutorial funding also created a challenge to implementing effective tutoring. However, in spite of these constraints, tutorial programmes that were successfully implemented did have a positive influence on students' academic performance. The data collected from this study provided a platform to reinforce the need for formal tutorial structures as a tool to improve student learning, academic success and retention.

*Assessment and Evaluation*

10:20-11:35

**PARALLEL SESSIONS****Room 10****Learning Abroad****International Students and Work Place Experience**

Kay Hartwig, Griffith University, Nathan, Australia

Many universities across the globe offer programs for international students that include a work place experience (field placements, practicum, work-integrated learning, internships, industry experience). This component of a program provides teaching and learning opportunities for international students to socialise into workplace settings often in unfamiliar cultural contexts. This presentation draws on data from a research project that was federally funded by the Australian Office for Learning and Teaching Innovation and Development grant. The project, Improving work placement for international students, their mentors and other stakeholders was a two year project that involved six Australian universities and covered a number of disciplines including Business, Education, Engineering, Nursing, Occupational Therapy, Psychology and Speech Pathology. An outcome of the project was the development of a model of effective practice. The model will be discussed and this includes the relationship between the concepts of internationalisation, multi-socialisation and reflection. Ideas and recommendations on strategies to improve international students' experiences during their work placements will also be shared in this presentation.

*Learning in Higher Education***The Experiences of the Korean Study Abroad Students**

Hae Na Kim, Senior Researcher/Research Professor, Center for Global Human Resources Development, Sookmyung Women's University, Seoul, South Korea

The purpose of this study is to identify the motivation and reasons of the early study abroad students in Korea and to analyze the issues and challenges of the Korean students and parents who experienced the early study abroad. In addition, the study is aimed to provide policy recommendations about the early study abroad for the Ministry of Education of Korea which supported the survey. From August 31 to September 20 in 2017, a survey supported by the Ministry of Education of Korea was implemented. Survey questionnaires were distributed to elementary schools, middle school and high schools mainly located in Seoul and Gyeonggi province in South Korea. In total, 57 schools participated in the survey. Students and their parents who stayed and studied at least for more than a year in foreign countries were main respondents. Also, teachers who taught the early study abroad students in those schools, the governmental officials who are involved with the early study abroad students and general college students responded to the survey. The study would analyze the responses of the survey about the early study statistically using multiple regression and suggest future policies about the early study abroad students. The study can make a significant contribution to policy recommendation as the study focuses on people who are involved with the early study abroad and provide in-depth insights about the early study abroad policies.

*Educational Organization and Leadership***Cross Cultural Higher Education: Challenges of International Asian Students at one Australian University in Singapore**Robyn Margaret Anderson, Senior Lecturer Education, College of Arts, Society and Education, James Cook University Singapore, Singapore  
Vibhütiben Parekh

The study sought to understand possible challenges faced by international higher education students from Asia when studying at an offshore Australian university in Singapore. A mixed methods approach, including a survey and focus group interview, was employed. The study found that most international students from non-English speaking countries in Asia faced language related challenges. While many international Asian students preferred to have Asian teachers because of the similarity of culture and teaching methods, many also preferred certain aspects of the western learning and teaching styles of western teachers. It is thus recommended that to support the learning and teaching styles and needs of international students from Asian countries, offshore western-based universities in Singapore and other parts of Asia employ a blended learning and teaching approach, where a combination of western and Asian learning and teaching methods are used combining the best features of both approaches.

*Learning in Higher Education*

**Towards Designing an Aligned Analytic Rubric: The Development of Rubric Calculator Tool**

Bhavani Sridharan, Deakin University, Geelong, Australia

This paper offers an "automated rubric calculator tool" to effectively align an analytic rubric to resolve a variety of the problems arising from inadvertent inaccuracies in the distribution of marks and the resulting student dissatisfaction. Embracing criterion-referenced rubric is becoming a norm in higher education institutions in recent years for a number of compelling reasons. However, the true benefit of utilizing an analytic rubric will be negated if it is not effectively aligned with respect to subjective and objective standards. Even though aligning subjective standard is challenging, extensive resources are available from research and development to design an effective rubric. Conversely, aligning objective standards is an intuitive process, but laborious and error-prone process. Yet, there has been dearth of research and development to support practitioners in this area. To fill this gap, this paper provides an automated solution to facilitate seamlessly designing an effective rubrics.

*Assessment and Evaluation*

**Formative Assessment in Jamaican Classrooms: Towards a Model for More Effective Implementation**

Clavia Williams-McBean, Lecturer, School of Education, The University of the West Indies (Mona campus), Kingston, Jamaica

Formative assessment has been heralded as germane to effective teaching and learning. However, despite an increasing trend of a pedagogical shift from behaviourism to constructivism, teachers' classroom assessment strategies have remained largely traditional and summative. This mixed-methods study explored how formative assessment may be more effectively infused into the teaching of English in Jamaican secondary schools. Data generated through cases studies of secondary school teachers from the 5 types of secondary schools in Jamaica were analyzed using ANCOVA and the general inductive approach. Results showed that secondary school teachers predominantly used traditional assessment tools and strategies and for summative purposes despite school type and rank. They also suggest that if formative assessment is to be effectively infused into the Language classroom, steps will have to be taken to encourage greater use of alternative assessment tools and strategies by classroom teachers and greatest consideration has to be given to assessment factors, specifically national and schools' assessment policies. The findings have implications for teacher training institutions as well as school and national assessment policies.

*Assessment and Evaluation*

**Evaluating Three Decades of Studies into Concordance-based Cloze Testing: Some Insights for Future Directions**

Kunlaphak Kongsuwannakul, Lecturer, School of Foreign Languages, Suranaree University of Technology, Muang, Nakhon Ratchasima, Thailand

This paper evaluates ideas from selected studies into concordance-based cloze testing (henceforth ConCloze). The aim is to produce useful insights about its future directions from research spanning over three decades. The investigation is divided into five stages of evolution of the item type, potentially considered to resemble metamorphosis. Starting with an embryonic stage, advances in corpus linguistics in the 1970–80s are believed to give birth to the first concordance-based class exercises. The exercises then hatch out in the 1990s as an item prototype relying on the cloze procedure. Albeit with some substantive distinctions from the present form of ConCloze, this prototype may be deemed to be its precursor, and hence the larval stage. Then in the 2000s, the item type undergoes a silence period, receiving virtually no attention in the literature altogether. It is underrecognized for potential to contribute to language testing, and so the decade represents its pupal stage. Amidst some near misses seen in the literature, the present decade witnesses a growing interest in ConCloze. Centering primarily on its construct validity potentially marks a dawn of a series of validation inquiries. The future adulthood would begin by a momentum gathered with research along Messick's (1989) validity facets. An inference from the investigation could be that concordances are useful for both supplying linguistic features to test writing and validation and making the very content for practical testing. Opportunities to test designers and English teachers worldwide are also implied, such as for a fairer assessment through a larger test-writing toolkit.

*Technologies in Learning*

10:20-11:35	<b>PARALLEL SESSIONS</b>
<b>Room 15</b>	<p><b>Partnerships and Intergration</b></p> <p><b>Interface Learning: Learning Partnerships between Schools and Museums</b> Sally Thorhaug, Aarhus University, Aarhus, Denmark The theoretical framework of my research on learning partnerships between schools and museums is inspired largely by Jean Lave and Etienne Wenger-Trayner's theories about social learning and communities of practice, and springs from a holistic understanding of learning and learners. My previous research has centered around qualitative studies of museum-school collaborations of many different types. The qualitative methods I have employed when studying museum-school partnerships range from observations in the field, semi-structured interviews to action research. In recent years, my focus has been on transforming the didactic and collaborative practice of teachers and museum interpreters' through practice-based research in which they themselves are involved. A flexible collaborative model has evolved, which has at its center the concept of Interface Learning, a term I coined to indicate the learning that can take place when two communities of practice synergetically mesh and learn from each other. Teachers and museum interpreters report that they see their collaboration according to this model as practice-related continuing education and didactic and pedagogical training and development. Collaborating in this way is challenged by structural and financial constraints at both institutions. However, in Denmark recent reforms of primary and secondary education mandate greater openness between schools and the world outside them, not least heritage institutions, making for and encouraging professional collaborations between formal and informal learning environments. <i>Adult, Community, and Professional Learning</i></p> <p><b>Peer Mentoring through Social Media: A Worthwhile Approach in Enabling Education</b> Bianca Price, Lecturer, UniSA College, University of South Australia, Adelaide, South Australia, Australia Social networking sites (SNSs) such as Facebook have been widely embraced by students and increasingly educators are seeing these technologies as a valuable resource for enhancing the student experience, improving engagement as well as helping students build social networks and obtaining peer support. As many developed nations move towards universal higher education, many Australian Universities have implemented enabling programs to provide an alternative pathway into University. The shift towards widening participation stems from the Australian Governments approach to promote equal access to students who come from disadvantaged backgrounds. However, there are numerous challenges with enabling education, most notably the level of support required by these students as well as high attrition rates. Consistently peer mentoring programs are found to be an effective for student's personal development as well as their academic success. Accordingly peer mentoring has been found to improve the first year experience, increasing student retention as well as improving the interpersonal skills of the mentors. Guided by Social Learning Theory, this study explores if the benefits of peer mentoring are attainable with enabling students on a SNS. 237 students of a University enabling program were invited to join a Facebook group. The Facebook group is facilitated primarily by peer mentors under the supervision of a leader researcher. Employing a mixed methodology including interviews as well as using netnography, the Facebook group's "virtual" content (i.e., the "Wall") was examined to see how effective and beneficial peer mentoring is on social media for students in enabling programs. <i>Technologies in Learning</i></p> <p><b>Mapping the Socio-professional Integration of Muslim Minority Women in Education in Thrace</b> Keratsou Georgiadou, Laboratory teaching staff, Department of Language, Literature and Culture of Black Sea countries, Democritus University of Thrace, Komotini, Greece, Greece This paper focuses on the plight of Muslim minority women in Thrace, residing in the North- Eastern Greek province in all its three prefectures (Evros, Rodopi and Xanthi). There is evidence of increases in the number of female students in state and minority schools during the past years, their success in graduating from Greek universities and the adaptation of Muslim minority women to the information age. However, Greece's economic crisis and the consequent austerity measures imposed by the EU, have resulted in new pressures on both the general population and minority Muslim communities that has made it harder to track the progress being made of the socio-professional integration of these women during this challenging time period. Collecting data concerning Muslim minority in Greek Thrace and especially minority women is not an easy effort. This paper will thus examine the available data about the professions that Muslim minority women occupy from information collected from multiple sources: public and private organizations, institutions, citizen service centers, local commercial and technical chambers, hospitals, municipal offices and other institutions. In addition, data from interview/conversations with Muslim minority women, will illuminate the agony they continue to experience as they pursue professional integration. Finally a set of proposals and thoughts on the empowerment and integration of Muslim minority women will be presented to illustrate the types of effort needed and the mutual respect among Christians and Muslims that is required in order to bring a sense of justice and lead to inclusivity among the communities of the region. <i>Adult, Community, and Professional Learning</i></p>
11:35-12:35	<b>Lunch</b>
12:35-13:20	<b>PARALLEL SESSIONS</b>

### **The Use of Digital Narratives in the Education of Geography Teachers: Producing Meanings and Knowledge through Multiple Languages in Cyberspace**

Tania Canto, Professor, Geography Department - Geosciences Institute (IG), Universidade Estadual de Campinas

The use of narratives in the field of education constitutes a methodological approach of great importance. Narrating and telling stories enable individuals to make sense of their everyday practices and lived experiences. Thus, in addition to serve as historical sources, narratives have been used as a process of self-formation. Considering their potential as a formative resource and the proliferation of new languages with the development of digital technologies, we have used the concept of digital narratives to engage students of a geography teaching course in new literacies practices. In an attempt to understand how these new practices contribute to the education of teachers, this proposal aims to discuss the meanings and knowledge that they may build on teaching from the appropriation of new technologies. It is worth mentioning that the digital narratives make possible the meaning of the lived experiences through the mobilization of different languages gathered in the digital environment and, often, also in a single device. Smartphones, for example, carry video and photo camera, sound recorder, word processors and other applications that allow you to edit and create images, animations, maps, etc. When connected to the Internet, these devices also allow the sharing of narrated experiences and their collaborative production. By breaking with the materiality of paper and entering in cyberspace, digital narratives also travel in time and space, making proliferating different interpretations and new shared experiences. With this, the process of meaning of everyday practices and the construction of knowledge take place collectively.

*Literacies Learning*

### **Developing a Teaching Framework of Integrating Off-campus Internship and Capstone Courses for Technological University Students**

Hsi Chi Hsiao, Chair Professor, Graduate Institute of Business and Administration, Cheng Shiu University, Niasong, Kaohsiung, Taiwan

Jen-Chia Chang, Professor, National Taipei University of Technology, Taiwan

Su Chang Chen, Professor, National Penghu University of Science and Technology, Magong, Taiwan, Taiwan

The purpose of this study is to develop a teaching framework of integrating off-campus internship and capstone courses for cultivating technological university students' problem solving skills through real industrial problems. In order to meet this purpose, three steps are proposed. The first step is to probe how to integrate off-campus internship and capstone courses. Then, the core competences profile for students to study through these two courses is established (e.g., problem identification, teamwork skills). In the second step, the competences profile is used to develop the teaching materials, evaluation indicators, mentors guidance, and teaching plan. The teaching strategy is proposed as project-based learning (PjBL). During students in the off-campus internship, this strategy will cultivate students' skills in finding real industrial problems. In the last step, when students go back to school they will convert the enterprise problems into their capstone projects. The technological university professors and industrial collaborative teachers will collaboratively use PjBL teaching strategy to help students solve the practical problem of the enterprise. Finally, the formative and summative evaluations are used to measure student's achievements in solving real problems identified in the enterprise. Through the integrating off-campus internship and capstone courses, students will learn real industrial problem solving skills.

*Learning in Higher Education*

### **Strategies Used with Children with Deafblindness and Multiple Sensory Impairment**

Maria Cecilia De Moura, Professor, Language Therapy, PUC-SP, São Paulo, Brazil

Leslie Piccolotto Ferreira

Denise Cintra Villas Boas

Children with deafblindness and multiple sensory disabilities need support for understanding the world and to have access to information. It is critical to provide conditions for them to explore the environment, enrich their perceptions and relationship. The objective of this work was to analyze the perception of the teacher on the attention and communication strategies, developed by her, in the classroom, with children with congenital deafblindness and multiple sensory impairment. It was done an individual interview that was transcribed and analyzed after the teacher witness the audiovisual material recorded for six months. The teacher reported satisfaction in her work when she realized the development of the students and the attention given by her to the individual characteristics. She highlighted the importance of the participation of the family and the use of audiovisual records in contribution to her work. She realized she had lost some opportunities for communication and have not provided the time necessary for student's answers. It is concluded that a significant communication partner is important to identify, encourage and respond to attention and communicative behaviors of the child. Both the professor as the speech/language therapist must know how each child communicates and to be alert to non-verbal behaviors.

*Pedagogy and Curriculum, Assessment and Evaluation, Early Childhood Learning*

### **Learning Is My Journey: Cultivating Scaffolding Activities**

Anne Maria Korhonen, HAMK Häme University of Applied Sciences, Hämeenlinna, Finland

For sometimes there has been an ongoing discussion about personal learning environments, which means students have their own ownership of their learning in environments they prefer to take as a part of their learning processes. Learning assignments and artefacts should no longer be restored in learning management systems of educational institutions. The claim of the personal learning environments is rising from the idea lifelong learning as well as from informal learning as a meaningful part of a learning process. For teacher it has risen a question of scaffolding. In the school of professional teacher education student teachers used their personal learning environment collaboratively during an online course. A learning design was based on a pedagogical model that was compared with a scaffolding model of online learning processes while a teacher is a facilitator. The results indicate that a pedagogical model may include all scaffolding activities. However, an online scaffolding has to be designed with a special attention with all stages of pedagogical model. This study also suggests that one of the most important environment for a scaffolding is to do it directly in student's personal learning environment.

*Technologies in Learning*

12:35-13:20

## PARALLEL SESSIONS

Room 1  
Continued**The Home Environment of Brazilian Toddlers with Hearing Impairment**

Miriam Da Silva Ferreira, Special Needs Educator - assistant, Special Needs Education, Læringsverkstedet Sorengkaya Kindergarten  
Cilmara Levy, Speech pathologist, ISCMSP  
Ulrika Löfkvist

This study is part of a research project which investigated the audio and language environment of Brazilian Portuguese-speaking (BP) homes using the Language ENvironment Analysis system (LENA). Results from the first part of this project deemed LENA sensitive to BP. Therefore, the aim of the present study was to analyze the language environment of 11 families of children with normal hearing (NH) and hearing impairment (HI) living in São Paulo Metro area. A total of 14 children were selected, 7 children with NH and the other 7 with HI. Children age ranged between 11 and 43-month-old. Participants were matched in number, age, gender, hearing condition, and SES. Their language and audio environment were recorded with the Digital Language Processor (DLP), which was inserted in the pocket of a specially designed vest. For this study, the whole 12-hour recording of the 7 children with NH was taken into consideration. A Spearman correlation was calculated for investigating the correlation among the LENA variables. Results indicated a strong correlation between child age and the number of CT, CV, and AE-meaningful language. It suggested that children were increasingly more exposed to AE-meaningful language, engaged in joint-conversation, and made more vocalization in relation to their age. The same analysis was conducted with the whole cohort (n=14). Results suggested a strong correlation between AE-meaningful language and CT, CV, and AW. Consequently, the impact of the delay in language development would diminish whilst stimulating a child's communicative, cognitive, and social development.

*Early Childhood Learning*

**Developing Critical Thinking Skills: Thinking Like A Scientist or Historian**

Charalambos Cleanthous, Professor, Department of Psychology, Eastern Washington University, Cheney, WA, United States  
Nancy Marchand Martella, Chair, University of Oklahoma, United States  
Ronald Martella, Professor, University of Oklahoma, United States  
Amedee Martella, Graduate student, Carnegie-Mellon University, United States

In an era in which scientific thinking is under attack and opinion can override facts and reasoned thinking, it has become even more crucial for students develop critical thinking skills. Students often have difficulty comprehending disciplinary-specific or content-area material about complex topics, as is often found in scientific texts. A method, that can be employed by teachers, for increasing students' critical evaluation and comprehension of such material is presented. The method includes two content enhancements to help guide students in thinking critically--like a scientist or historian. The goal of the methodology is to help students learn to how to evaluate evidence about issues in everyday life. Teachers are taught three steps in implementing the critical thinking methodology to help differentiate fact from fiction.

*Pedagogy and Curriculum*

**Development of Mechanical Department Off-campus Internship Courses for Technological University: Mechanical Department Off-campus Internship Courses**

Dyi-Cheng Chen, Professor, Department of Industrial Education and Technology, National Changhua University of Education, Taiwan, Changhua, Changhua, Taiwan

Hsi-Chi Hsiao, Chair Professor, Graduate Institute of Business and Administration, Cheng Shiu University, Niasong, Kaohsiung, Taiwan

Su Chang Chen, Professor, National Penghu University of Science and Technology, Magong, Taiwan, Taiwan

Jen-Chia Chang, Professor, National Taipei University of Technology, Taiwan

The purpose of this study is to explore the principles and modes of planning and developing off-campus internship courses. The construction of curriculum planning based on cultivation of practical problems in machinery industry. The purpose of this study is to integrate the curricula planning of cultivating practical ability in machinery industry and the development of mechanical department off-campus practice courses. This study uses group focus interviews. Four scholars and industry experts were invited to hold an expert symposium respectively. Modify and confirm the indicators of training ability of off-campus internship course through the discussion and related suggestions as the basis for curriculum content planning. Among them, in the "use of creativity in practical technology" structure, ergonomics is considered the most important design capability. In the "program management" structure, production systems and program control capabilities are seen as important. In the "effective communication" structure, sharing of information is seen as an important capability. In the "teamwork" structure, creating a culture of teamwork and the strategy of team and corporate is seen as the most important.

*Pedagogy and Curriculum*

**Terribly Troublesome Academic Thesis Statement: The Interplay of Non-Native English Speaker Learner Identities and Composition Pedagogy**

Nicholas Barkawitz, California State Polytechnic University, Pomona, Pomona, United States

Ninet Aghasatourian, California State Polytechnic University, Pomona, Pomona, United States

The development of a thesis statement in academic discourse is imperative yet problematic for non-native speakers of English as different speech communities assign different priority to this element of the essay. For an aggregate of L2 and Generation 1.5 students, this study has sought to examine their ability to implement devices that can cohere to a single statement of purpose. The literature on the subject offers a mixed review of L2 students' discursive issues as they pertain to American collegiate composition courses, whether it is a result of language issues, background knowledge, or lack of recognition of the importance of a thesis statement. Through the use of contrasting rhetorical analysis techniques on American university students' compositions and via class questionnaires, our methodological intent has been to determine the discursive gaps pertaining to the construction and development of thesis statements in college essays for pedagogical practice. Learner identity, language backgrounds and cultural perceptions of the student sample have also revealed new frameworks to analyze these elements. The goal is to provide compelling implications for classroom practice to emphasize thesis development in order to maintain structural coherence and cohesion, a focus not common to all of our students.

*Pedagogy and Curriculum, Learner Diversity and Identities*



12:35-13:20

**PARALLEL SESSIONS****Room 1  
Continued****Systematic Process for Examining a Teacher Education Program's Alignment of Course and Field Work with High-Leverage, Evidence-Based Practices**

Jenny Wells, University of Hawaii, Honolulu, United States

Jessica Miranda, Director of Assessment, Accreditation, and Accountability, College of Education, Dean's Office, University of Hawaii at Manoa, Honolulu, HI, United States

The U. S. federally funded Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center Innovation Configuration systematic process and tools were developed to facilitate examination of the implementation of high-leverage, evidence-based instructional practices. This process enables university programs to make well-informed decisions about program design and to determine how well their teacher candidates are actually prepared to effectively teach. This investigation sought to determine the extent to which these practices were being taught, observed, and applied within a teacher preparation program. Faculty utilized the Innovation Configuration process and tools to examine the program's six-course sequence for alignment with current research and to ensure students were engaging in meaningful course and field assignments. Through this systematic process, gaps and duplications were discovered and the importance of faculty engagement in program design and evaluation were highlighted. The process leads to increased collaboration of faculty resulting in greater coverage of the high-leverage, evidence-based practices within course Teacher preparation programs must align their curriculum with current research and scaffold course and field-based assignments to ensure that teacher candidates have opportunities to practice and receive feedback on implementation of high-leverage, evidence-based practices.

*Assessment and Evaluation***Constructing Alternative Paths to Comprehend Learning Difficulties**

Andressa Martins do Carmo de Oliveira, Clinic Psychologist, Psicologia Andressa Martins, Psychologist

Many children face difficulties in learning in their early years in elementary school. Although there is much research on several theoretical aspects of learning disability, the emphasis is commonly associated exclusively with the cognitive-intellectual process. This superficial vision limits the possibility of a complex understanding of the problem. Advancing further in relation to the traditional view of learning difficulties in school, this paper reports on research carried out during my master's degree, in a public elementary school in Brazil. The aim of the study was to comprehend how new subjective configurations emerge in school, mostly taking into consideration the quality of human relationships built in the classroom and the achievements in learning in this process. Among the cases studied, one is chosen for in-depth discussion in this presentation: a girl, seven years old, who was not socially integrated within the classroom, which made her feel isolated as well as demotivated concerning the school activities in the classroom. The theoretical and epistemological position on which the research was based was the Theory of Subjectivity, from a cultural-historical standpoint, as well as its epistemological and methodological proposition, Qualitative Epistemology and the constructive-interpretative method. The methodological tools used were conversational dynamics and diverse interactive sessions with groups of students, sometimes including the teacher. The contribution of this work relates to the possibility of advancing further in the comprehension of the subjective processes involved in the learning development, which makes it possible to articulate educational processes, subjective development and the school teaching-learning process.

*Early Childhood Learning***Student Engagement in Higher Education**

Jessica Miranda, Director of Assessment, Accreditation, and Accountability, College of Education, Dean's Office, University of Hawaii at Manoa, Honolulu, HI, United States

Over the past several decades, there has been growing interest in student engagement and its influence on student persistence, retention, and overall success in higher education. The National Survey of Student Engagement (NSSE) is one of the most widely used measures of student engagement in North America. In 2013, the NSSE underwent a major revision; however, the psychometric properties of the instrument have not been thoroughly investigated and validated for the instruments intended uses and score interpretations. The researcher sought to address this research gap through an in-depth psychometric analysis, utilizing item response theory and confirmatory factor analysis, of one university's 2015 NSSE data. Pre-existing secondary data were obtained for 1,592 freshman and senior students. The study investigates the psychometric soundness of the revised NSSE's items and construct structure. This study contributes to the field by addressing the dearth of research exploring whether the uses and interpretations of the revised NSSE scores are psychometrically sound. Research has shown that changes to the content of a measurement instrument can have significant influences on the psychometric properties of the instrument, and therefore when an instrument undergoes major revisions, its psychometric properties must be reexamined.

*Assessment and Evaluation***New Approach for the Work with the Deaf/Hard of Hearing in Brazil in a Nonprofit Organization**

Maria Cecília De Moura, Professor, Language Therapy, PUC-SP, São Paulo, Brazil

Ana Cristina Camano Passos

Maria Helena Verissimo

Rosangela Mota Zanetti

There is, then, the need for an action that might enable the development of language and social skills of these individuals. The Adhara Institute (a nonprofit organization) aims to provide a place of inclusion, information and coexistence to allow these individuals to develop social and language skills in an environment in which the Brazilian Sign Language (Libras) is the primary means of communication in a meaningful Meaning Learning Theory perspective. This work shows how this work is developed, allowing the development of these individuals in an environment full of social significance and challenges to be overcome by the users through planned activities seeking meaningful learning. The forms of work and results will be shown. This is a work that can be followed by other groups that are worried about this population.

*Early Childhood Learning, Adult, Community, and Professional Learning, Learner Diversity and Identities, Technologies in Learning*

12:35-13:20

**PARALLEL SESSIONS****Room 1  
Continued****Delve Deeper in Learning!**

Sanna Ruhalahti, Teacher educator, School of Professional Teacher Education, HAMK School of Professional Teacher Education, Hämeenlinna, Finland

Facilitating deep learning requires a teaching and learning process that involves curriculum restructuring and a wide range of open and technology-driven collaborative learning opportunities.. Even though recent developments have improved competence based education and the alignment of intended learning outcomes and pedagogical practices, there is still a need to create more effective environments and learning processes to achieve deep learning. Presented DDD pedagogical model (Dialogical, Deep and Digital learning activity) is based on recent research in the field of professional teacher education, and facilitates changes in the digital learning culture. The model emphasise through deep learning orientation: self-paced, authentic, dialogical and collaborative knowledge construction in diverse digital environments. In the future, this model can also be used in design principles used to revise teaching practices, instead of applying a specific, fixed pedagogical model. The role of design principles is seen as a more flexible way to shape teaching and learning in diverse situations and environments. Although the study was conducted mainly in a Finnish professional teacher education context, the model is applicable to other education levels. The digitalisation of work and learning challenges us to facilitate a change in the learning culture towards deeper learning processes.

*Pedagogy and Curriculum*

**Narrating Teachers' Intercultural Capital in Greece**

Spuridoula Giaki, University of Patras, Patras, Greece  
Eugenia Arvanitis

Intercultural capital is a dynamic concept which draws from Bourdieu's theory on sociocultural capital and constitutes an important asset in our globalized world. Intercultural capital includes experiences relationships and rationalities between (different) cultures as well as skills and competencies towards a successful interaction with cultural others. It can function as a marker of differences, cultural particularities and sociocultural distinction, and it is (re)produced in a wide range of contexts where it is likely to retain, or indeed enhance, its exchange value (field-transcendence). The concept of intercultural capital can serve as an asset for teachers, especially those who deal with different cultural backgrounds, in order to develop a practical intercultural awareness for the global interconnected world we inhabit, and thus pave the way for significant

(inter)personal and social benefits. The concept of intercultural capital can serve as a framework for analyzing the relationship between educational background, cultural patterns, attitudes and lifestyle. An enhanced intercultural capital may lead to choices with greater benefit for personal and professional development of the teacher, thus, leading to the prevention of social exclusion and ethnocentric thinking. Recent data suggests that Greek teachers are unprepared to manage the new multicultural classroom. The purpose of this paper is to examine the life experiences of selected Greek teachers compared with the development of intercultural capital that may lead to a change of attitudes and behaviors relating to the acceptance of diversity within the classroom and in society in general.

*Learner Diversity and Identities*

**The Employability Skills of Store Service Staff for Graduated Students of Technical University**

Su Chang Chen, Professor, National Penghu University of Science and Technology, Magong, Taiwan, Taiwan  
Hsi-Chi Hsiao, Chair Professor, Graduate Institute of Business and Administration, Cheng Shiu University, Niasong, Kaohsiung, Taiwan  
Jen-Chia Chang, Professor, National Taipei University of Technology, Taiwan  
Dyi-Cheng Chen, Professor, Department of Industrial Education and Technology, National Changhua University of Education, Taiwan, Changhua, Changhua, Taiwan

Chun Mei Chou, Professor, National Yunlin University of Science and Technology, Taiwan, Taiwan

The purpose of this study is to find the employability skills of store service staff for graduated students of technical university. The focused interview method is adopted. Four industrial experts and four academic experts are invited. The results show that there are three groups of employability skills. That is, competences of specific skills group, general competences group, and behavior/attitude trait group. There are 11 competences in specific skills group, 14 competences in general competences group and 12 competences in behavior/attitude trait group. The first five important competences in specific skills group are broad general stores service knowledge, specific knowledge of empirical/ practical methods in stores service field, specific theoretical knowledge in stores service field, and applying rules and regulations in the stores, documenting ideas and information. The first five important competences in general competences group are problem-solving ability, analytical competencies, ability to work in a team, reflective thinking, assessing one's own work, and learning abilities. The first five important competences in behavior/attitude trait group are oral communication skills, loyalty and integrity, power of concentration, initiative, and getting personally involved. The findings can give the department to plan a curriculum for their students to learn the employability in the technical university.

*Learning in Higher Education*

**Hero with a Thousand Faces: Greek Primary Teachers' Discursive Constructions of the Principal**

Efthalia Konstantinidou, University of Western Macedonia, Kozani, Greece

Marina Malliou, Teacher, Primary School, Ministry of Education, Athens, Greece

Drawing on discursive social psychology, the aim of the research project presented was to study Greek primary teachers' ways of understanding the "principalship" as identity. As the institutional status of the school principal places her on the top of school hierarchy in terms of responsibilities as well as privileges, studying the teachers' point of view towards the principal as participants of everyday school life may reveal the commonsensical ways actions associated with the particular official position are described and evaluated, and identities assigned. To this end semi-structured interviews were conducted and fully transcribed. The analysis focused on the variability of the constructions of the principal's identity within the argumentative context of the interview as participants accounted for the principal's actions. This type of analysis allows connecting the micro-context of argumentation with the macro-context of school structure as the discursive constructions of the principalship as identity also can be interpreted as constructions of the school's institutional order by everyday participants. Some practical implications of this approach may be designing ways of intervening in the principal-teachers relations by taking into account teachers' evaluations of the principal's actions, and designing principal selection and assessment criteria.

*Educational Organization and Leadership*



**Music, Memory, and Identity: Teaching Portuguese for Refugees in an International School in Brazil**

Adriana Silveira, IB Teacher, Counselor, Mentor, Community Service leader, Graded School, São Paulo, Brazil

My experience as a Portuguese teacher in an international school in São Paulo, Brazil, includes the use of songs as a didactic resource, not only for language skills development, but mainly to motivate students, promote interaction, and value each individual's culture. Being one of the teachers in charge of coordinating a Community Service at school, oriented to the teaching of Portuguese for refugees (a pilot project organized by a group of teachers and High School students), I decided to design a program in which the learning of Portuguese is facilitated by the sharing of experiences on autobiographical memories involving songs. The background for this program is my research on Neuroscience and Education, focusing on the relations between Music, Memory, and Identity, due to the importance of music in our lives – in our mother tongue or in a second/ third language – in different ages, including moments of pleasant or tough life experiences. By valuing refugees' culture, and interacting in an environment of shared experiences, we believe, the language acquisition, and more importantly, the integration to a new context, will be stimulated and facilitated. This will be an important part of the project (still in the early stage), and an experimental research will be developed during the process. Refugee's applications have been sent to us by AMIS – Morumbi's Association for Social Integration, in São Paulo. We also have the support of ADUS, an important NGO in Brazil that assists refugees in their reintegration.

*Learner Diversity and Identities*

**Beyond Argument: Transforming Students' Engagement with/in Writing**

Sarah Allen, Associate Professor, English, University of Hawai'i at Manoa, Honolulu, HI, United States

Writing teachers across disciplines at the college level often complain about student apathy and, even, dread toward writing-intensive courses. To address that apathy and fear, I will share a series of reading and writing assignments, which could be adapted for secondary school, that can intervene in unproductive student beliefs about and relationships to their research-based writings. In particular, I will talk about how teachers can co-create topics with their students and offer low-stakes, cumulative reading, writing, and research assignments to support students' development as writers. These strategies not only intervene in students' unproductive relationships to their writings, but help students to more closely approximate the researching and writing processes of scholars.

*Pedagogy and Curriculum*

**PIZZA Approach to Improving Reading Instruction:: For Early Readers**

Deborah Callan, Augusta University/CSRA RESA, Augusta, United States

The purpose of this Focused Discussion is to discuss a variety of strategies. Educators will be able to discuss strategies that can be used in whole group, small group or with individual readers in an efficient and effective way. Educators need to hone in their personal skills of observing young readers without depending on a "canned" or "purchased" program to meet the needs of every reader. Discussion will also include the importance of being able to formatively assess readers. The discussion will encompass a variety of ways that can be prescribed as part of a goal setting process so that independent readers can strengthen their personal reading skills. The methods shared will come from a variety of resources that have been effective with readers in all socio economic environments. For the last three years, these strategies have been used with a variety of settings in low performing schools and great gains have been made by most readers involved. The implications of the work will help give educators the tools and confidence they need to assess students individually. It will also help teachers set personal goals for both themselves and each individual student.

*Early Childhood Learning*

**Reconnecting with the Aesthetic: Reader Transportation and Transformation**

Leah Van Vaerenwyck, Lesley University, Cambridge, United States

This paper examines and critiques current literary curricula and instruction practices in the secondary and post-secondary classroom in the United States through an interdisciplinary framework that knits together research from the fields of neuroscience, literary theory, philosophy, and critical theory. Through an exploration of the potential of the aesthetic (Rosenblatt, 1978) to transform reader behaviors and attitudes, this work attempts to develop a conceptual framework that can inform pedagogical choices in literature courses using global and multi-cultural texts. The central claim of this work is that to leverage the potential of literary narratives to cultivate culturally literate global citizenry who is both empathetic and pro-social (Barazza & Zak, 2009; Johnson, 2012), the formal study of literature must capitalize on the aesthetic experience engendered by reader transportation (Green & Brock, 2000). Developing instructional practices and assessment methods that encourage and validate the aesthetic response requires the un-privileging of the efferent stance (Rosenblatt, 1978) that is expressed as the critical matrix (Mandel, 1979) in literary studies.

*Pedagogy and Curriculum, Learner Diversity and Identities*

**Designing and Implementing Sustainable International Partnerships for Teacher Professional Development**

Kathy Peno, Professor, Education, University of Rhode Island, Kingston, RI, United States

Anne Seitsinger, Associate Dean, Alan Shawn Feinstein College of Education and Professional Studies, University of Rhode Island, Providence, RI, United States

Theresa Deeney, University of Rhode Island, South Kingstown, RI, United States

Lori Ciccomascolo, Student Affairs and Student Success, Associate Vice President, University of Rhode Island, Kingston, United States

As part of the University of Rhode Island's mission to be an effective global citizen, several faculty in the School of Education have become actively engaged in the planning, implementation, and evaluation of teacher professional development programs with our international partners. Three examples of this work will be shared with participants. The first is a teacher-training program in Nairobi, Kenya, that has evolved into a sustainable approach to providing training to teachers throughout the country. The second is a partnership with vocational schools in Banda Aceh, Indonesia, still rebuilding after the devastating effects of a Tsunami in 2004. Finally, a partnership with schools in Southampton, England, who share similar methods of teacher professional development in standards-based science pedagogy, will be discussed. During this session, faculty will share the challenges involved with collaborating with international partners, including issues of language difference, funding, monitoring progress, technology, time zones, cultural differences, and teaching and learning expectations. Participants will be asked to share their experiences with teacher professional development in international collaborations and to provide input into our processes and practices.

*Adult, Community, and Professional Learning*

Friday, 22 June

12:35-13:20

**PARALLEL SESSIONS**

**Room 3  
Continued**

**Stories in Teaching : Towards Becoming and Relationships in Context**

Robert Christopher Nellis, Continuous Faculty Member, School of Education, Red Deer College, Red Deer, Canada

What is at stake in the stories we tell ourselves about and in our teaching? This session enquires into the stories one brings to their work, their debt and responsibility to context and personal history, and implications for spaces of pedagogical encounter. The work draws from arts-based approaches, poetic inquiry, and life writing.

*Learning in Higher Education*

**Unintentional Deficit Educational Approaches for English Learners: A Critical Examination of Policy and Practice**

Kristen Mc Inerney, The George Washington University, Washington DC, United States

Still prevalent today, these terms carry a deeply deficit connotation, a feeling of being Othered, foreign, different, and limited, and exhibit the hegemony of English as the dominant language and culture to which all others are compared. This historical and theoretical analysis argues, building on the critical voices of Chomsky, Macedo, Jennings, Freire, Moll, Vygotsky, and others, that while the U.S. educational system has made positive changes over the past several decades for English Learners (ELs) including the most recent legislation, Every Student Succeeds Act (ESSA), education policy and classroom practices have unintentionally maintained and continue to reproduce deficit educational approaches for ELs. Relying heavily on critical theory and a call for social justice, this analysis is grounded in data and evidence such as federal educational policy documents including ESSA, critical theorist policy work by Macedo, Chomsky, and Jennings, and Supreme Court case rulings to expose a long and continuing history of unintentional deficit implications for ELs. The implications for educators and policy makers are to enact critical pedagogies to redefine classroom culture and politics, address exclusions of schooling, and dismantle the deficit perception.

*Pedagogy and Curriculum, Learner Diversity and Identities, 2018 Special Focus: Education in a Time of Austerity and Social Turbulence*



**Identity Narratives Of Mexican American Women in Counselor Education Doctoral Programs**

Tamara Hinojosa, Assistant Professor, Department of Counseling, Health, & Kinesiology, Texas A&M University- San Antonio, San Antonio, United States

Due to the underrepresentation of ethnic minorities as doctoral students and faculty in Counselor Education and Supervision (CES), the focus of this study was on the identities of Mexican American women as they pursued CES doctoral degrees in the United States. Anzaldúa's Borderlands theory implements metaphor and Mexican histories to highlight the complexity of cultural ambiguities and was used to foster a multicultural framework of identity. Narratives Inquiry was used to explore both narrative content and narrative style of each participant. Therefore, data analysis included two-phases: exploring stylistic features of narratives (i.e., contradictions and turning points) and searching across different fields of experience within narratives (i.e., intrapersonal interactions, interpersonal interactions, and language use). Findings demonstrate that Mexican American women in CES doctoral programs grapple with conflicting cultural expectations as well as a sense of isolation during their doctoral programs. Participants also expressed a strong desire to give back to their communities and often used their research to forge a connection between their academic identities and their ethnic identities. Implications for promoting multiculturalism in higher education include developing culturally empowering mentorship and professional development opportunities that enable Mexican American women students to feel more connected during their doctoral programs.

*Learner Diversity and Identities*

**Principle Components Analysis versus Implicative Statistical Analysis in Validity Evaluation of a Language Certificate**

Chrysanthi S. Tiliakou, University of Western Macedonia, Xanthi, Thrace, Greece

Sophia Anastasiadou, University of Macedonia, Greece

The evaluation of validity of a language certificate is of major importance in the field of language testing. Thus the present study evaluates the validity of the Greek state certificate of English language proficiency (KPG) via two different statistical methods which are Principal Components Analysis and Implicative Statistical Analysis. There were 141 candidates' responses analysed. A comparison of the results is discussed and the advantages and disadvantages of each method are evaluated. Implications for testing methods and future validation methodologies and issues are also considered. The application of the two distinct methods allows data analysis and designates different aspects of the results. Consequently, their combination offers a more detailed and a more complete analysis and data investigation, contributing thus to more detailed conclusions being drawn.

*Assessment and Evaluation*

**Adaptive Learning Environment for EFL Students**

Carol Anne Ochoa, English Professor, Languages Department, Universidad Santo Tomás Tunja, Tunja, Boyaca, Colombia

This research study was carried out in order to contrast virtual activities designed in an adaptive platform called Smartsparrow, created by a research group at the University of New South Wales, Australia, as an alternative way to incorporate ICT tools in English as a Foreign Language (EFL) courses. This research involved 30 elementary and pre intermediate level students from different faculties at a private Colombian University named Santo Tomás, focusing on EFL and some adaptive features based on students' interests, learning styles and needs. In this way, action research was used to develop this study. The implementation of the virtual world mentioned above sought to promote autonomous work through activities in a virtual platform. The research was developed in 2 phases of implementation and the results showed how students worked autonomously, taking advantage of tutoring spaces.

*Pedagogy and Curriculum, Technologies in Learning*

**Student Wellness: An Investigation in a Small Canadian Post-Secondary Institution**

Brent D. Bradford, Concordia University, Chicago, United States

Student wellness is critical for student success all educational levels. In the increasingly diverse and complex world, students require the skills, knowledge, and attitudes to navigate and flourish through life challenges. The purpose of this study was to investigate student wellness in a small Canadian post-secondary institution. Although wellness relates to various dimensions (e.g., physical, mental, social, environmental, emotional, occupational), student wellness was operationalized through the physical and mental dimensions. The poster will outline the online survey results stemming from 212 participants (i.e., 10% of the student body), such as; 39.6% of participants perceive their lives to be "quite stressful," 29.7% of participants have been "diagnosed with a mental illness by a medical doctor, psychiatrist, or psychologist." Emerging themes related to student wellness included: time of the year; weather; and work load. Although it is critical for "student wellness" researchers to strive toward helping university-level students effectively deal with stressors that lead to mental health issues, it is of equal importance for researchers to disseminate the findings to all educational stakeholders at every educational level. The knowledge shared in this poster may help strengthen student wellness in all educational levels.

*Learning in Higher Education*

**Developing Teacher Candidates' Cultural Sensitivity through Short-term Study Abroad Experiences**

Lydia Kyei-Blankson, Illinois State University, Normal, Illinois, United States

College of Education (COE) teacher candidates' study abroad experiences and how they influenced their thinking and plans to implement culturally responsive and relevant pedagogy in their instruction and interaction with diverse student populations and families was explored. The data for this study included reflections and one-on-one semi-structured interviews pre-departure and post-arrival. The data gathered from the study were transcribed verbatim, coded, and analyzed for themes. The findings showed that the study abroad experiences caused the participants to learn more about other cultures which made them more open and knowledgeable about working with children and families from backgrounds different from their own.

*Learner Diversity and Identities*

12:35-13:20

**PARALLEL SESSIONS****Room 5  
Continued****Student Transition and Success**

Chinny Nzekwe-Excel, University of Northampton, Northampton, United Kingdom

This study expands the idea of curriculum alignment to include not only modules and programmes, but also to ensure alignment across sectors, from Further Education (FE) Institutions (schools and colleges) to Higher Education (HE) Institutions/ Universities. This study is a continuation on the study on 'Curriculum Alignment: Opportunities for Cross Sector Collaborations' by Ladwa and Nzekwe-Excel (2017), where the authors identified perceived and actual students' problems to learning in their HE study and possible strategies to addressing the identified problems. Outcomes suggest that there is a lack of awareness of what academic preparation pupils from schools and colleges have before commencing their HE study. Students with vocational qualifications struggle in particular with transition into HE study. Over 80% of the identified perceived problems to learning were 'Guidance-related and Personal ; Social-related. Most of the actual identified problems to learning in HE study were Academic-related. Therefore, this study stresses the idea of raising awareness and promoting a better understanding of educational standards and provision across sectors. The study essentially promotes collaboration across sectors (FE and HE Institutions) for the purpose of adequately equipping students academically and enabling them transit seamlessly into their HE study. This study further propose that collaborative courses or teaching sessions between FE and HE staff may be tailored to meet the requirements of specific students just before they transit into higher education.

*Learning in Higher Education***Meeting the Needs of the Foster Child: Perceptions of the K-6 Teacher**

Misty LaCour, Professor, School of Education, Purdue University Global, Magnolia, AR,

United States

Penny McGlawn

A growing number of children are entering the foster care system every year. The trauma experienced by these children negatively impacts them. There has been limited research relating to teachers' knowledge and perceptions of foster children's needs. This study sought to further research by determining current teachers' perceptions of foster children through a survey study. The survey results indicated the necessity for increasing awareness among teachers regarding foster children's unique needs and challenges. This study has brought a heightened awareness of the teachers' perceptions towards this growing population of students relative to the challenges facing foster children. Teachers must be aware of the issues these students face while providing adequate interventions to meet the needs of these students. This amplified awareness can influence professional development offerings to ensure teachers are supplied access to information to help them become more capable of providing more accurately guided treatments, strategies and interventions so that these children can have improved attachment capabilities, and thus break the foster care cycle. Examining the perceptions of teachers can also inform higher education institutions of what content needs to be added to teacher education preparatory programs.

*Learner Diversity and Identities***Indigenous Perspectives at the Cultural Interface: Researching the Interventions**

Yatta Kanu, University of Manitoba, Winnipeg, Canada

Success in school continues to elude Indigenous students in Canada, Australia, New Zealand, USA, and many other countries. One response to this critical problem has been the ongoing calls to integrate Indigenous knowledges and perspectives into schools and classrooms. Such calls have produced studies on pertinent questions such as: the specific aspects of Indigenous cultural knowledge which teachers can integrate; the most effective ways of integrating such knowledge into schools and classrooms; and the critical elements of instruction that produce school success. Findings and theoretical abstractions from these studies are being used to inform various school and classroom initiatives as interventions to increase success for Indigenous students in Canada. The purpose of my ongoing research is to examine what takes place inside these interventions to understand the specific mechanisms by which outcomes for students are accomplished. For example, what happens at the cultural interface when teachers and school administrators (mainly non-Indigenous, largely uninformed about Indigenous cultures, knowledges, and issues, and with identities and histories vested in the existing social norms and school structures) attempt to integrate Indigenous perspectives into their classrooms? In twelve high schools in urban Western Canada, we are documenting the characteristics of each school, conducting school and classroom observations of practices in integration, and conducting focus groups and interviews with students, teachers, school administrators, parents, and Indigenous collaborators for their insights and views about integration.

*Pedagogy and Curriculum, Learner Diversity and Identities***Organizational Improvement Plan Addressing the Absence of Leadership Education and Preparation in the Early Year's Curriculum**

Elena Merenda, Assistant Program Head, Early Childhood Studies, University of Guelph-Humber, Toronto, Ontario, Canada

Early childhood educators are recognized as leaders who have an important role in improving the quality of services for children and families. This research proposes an Organizational Improvement Plan addressing the absence of leadership education and preparation in the early year's curriculum. "Change- a hallmark of contemporary society- impacts greatly on early childhood services, making leadership- which is a necessary condition for effective change- worthy of greater attention..." (Rodd, 2013). Therefore, I am developing an Organizational Improvement Plan (OIP) to address the absence of leadership education and preparation in the early year's curriculum for the Early Childhood Studies. Adopting a collegial model that values instructor knowledge and experience is crucial for developing my OIP because the instructors have relevant and current experiences in the field, that can be combined with their understanding about the objective of the institution, to revise and provide the best curriculum for the students. Furthermore, collegiality is a key aspect of instructor professional growth and development. Collegial communities create a cooperative environment that allows for shared learning and increases innovation and enthusiasm among faculty (as cited in Shah, 2012; as cited in Massy, Wilger, & Colbeck, 1994). The professional growth that happens as a result of collegiality can support instructors to recognize the benefits of being heard, being a part of the decision-making process, and feeling valued. Therefore, they exemplify transformational leadership skills such as, being aware of their effect on students, being attentive to student's needs, supporting students in seeing different perspectives, and inspiring students to achieve their goals. They support students in developing their own self-awareness and model for students what it means to be a caring and supportive early childhood professional (Merenda, 2017).

*Pedagogy and Curriculum*

12:35-13:20

**PARALLEL SESSIONS****Room 5  
Continued****Preschool Curriculum-based Screening for Pre-referral Support**

Panagiotis Varsamis, University of Macedonia, Thessaloniki, Greece

Anastasia Gkouvatzi

Andromachi Nanou, Special Educational Needs Diagnostic and Support Centre of Thessalonik, Macedonia, Greece

Ioanna Ntarilli

Magdalini Simeonidou

Curriculum-based approaches for educational assessment and pre-referral support are continuously gaining attention as being more meaningful to school communities, than classic psychometric approaches. Consequently, curriculum-based evaluation provides a common language, which is sufficiently comprehensive to students, teachers, parents, counselors and specialists (e.g., therapists). Thus, it directly facilitates a common ground for educational and instructional decisions. The purpose of the present study was to examine preschoolers' participation in curriculum-derived activities. In accordance with the Greek preschool curriculum, pupil's participation is being evaluated in five core axes, namely play, explorations, class routines, daily situations, and learning. Teachers rated contents of these axes (in total, 40 items) using a six point rubric, which highlights pupil performance and teacher enrollment. Subsequently, teachers judged, if each pupil was to be referred a) to a pre-referral intervention program, b) to an educational diagnosis process, or c) not to be referred at all. Our sample consisted from 160 pupils, with modal ages of five and six years, who attended mainstream kindergartens. Classification And Regression Tree (CART) analyses of the data revealed that teachers' ratings could correctly predict pupils' group membership. Depending on the group targeted, the prediction accuracy varied from 90% to 100%. Curriculum axes and items had different statistical significance to group predictions. Results are being critically discussed on the basis of economically screening new pupils and planning intervention programs, where needed.

*Assessment and Evaluation, Early Childhood Learning, Learner Diversity and Identities, 2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

**Stress Levels and Timely Graduation of Community College Students Receiving Medical or Mental Health Care**

Christine B. Kleinpeter, California State University, Long Beach, Long Beach, California, United States

Marilyn Potts

Martha Ranney

Sharon Chen

This exploratory study compares the College Student Stress Scale scores of 35 students who received mental health services, 36 students who received medical services, and a comparison group of 42 students who were enrolled in a college 100 class. Females were in the majority in both the medical and mental health groups, men had a slight majority in the classroom sample. The average age was similar in all groups, between 21-23.

The predominant ethnic groups were non-Hispanic white in the medical and mental health groups, and Asian in the classroom group. Results indicated that nearly three-fourths in each group reported a later than expected graduation. Student Stress Scale scores were in the moderate range in total. The individual item with the highest score was academic matters, followed by financial matters, and meeting personal goals. Students who were receiving mental health treatment had higher stress level scores than medical patients or the classroom sample. Females scored higher than males in overall stress level. Students with higher stress levels were more likely to report a delayed graduation. Work and financial issues were reported most often as reasons for delayed graduation. Implications and areas for future research are outlined.

*Adult, Community, and Professional Learning*

**Value-based Curriculum : Toward Value-driven Educational Environment Creation**

Sandrita Skeriene, PhD Student, Faculty of Social Sciences, Arts and Humanities, Kaunas University of Technology, Kaunas, Lithuania

To date, a generally accepted definition of curriculum is lacking due to individual conceptual positions of researchers. As a result, different perspectives as well as types of curriculum are highlighted. The agreement among researchers is found that the rationale of curriculum must find balance between value-driven sources concerned with learner, society, and knowledge. These sources encompass cognitive, emotional, and spiritual dimensions of learning in a broader sense. Over the past few decades, the research has tended to focus on cognitive dimension of learning reflected outcome-based approaches to curriculum. Emphasizing learning as an key item of the educational process and the interplay between teacher and learner, the necessity for both emotionally-based and spiritually-based features of learning process arises. Few researchers have reported the possibilities of the integration and development of cognitive, emotional, and spiritual dimensions of learning across curriculum, but in religious education. Several attempts have been made to apply such possibilities to secular education. Each of dimensions pursue their own values messages that must be orchestrated across curriculum. Significant challenges arise trying to convey value messages in curriculum's implementation through educational environments. However, little attention has been paid to that curriculum is more concerned with „an ideal plan“, while educational environments represents momentous reality of that plan. Trying to answer the research question - how should the values whose education is aimed at while defining the objectives of the curriculum should manifest themselves in educational environments? - the conceptual framework is introduced. The research method is based on the literature analysis.

*Pedagogy and Curriculum*



**Effect of Entrepreneurship Pedagogy on Health Education among Urban Community College Students: Impact on Attitudes, Knowledge, Job Readiness and Skills Acquisition**

Gloria McNamara, Corough of Manhattan Community College, CUNY, New York, New York, United States

This research study uses an educational model known as health entrepreneurship. Entrepreneurship education refers to a pedagogical process that involves the stimulation of entrepreneurial activities, behaviors and mindsets. Although entrepreneurship education is recognized as important, relatively few empirical studies have been conducted regarding its impact on community college students in general and non-business majors in particular. This study plans to stimulate learning among health education students by developing an industry-engaged learning model that will generate subject interest, reinforce academic values, increase motivation, facilitate knowledge acquisition and foster entrepreneurial competencies.

This learning environment is particularly effective in tying academic learning to real world practices and increasing job readiness. This study uses a quasi-experimental design with a convenience sample (N=60) for which the experimental health class (n=30) will be exposed to entrepreneurship pedagogy (EP) and the comparison class (n=30) will not. This study, using written surveys, will examine the impact (pre- and post-intervention) on the dependent variables of health knowledge, entrepreneurial attitude, self-efficacy, intent, and perceived behavioral control. Data will be examined using analysis of covariance (ANCOVA) and multiple regression statistical procedures and be supplemented by qualitative data collected via focus groups. It is hypothesized that students in the entrepreneurship pedagogy (EP) class will demonstrate greater gains in the dependent variables.

Findings from this study may contribute to the field of health education and further be generalized across curricula to stimulate intrinsic and sustained learning. Community college administrators may embrace this model as it may improve retention and graduation rates.

*Pedagogy and Curriculum*

**Coloured Hearing Pseudo-synaesthesia as a Potential Lever to Teach and Learn Languages**

Emilie Magnat, Senior Lecturer, Université de Picardie Jules Verne (Amiens, France), Amiens, France

Among the different approaches for language learning, some old ones rely on the plurality of our sensorial resources (eg. Gattegno, 1978; Borel Maisonny, 1996) and can be particularly interesting when it comes to the improvement of the phonemic repertoire and the processes of learning to speak, read and write. Considering the dual-coding theory (Paivio, 1969) and the cognitive theory of multimedia learning (Mayer, 2005), if an association between sound and colour is made, a sound might recall a colour and seeing a colour might bring back to memory a sound. This is close to natural coloured hearing synaesthesia. This theoretical presentation aims at presenting to what extend coloured hearing pseudo-synaesthesia might be a lever to teach and learn languages. From the large existing literature, we will start by clarifying what natural coloured hearing synaesthesia is. Then, we will present to what extend we can teach pseudo-synaesthesia thanks to new media. Finally and to go further from the actual state of the art, we will emphasize on the potential of pseudo-synaesthesia for language learning. To be more precise, we will explain how giving materiality to phonemes thanks to colour might help to learn new sounds, to read and write (according to the Dual route and connectionist models of reading). Thanks to the precious feedback from colleagues, we would progress on this project. Results might lead to the development of a wide scope of free and open source learning material solutions and guidelines for first and second language learning.

*Literacies Learning*

**Instructed Heritage Speakers of Spanish : What Happens after Secondary School?**

Sharon H. Ulanoff, Professor, Bilingual/Multicultural and Literacy Education, Curriculum and Instruction, California State University, Los Angeles, Los Angeles, CA, United States

Sandra L. Pucci, University of Wisconsin, Madison, Madison, WI, United States

This study examines the heritage (Spanish) language maintenance and/or loss of nine young adults (age 18-25) who graduated from a small urban high school with a Latino-centric curriculum aimed at promoting biliteracy/bilingualism. Research with heritage speakers has been highly compartmentalized. Many studies investigate the sociolinguistic reality of heritage languages (He, 2010), while linguistic-oriented research provides more specific detail on the "systems" of heritage speakers. This research is invaluable; however, the vision of heritage speakers as "primarily naturalistic, often illiterate learners" (Montrul, 2010) fails to take into account the much wider variation, both in terms of experiences and competence. In the present study, we try to bridge this divide by looking at an understudied population: "Naturalistic" heritage speakers who are also "instructed," and literate in Spanish. This study uses phenomenological and narrative methods (Clandinin & Huber, 2010) to address the question: What are the lived persistent experiences of naturalistic heritage speakers who are also instructed in Spanish? Data were collected through semi-structured, phenomenologically-based recorded interviews (Englander, 2012). Transcripts were analyzed using domain analysis, seeking to elicit meaning from the data (LeCompte & Preissle, 1993), rather than codify and compute it. Results highlight the role of Spanish usage in daily life, maintenance of and/or changes in social networks influence Spanish maintenance and use, and engagement with Spanish texts or other reading materials. All participants used Spanish consistently with family members, although this was most often with parents and grandparents and more difficult with younger siblings.

*Learner Diversity and Identities*

**The Northern Train on the Southern Track: Confucius Institutes in Australian Universities**

Shen Chen, Australia, School of Education, University of Newcastle, Callaghan, Australia

The establishment of the Confucius Institutes at Australian universities has contributed to the promotion of teaching Chinese language and culture, while some controversial issues of political and cultural concerns have raised in terms of relationship between the host Australian universities and Confucius Institutes located on their campus. The political concerns are whether the academic freedom at Australian universities would be affected by the Confucius Institutes. The cultural and education concerns are in relation to curriculum, pedagogy and organization. This paper reports on a case study of two Australian universities. In spite of the limitation of two participate universities, there are three important conclusions drawn from this research. The initial results of this research have confirmed an urgent need of a comprehensive and interdisciplinary research to investigate the performance of existing Confucius Institutes in Australia. In addition, the contradictory findings amply demonstrate that Australian academics are deeply divided on Confucius Institutes and their roles and functions. Moreover, a systematic analytical framework should be established to investigate the Confucius Institutes' linguistic, pedagogical, organizational, political and economic impacts in a nation-wide scope.

*Learning in Higher Education*

Friday, 22 June

12:35-13:20

PARALLEL SESSIONS

Room 6

Workshop

**A Ride in a BMW or an Old Bus? : Visualization, Metaphor and Creative Thinking**

Bena Gül Peker, Associate Professor, Faculty of Education, ELT Department, Gazi University, Ankara, Turkey

Creativity in the Teaching of English as a Foreign Language has been dealt with in terms of classroom tasks using drama activities, games and songs in order to enhance learners' motivation and make learning more enjoyable (Richards and Cotterall, 2016). This workshop takes a broader view of creativity and argues that creative thinking can be taught and exercised. It stresses the pivotal role of the way we use our neurology emphasizing that we always create something first in the form of a thought and that we can use conscious thinking strategies to rewire our brains to achieve our goals in life. By way of introduction, this workshop will first draw attention to our deep-rooted misconceptions such as the lack of belief in one's creativity and the belief that creativity is originality (Dilts, 1990) which, sadly, have been brought about by the limited way our rational minds have been educated. The workshop will then engage participants in creative thinking activities using two conscious thinking strategies: visualization and metaphor. First, the participants will experience three kinds of visualization: simple visualization for relaxation and creative visualization and the Disney Creativity Strategy for achieving both personal and professional goals (Gawain, 1998). The second thinking strategy that the participants will experience is the use of metaphor, more specifically creative metaphors and metaphors for learning (Revell and Norman, 1999). This strategy builds on the idea that making metaphorical comparisons between seemingly unrelated concepts can be fun and provoke useful insights into one's usual patterns of thought.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence*



12:35-13:20

**PARALLEL SESSIONS**

Room 9

**Virtual Lightning Talks****Mobile Devices for Literary Education in Teacher Training**

Rosario Neira-Piñero, University of Oviedo, Oviedo, Asturias, Spain

The emergence of mobile devices has aroused researchers' interest in the educational possibilities of these electronic tools. This work, using case study methodology, presents an innovative experience with m-learning focused on literary education in Higher Education. The experience - creating a video-review of a children's book - was carried out with 68 students taking a Degree in Early Childhood Education. To evaluate its effectiveness, the final tasks were taken into account, as well as instructor and students' perception. An instrument was designed to analyse the videos and two questionnaires to elicit students' and instructor's opinions. Findings reveal the flexibility of m-learning and its adequacy for literary education in teacher training. The students learned to select and evaluate children's books and acquired some knowledge of children's literature. The task involved searching for information, critical thinking, analysis and synthesis, decision-making, autonomy, development of communicative competence, creativity and team work skills, and helped to familiarise students with m-learning. Weaknesses detected suggest that more taught sessions are required, and more attention should be paid to oral skills, to the use of the task blog and to fostering social interaction. Finally, the study has educational implications which might be applied in similar contexts

*Learning in Higher Education***Addressing Technology Concerns of Nontraditional Online Learners**

Cathy Tobin, University of Phoenix, Phoenix, Arizona, United States

Patricia Hoefler

Nontraditional adult learners are attending online college programs today, and the expectation is for increasing numbers in future years, primarily because more jobs are requiring post-secondary degrees. For example, worker projections for the upcoming decade expect at least 106 million Americans to have degrees for employment (Sherman & Klein-Collins, 2015). As this need for better-educated workers increases so does the need for more universities to open their doors to this population (Chen, 2017). The online environment seems the most viable solution for this group of students, as most find that traditional campuses do not allow for the flexibility needed for a student who must divide his or her time between employment, family, and coursework. Therefore, the need for schools that can focus their attention on the technology needs and concerns of this unique learner is significant. What can be done to help ease the student into the online learning experience and help prepare students for coursework that might involve a more sophisticated mastery of web tools? This presentation will offer ideas and advice for approaching these concerns, with examples of current technology tools and how to introduce nontraditional students to this less than traditional learning environment.

*Learner Diversity and Identities, Technologies in Learning***Virtual Teamwork Assessment as a Tool for Addressing Attrition in Distance Education Students at a Regional Australian University**

Celeste Lawson, President and Chair, Academic Board, CQUniversity, North Rockhampton, Queensland, Australia

Attrition and retention is a significant issue for the higher education sector world-wide. This presentation outlines a unique tool used at a regional Australian university to engage students through virtual teamwork assessment as a means of addressing attrition. The pedagogy of the assessment design incorporates an authentic task, individualized grading and negotiated team selection, all situated in a virtual team environment. Students are provided virtual team management skills as part of the assessment so the management of the team becomes an output of the task itself. This presentation analyses the approach over a three year period in three advanced communications units (Advanced Public Relations, Organisational Communication, and Public Relations and the Media) at CQ University, Queensland, Australia. The approach has increased student engagement, retention and satisfaction, and encourages learning. The approach has received academic acknowledgement as best practice; been adopted by other disciplines; and is supported by industry.

*Assessment and Evaluation, Technologies in Learning***Ethnically Diverse College Students' Perceptions upon Enrollment in a Hybrid Design Course: A Replication Study**

John R. Kleinpeter, Associate Professor, Department of Design, California State University Long Beach, Long Beach, California, United States

This paper describes 39 undergraduate, full-time students' responses to a quantitative survey immediately upon enrolling in a hybrid course in advanced design on the topic of visual communication for the built environment. Students were mostly female (56.4%) and between the ages of 21 and 24 (63.2%). They were Latino (35.1%), white (32.4%), and Asian (18.9%). Nearly 68% of participants in this study represented an ethnic minority group. Students described the most important aspects of the hybrid course as offering a flexible time schedule, a high level of access to course materials, and extra time to work at a job or internship. Students were most concerned about missing online deadlines and lack of contact with the professor. They were less concerned about lack of contact with classmates, getting a low grade, and confusion regarding assignments. Open-ended comments reflect that students appreciate the flexibility of the hybrid model to allow for outside responsibilities and the importance of regular communication with faculty regarding online assignments. These results are consistent with prior studies in terms of items identified as important to the hybrid learner; however, some of the items shifted in order of importance with the students' experiences in a prior hybrid course. For example, in the original study students were very concerned about loss of contact with peers, and in this replication study, concern about contact with classmates was rated as less important. Educational implications are provided. Areas for future research are outlined.

*Technologies in Learning*



**Self-Regulated Learning Strategies to Master an Enriched Advanced Level Primary Five Mathematics Curriculum**

Prakash Singh, Nelson Mandela University, Port Elizabeth, South Africa

The primary purpose of this quantitative study was to determine whether mathematically gifted pupils in Nigerian primary schools could master an enriched advanced level curriculum in mathematics using self-regulated learning (SRL) strategies. An enriched curriculum in mathematics was therefore developed for the experimental study that was conducted with sixty primary five pupils who were considered to be gifted in mathematics. Gifted pupils who participated in the Mathematics Enrichment Programme (MEP) were divided into two groups, the control group and the experimental group, with thirty pupils in each group. Pupils in the control group were exposed to direct teaching strategies, while the experimental group used SRL strategies in the MEP. This paper focuses on the attitudinal survey conducted after the completion of the MEP. Pupils' responses in this survey affirmed the significant relationship between SRL and an enriched advanced level differentiated curriculum for primary school gifted pupils. They strongly believe that the MEP was a realistic alternative to the present common core regular curriculum for gifted pupils in the mainstream of Nigerian education. Furthermore, they affirmed that the MEP provided them divergent thinking opportunities for using a problem-solving, self-discovery approach to work autonomously in a flexible learning environment. They also pointed out that gifted pupils who have the ability to work at a faster pace must not be compelled to do more of the same boring work from the textbook in the traditional classroom. Evidently, this study evokes the significance of using SRL strategies in implementing a differentiated enriched curriculum for gifted pupils in Nigerian primary schools.

*Pedagogy and Curriculum***On Tutoring Features of the Internet Dictionary LexSite**

Elena Berg, Professor, Russian and Foreign Languages, Ural State Law University, Seattle, United States

Mark Kit, Director, Language Interface

In addition to information retrieval services, Internet dictionaries can interactively communicate with the user. The authors (who are also developers of the LexSite dictionary) exploited this opportunity and implemented tutoring features in the dictionary design. These features are based on lexical searches carried out by the user. The searches for translations are automatically stored in the search log. The user can select searched words/expressions and add them to his personal dictionary thus creating a personal learning tool. Personal dictionary can be edited as needed in the course of language learning. Having built the personal dictionary the user can make lexcards, which are electronic equivalents to widely used flashcards. The lexcard's headword is the word/expression for which the user sought translations. When making lexcards, the user selects either all translations of the lexcard headword or only translations relevant to what he is learning (e.g. translations for the word bus can be limited to transportation field only or include technical and scientific meanings). Stacks of lexcards offer a variety of learning techniques since the cards can be edited or removed from the stack, shuffled, shown with or without translations, etc. Users can run lexcard sessions where the cards will be shown automatically in a random order. This educational technology has been originally developed and implemented for the English-Russian language pair, however it is applicable for any other language pair.

*Technologies in Learning***University Tutors in Mexico: A Study of Assessment Instruments**

Salvador Ponce Ceballos, Director, Facultad de Pedagogía e Innovación Educativa, Universidad Autónoma de Baja California, Mexicali, Mexico

In the year 2000 in Mexico, a very important project in higher education called academic tutorials was started, this project was proposed as a national strategy to strengthen the training of university students, as well as contributing to the reduction of negative indicators related to the training trajectory professional and school dropout. Currently a large number of institutions are designing evaluation strategies to identify the degree of development and impact of tutoring in institutions, this evaluation has focused on various dimensions such as tutor, program, services, instrumentation, among others. This work intends to make a specific contribution on the evaluation of the performance of the tutors, presents the partial results of an investigation that sought to characterize the questionnaires to evaluate the university tutors of Mexican institutions. The methodology of the investigation was proposed under a mixed approach of exploratory and descriptive scope, based on four stages: 1. Analysis of the state of the art; 2. Selection of 32 participating institutions; 3. Design of an instrument to analyze questionnaires and 4. Analysis of questionnaires. The results show limited evidence of documented experiences on the assessment of tutoring, as well as limitations of access to institutional instruments to assess tutoring, and little evidence of technical quality of the instruments collected was found. The conclusions point to the importance of evaluating the tutors with valid and reliable instruments, as well as making the evaluation processes public.

*Learning in Higher Education***Social Emotional Learning via Facebook: An Informal Online Peer-Support Network**

Heidi Stevenson, Associate Professor, Curriculum and Instructor, University of the Pacific

This qualitative study focuses on a peer support system created and facilitated by a high school student using Facebook™ as a major component. A review of literature discusses Social Emotional Learning (SEL). Data include four one-on-one interviews with the creator of the support system discussing her experiences throughout its facilitation, anonymous notes from students and Facebook™ posts. The study focuses on the process of developing a peer support group using Facebook™ and notes in a locker as anonymous mediums for peer support and SEL development. This study identifies the benefits and details of the creation of this peer-facilitated and governed support system for students.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence***Online Shift in Learning Culture**

Alexander Vengerov, Associate Professor, Anisfield School of Business, Ramapo College of NJ, Mahwah, United States

Mass-education requires increased learning efforts since human teaching resources are too limited and expensive. Actually, it requires a new Learning Culture stepping away from the idea that students are customers and teachers provide some teaching services. The student-consumer-and-rater-of-the- "services" approach is rapidly becoming an obstacle to the adaptive and large-scale transformation of modern higher education system as well as its further life-long continuation. A new Culture of Learning requires different approaches, methods, technologies, and attitudes among students and teachers and should be increasingly based on online sources and communications. Such Culture has to be supported by the government, educational organizations, educational "workers," and students.

*Technologies in Learning*

**Friday, 22 June**

12:35-13:20	<b>PARALLEL SESSIONS</b>
<b>Room 10</b>	<p><b>Workshop</b></p> <p><b>Peer-Assisted Learning &amp; Support</b>            Dawit Rumicha, University of Florida, Gainesville, Florida, United States            Nima Madani, University of Florida, Gainesville, Florida, United States            The workshop will foster conversations on how to enhance student learning by the practices based off of the model from the Florida Atlantic University Peer Assisted Learning &amp; Support Program (PALS). The workshop will take a deeper look at the power of peer mentorship, leadership dynamics of a course organization, and analyzing the learning dynamics of a university community. The goal outcome of this session is to have participants obtain the tools necessary in being able to utilize techniques to bring burgeoning growth in their student's success through their ambitions of fostering an inclusive diverse learning environment. Following these proceedings participants will be brought together in an open forum on effective and non-effective teaching techniques in comprehensively bringing about student driven success. Specifically we will be visiting James Kouzes and Barry Posner, Five Practices of Exemplary Leadership® Model to further how this can be applicable to student development. We will also engage in interactive activities in putting attendees in scenarios where they will be tasked to use problem based learning strategies in increasing student engagement and success. They will also be brought into a activity to describe their methods of instruction by utilizing visual cues. Participants will gather in small groups of about 5 to discuss each of the practices and how it applies to their goals and set academic standards. The target audiences of this session will be university officials, university students, university faculty, and professionals in the field of instruction.  <i>Learning in Higher Education, Adult, Community, and Professional Learning, Learner Diversity and Identities</i></p>
<b>Room 12</b>	<p><b>Workshop</b></p> <p><b>Reflective Practice in a College Language Class</b>            Liliana Torres-Goens, Butler University, Indianapolis, United States            A brief description of my thesis findings will be highlighted in order to give a general framework of reference to this approach. One of the main goals of this pedagogical instruction is to build venues of communication between the students and the professor for better understanding of the essence of learning. Also, intertwining relationships between “doing” and “thinking” will be exemplified and discussed. Attendees will actively participate in reflective activities I use in my classrooms so they can see the value and understand this pedagogical stance. The way this workshop will be conducted is as follows: In order to explain my philosophy, I will combine reflective activities with explanations of my pedagogical stance. As participants come into the room, I will ask them to complete an anonymous short survey on a piece of paper. I will start out with an ice-breaking exercise called: Connection is open...In this activity, participants are asked to sit in a circle and for 5 minutes, share aloud any thoughts that come to their mind. They can share anything related to their lives, work, the conference, or anything they want. Nobody is allowed to respond or make a comment about their classmates' comments. We all listen and participate, if desired. I will explain the purpose of this activity and it will be the start point of my talk. Group Activity: Find somebody whose last name starts with the letter of yours. This is a debriefing activity. Participants voluntarily go to the blackboard and write the survey answers. I will probably divide the blackboard into 3 sections for each question. Nobody can talk while doing this and answers should be one word only. Then, in this specific case, the objective of the activity is to find out commonalities among the participants' goals by attending this session. After everybody has written their answers, people walk around and look at the blackboard silently and identify that list. At the end, I will ask the participants to take a look at their initial survey answers and write a short self-assessment reflection about the “before and after” learning experience in the workshop. More examples will be given in the areas of after-quiz reflection, after-class reflection, syllabus elaboration, earning points negotiation, and end and beginning of the course reflections.  <i>Pedagogy and Curriculum</i></p>



Friday, 22 June

12:35-13:20 **PARALLEL SESSIONS**

**Room 15 Literacies Learning**

**Critical Literacy in a Period of Crisis in Greece: Redesigning the Crucial in Language Teaching**

Evangelos Intzidis, University of the Aegean, Greece

Eleni Karantzola, University of the Aegean, Greece

Making a judgment means the expression of a view or/and putting forward a statement about specific socio-political or/and personal issues. In that sense, a judgment becomes an affirmation, but also a decision. What is the content/meaning of a judgment amid a general crisis correlated to Critical Literacy? The present talk takes a starting point the empirical observation that the educational interventions - designed on the basis of the literacy research of the past - were not activated adequately in order to enable the transformation of the content and the methodology of language teaching and thus to support and emancipate the school members towards the development of critical activities amid a crisis. On the basis of this empirical observation our paper proposes particular premises on which a curriculum should be based on, informed by critical literacy as it is redefined by the crisis experienced in Greece.

*Literacies Learning*

13:20-13:35 **Transition Break**

13:35-14:50 **PARALLEL SESSIONS**



13:35-14:50

## PARALLEL SESSIONS

Room 1

**Embedded Meanings****Recontextualizing the Myth of “The Abduction of Europe”: Using Art Works for the Creation of Comics in an Interdisciplinary English Class Project**

Maria Emmanouilidou, EFL teacher, Ministry of Education, Teacher of English as a foreign language, Thessaloniki, Greece

Efi Papadimitriou

The following paper is a presentation of a teaching intervention applied in a 6th grade English class in Thessaloniki, Greece, focusing on the ways art works can contribute to differentiated learning, increase of motivation and improvement of linguistic output in the target language. The materials chosen for the teaching intervention are five works of art revolving around the myth of “The Abduction of Europe.” The purpose of the intervention was to kindle the students’ critical skills through thorough investigation of the art works. Apart from the artistic elements portrayed, the students were encouraged to detect how male power is depicted in the paintings and sculpture chosen. Following the observation and analysis, the students produced comics relating the theme to the present day social world. Careful investigation of the comics exhibits an overwhelming tendency to perpetuate dominant stereotypes of male power where the weak female needs to be saved by the powerful male, even in its animalistic form. These findings seem quite disturbing in the sense that students have not yet developed critical literacy skills, but accept particular aspects of the social world as “natural.” However, the overall outcome of the teaching intervention suggests that active engagement with works of art can improve the students’ linguistic skills in English and enhance motivation.

*Literacies Learning***Erasmus within the Framework of the Ionian University: Research on Identity Related Metamorphoses, Reflections and Experiences in the Context of the Mobilities 2012-2016**

Georgia Tsimpida, Ionian University, Corfu, Greece

Nowadays Europe, aiming for the borders’ breaking down and in response to the globalization of the economy and the recent immigration crisis, presents a new, more demanding Erasmus+ program concerning the university education. On the occasion of the celebration of the 30th Erasmus anniversary and the 60th anniversary of the Treaty of Rome, which reflects the importance of the year 2017, the present research conducted within the framework of the Open University (Greece), notes the importance of identities’ issues through mobility actions. The main objective was to present the general theoretical reflexion of a Europe always developing, to explore the evolutions in a cultural, social, psychological level as well as the complexity of identification and identity related metamorphoses of the Ionian University’s students of Corfu, who travel in a world facing a new barriers crisis. In particular, within the context of the six Departments of the Ionian University and the students’ future personal and professional fulfillment, the Erasmus bubble will be presented thoroughly: a practical approach of data/statistics of the period 2012-16 and the 25years experience of the Chief of the Bureau of Public and International Relations will shed light on important aspects concerning the future of the University.

*Learning in Higher Education***Learning Literacy through the Rhetorical Function of the Drum: The Place of Sound, Symbolism and Reflection**

Joseph H. Gaines, Boricua College, New York, United States

This study corroborates the need to broaden the conceptual framework from which to examine the rhetorical function of the drum in Africa and broader African diaspora. The notion of "linguaging" and "translinguaging," dynamically creative and reproductive processes--not constrained to only speech or writing to create meaning, seen through the lens of "semiotics," the study of sound, words, and body language is explored. In sum, the research cogently reveals how the African drum languages have been shown to be an influencing academic, as well as, psychosocial idiom. Continued discussion of their contribution and implications for the fields of: education, African studies, psychosocial linguistics, bilingual/bicultural studies, multicultural education, and comparative rhetoric is compelling.

*Learner Diversity and Identities*

13:35-14:50

**PARALLEL SESSIONS**

Room 3

**Alternative Learning Paths****Literacy and Numeracy Competencies of High School Students Participating in an Integrated Learning Pathway to University**

Anne Drabble, University of the Sunshine Coast, Australia

Considerable research has been undertaken to identify issues that impact on successful student transitions from high school to university, because these issues are significant to the student experience, student retention and student outcome. However, high achieving students in their final two years of high school also have opportunities to study towards a university degree while continuing to complete their high school studies through accelerated transition programs. This research involved a preliminary study of final year high school students enrolled in an Integrated Learning Pathway (ILP) at a regional university in Queensland. Data on the students' reasons for enrolling in the ILP, and their self-perceptions of personal literacy and numeracy capabilities was obtained through before and after questionnaires provided to students prior to and at the end of their ILP course work. Results from the study indicated students enrolled in the ILP program because the area of study interested them, and half of the students also felt the program would support their employment opportunities. Students scored themselves highly in the prior to course work literacy and numeracy capabilities questionnaire. However, data from the end of course work questionnaire indicated students' confidence about their personal capabilities was not as high in a number of areas. Findings of the study suggest ILP students could benefit from academic skills support during the program to maintain and continue important levels of personal confidence, and literacy and numeracy capabilities when they leave high school and transition to university.

*Learning in Higher Education***Photography as a Pedagogical Tool: Connecting the Museum with Children's World**

Nelly Askouni, National and Kapodistrian University of Athens, Athens, Greece

Aimilia Fakou, National and Kapodistrian University of Athens, Athens, Greece

Stefania Vouvousira, mentor of undergraduate students in their practicum, Faculty of Early Childhood Education, Kapodistrian University of Athens, Athens, Greece

During the school year 2014-15 an educational program aimed to familiarize children with the museum was implemented in three public kindergartens of Athens, with socioculturally different student populations. The goals of the program were to create a learning context that utilizes children's experiences and requires their active participation in the learning process, and to contribute to the mitigation of social inequality with respect to cultural goods, given that many of the participating students had never visited a museum before. During the visit children took photographs of exhibits they had chosen. They were asked later to relate these photos to objects, persons and images of their immediate environment and to photograph them as well, creating thus photography diptychs. Our paper focuses on the analysis of these diptychs. We examine what objects children chose to photograph, how these fit into their daily lives and how they relate to their subjective experience. The associative use of photography brings out children's voices and thus becomes a means for understanding their different social worlds and their active role in the learning process.

*Early Childhood Learning, Learner Diversity and Identities***Utilising the Student Experience of Learning and Teaching to Respond to Student Learning Needs in Secondary Schools**

Paul Hine, Doctor, New South Wales Education and Standards Authority, St Ignatius' College, Norwood, Australia

One of the most significant changes in the landscape of education over recent years is the democratisation of the teaching and learning process. Once the preserve of educational administrators in universities and schools, this has filtered down to classrooms where teachers and students participate in shaping the learning environment. Thousands of studies have been conducted in universities across the world associated with the statistical validity and efficacy of student evaluations of teaching and learning via University-Student Evaluation of Teaching (U-SETs), but there has been a paucity of attention and research focussed at the school level. This study developed a new instrument – the Student Experience of Learning and Teaching (SELT), which incorporates five scales relevant for the secondary school setting – Learning, Knowledge, Participation, Management and Assessment. The instrument was administered to a sample cohort of 1,741 students in 156 classes in Years 7, 8 and 10 to provide accurate and immediate feedback to teachers. Factor analysis of the instrument demonstrated support for the a priori 5-factor structure, and Cronbach's Alpha coefficient was used with each scale reporting good reliability. Thus, the instrument holds statistical validity and coherence. SELT data revealed that there were significant differences in classroom experiences, both within the same subject and across different subjects, and, that discussions between teachers and Heads of Faculty hold the potential to improve learning environments through measured intervention. This study has wide applicability for secondary schools, based upon scales and items that are believed to have relevance in every learning context.

*Assessment and Evaluation*

13:35-14:50

**PARALLEL SESSIONS**

**Room 5**

**Knowledge Ecologies**

**Teaching Qualitative Research Methodology at the Catholic University of Korea: Introducing the Political Strategic Analysis of Culture**

Benedict DeDominicis, Associate Professor of Political Science, Catholic University of Korea, Bucheon-si, Gyeonggi-do, South Korea

The CUK Spring Semester 2017 undergraduate course, "Methodology for International Studies" was a practical, project-based course that aimed to help students better understand how perceptions, attitudes and values of political actors influence their political behavior in the context of political, economic and cultural globalizing processes. Students gathered information and data about a political actor, namely an international student at the Catholic University of Korea, to analyze his or her identity and behavior. The course outcome objectives in terms of student learning included the following: Demonstrate greater critical awareness of the predominant theoretical perspectives for orienting the analysis of cultural groups in relation to globalization; Gain an understanding of the current state of qualitative approaches to social science analysis; Demonstrate more effective written and oral communication skills for political analysis for distribution to different stakeholders; Demonstrate greater student ability to exploit new information technologies for student learning, community development and career advancement.

*Pedagogy and Curriculum*

**Social Representations Regarding the Graduation Profile of the Differential Education Career and Its Social Public Function**

Nathaly Vera Gajardo, Temuco Catholic University, Temuco, Chile

Social representations create cognitive systems, which are organized from stereotypes, values, norms, personal forming ourselves as individuals within society. In this context, this research paper aims to identify which are the social representations that students have entering the first year of the career of Special Education Teacher respect to the identity of the professional who wishes to form, and then interpret and contrast them with the Graduate Profile established by the Catholic University of Temuco, analyzing the public and social function of this profile. The research considered as first year students research subjects and data collection was performed using interview techniques and semantic networks; which were applied to two groups of participants. The results show that the subjects have a greater knowledge regarding the general competences of the profession, but not of the specific ones, relating the concept with the role and not with the discipline.

*Assessment and Evaluation*

**Research to Action**

Priscilla Wallace-Boerger, Department Chair & Graduate Program Director, Education, Regis College, Weston, United States

Marsha Glines, Regis College, Weston, United States

We will explore how doctoral candidates, as scholarly practitioners, conduct their research to create a dissertation with the intent of applying their findings in their field of education; thus putting theory to practice. As future leaders of higher education, such research affords doctoral candidates the opportunity to take on identify a problem that they will investigate, research, develop a solution, and put the solution into action. Framed around questions of equity, ethics and social justice this model seeks to develop its doctoral candidates into leaders who: will bring about solutions to complex problems, construct and apply knowledge to make a positive difference in higher education, and emphasizes the generation, transformation and use of professional knowledge and practice.



13:35-14:50

**PARALLEL SESSIONS****Room 7****Teacher Preparation****Microteaching as Formative Assessment for Pre-Service Teachers**

Shane Cavanaugh, Professor, Teacher Education & Professional Development, Central Michigan University, Mt. Pleasant, Michigan, United States

Kristina Rouech,

The purpose of this research was to examine the effectiveness of using microteaching as a formative assessment for pre-service teachers in student teaching seminars. Qualitative evidence included analysis of approximately 100 students' written reflections and instructors' observations.

Microteaching is a tool for teacher training used with pre and in-service teachers as a way to examine their teaching practice. Studies have found microteaching to be a high impact teaching practice in terms of student achievement. Typically, it involves teaching a portion of a lesson with a particular focus on a pre-determined teaching skill (i.e. leading discussions), video recording a portion of the lesson, and reviewing short clips with a group of peers and/or experts for analysis and reflection. By using microteaching videos with self and peer-review, student teachers can actually see what is happening rather than reflecting on what they thought happened. For this reason, our university has begun using microteaching in all student teaching seminars as a formative assessment - students analyze aspects of their teaching, reflect on their progress, and make plans for improvement. This study found that using facilitated video microteaching is an effective way to encourage student teachers to critically reflect on their emerging teacher practice.

*Learning in Higher Education*

**Social Capital through Teacher Preparation: A Case from the Northwestern United States**

Anita Bright, Associate Professor ESOL Program Coordinator, Graduate School of Education; Curriculum and Instruction, Portland State University, Portland, United States

Kimberly Ilosvay, Assistant Professor and Literacy Programs Coordinator, Education, University of Portland, Portland, Oregon, United States

Despite public pressure for neoliberal approaches to teacher preparation, there remains an urgent and growing need for educators to be prepared to challenge the status quo and work to dismantle instantiated structures that are oppressive and/or marginalizing to students and families of color. To this end, this case examines an assignment for teacher candidates in the Pacific NW of the US intended to interrupt the current obsession with pragmatism and build a community of educators as informed intellectuals and activists.

*Learning in Higher Education*

**Preparing Tomorrow's Teachers Today: Designing Teacher Education for Learning and Impact**

Teresa Angelico, University of Melbourne, Melbourne, Australia

Larissa Mc Lean Davies

Lorraine Graham

Elizabeth Mckinley

In a rapidly changing and increasingly complex global era there is a need to rethink established teacher education programs and reframe decision-making and practice. This presentation reports on the introduction of an Australian university led ITE program, designed to better prepare pre service teachers to work in diverse and ever-changing educational environments. To that end, the clinical approach to teacher education was established to enable ITE students to build their capacity to teach for growth for all students using an inclusive, developmental, strengths-based approach that utilises deep learning. The clinical approach to teaching requires ITE students to deliver quality teaching and ensure equitable outcomes for all students. It supports them to develop 21st century eLearning skills, to reflect critically on the ways in which educational theory and research informs teaching practice and to demonstrate 21st century skills. The clinical approach to teaching therefore provides the overall theoretical framework for the design, delivery and evaluation of the university led ITE program. It takes an evidence based approach to curriculum, pedagogy and assessment; delivers through partnerships with early childhood education providers and schools; and focuses on assessing teacher performance. A research project has been established to determine the impact and effectiveness of the program.

*Learning in Higher Education*



13:35-14:50

**PARALLEL SESSIONS****Room 8****Culture and Community****Supporting Ethnic Cultures and Languages: A Role for Public Schools in Multicultural Societies**

Kas Mazurek, Professor, Faculty of Education, University of Lethbridge, Lethbridge, Alberta, Canada, Lethbridge, Alberta, Canada

Fostering a shared social identity is a primary objective of publicly-funded schools. As western democratic nations become increasingly culturally and linguistically diverse, the possibility of societal fragmentation is a worry expressed in the media, by dominant groups, in populist political discourse, and among policy makers. At one end of the spectrum of opinions on the appropriate role of public schools in the new reality of pluralism is a call for public schools to focus on assimilation. At the other end, proponents embracing the rise of multiculturalism call on public schools to become microcosms of their societal environment. The debates between these poles can be bitter. For forty six years now Canada, demographically a "new immigrant" country marked by tremendous social diversity, has explicitly and proactively embraced multiculturalism as a foundational core of its national identity. This orientation permeates all public and institutional structures, including public schools.

*Learner Diversity and Identities***The Role of Community Education in Achieving the Goals of Education for Sustainable Development in Japan**

Hao Nguyen, Vietnam National University

Education for sustainable development (ESD) was approved by UNESCO since 2002 and was implemented worldwide since 2004. As one of the leading countries that endorsed and deployed ESD nationwide, Japan took much of effort to enhance the awareness of ESD among the population. However, there is still existed a big gap between advantaged and disadvantaged regions, between formal education and informal education (or social education) in acknowledging of ESD and ESD implementation. This research was conducted with the inclined focus on ESD's implementation in the rural areas of Japan (the case study of Kodani village, Higashi Hiroshima town, Hiroshima prefecture). The preliminary result revealed that Community education, as a grassroots level of social education in Japan, recently has been emerging as a substantial factor in enhancing the ESD's comprehension of the people in the disadvantaged areas. Moreover, the ESD's practice has been carrying on by the Bottom-up process, and it seems that it works effectively in the small-scaled communities areas. This research is expected to contribute an empirical experience of ESD's implementation in the other disadvantaged areas in Japan.

*Adult, Community, and Professional Learning***US Middle and High Schools Face Opioid Crisis: Addressing Challenges of Teachers, Administration and Community from the School Nurse Teacher's Perspective**

Rita Kenahan, University of Houston-Victoria, United States

The essential role of the School Nurse Teacher (SNT) in the U.S. is to manage the acute and chronic health conditions of the students they serve to allow faculty and school leaders to teach and lead. The recent drug addiction crisis presents new and complex challenges to the SNT.

Demographics on drug addition and overdose indicates an increase in ages 12-17 and 18-26. SNTs must learn methods to detect drug use and addiction, clinical management of drug overdose, as well as methods to manage students, families and teachers beyond crisis toward healthier lifestyles. Education, training, counseling and administrative support are required to help SNTs and the populations they serve to ameliorate the epidemic. One SNT's experience with this crisis in a K-12 school system in the Northeastern U.S. will be presented.

*Adult, Community, and Professional Learning*

13:35-14:50

**PARALLEL SESSIONS****Room 9****Reflective Instruction****What Does It Take Using Digital Tools to Improve Student Writing**

Sweety Law, California State University, East Bay, California, United States

Employers have continually indicated that writing instruction is much needed in higher education across all majors. It has become more imperative to better prepare our graduates for professional success in an age of increasing writing necessity, data analytics and reporting, and technical sophistication. Writing assessment in a class setting has learning goals and needs to be differentiated from a mass testing approach. When learning to write well, especially relating to subject-specific content, feedback is necessary. Performing analysis and evaluation, then providing explanation and recommendations takes time. Newer digital tools can allow for providing formative feedback; and therefore transparency about grading as well. Among teaching tasks, grading assignments consumes the majority of online faculty time. This study identifies what type of online grading could take up the majority of faculty time and specifies estimates of time needed for such grading. In adopting an optimal combined formative and summative assessment model, faculty workload remains high. Results of the study might help develop more sound policies of academic support. Faculty might use the study's information for better curricula planning and improved support of student assistants.

*Assessment and Evaluation***Indigenizing Resilience through Alternative Education**

Karen Saccalan, University of the Philippines, Quezon City, Philippines

The provision of alternative education is a desirable opportunity for children and youth who are at-risk. It gives students the aspiration and drive to achieve their dreams and goals in life. But establishing an educational system with curriculum flexibility may not necessarily be the only influencing factor that these children and youth at-risk need in order to be educated in their pursuit of a successful career. There are certain issues unexamined from the sociological point of view. Alternative education becomes the means, but ultimately the course of finishing a life goal substantially requires a great deal of resilience on the part of the learner. The layering of unique realities was explored in this study which unpacked cultural values transmitted through course of social relationships. The lived experience through narratives of five social actors using thematic analysis presented deeper meaning and understanding of education. Evidence revealed that there is the indigenization of resilience which became the central point of argument. The realized issues of poignant realities in the learning process have permeated within the social structures that is being dealt upon by alternative education.

*Pedagogy and Curriculum***Our Better Angels: Education for Personal and Social Transformation**

Deborah Natoli, University of Southern California, Los Angeles, California, United States

"What does psychoanalysis offer education?" In "Lost Subjects, Contested Objects: Toward a Psychoanalytic Inquiry of Learning" (1998), curriculum theorist Deborah Britzman claimed a classroom provides means to "craft and alter the self" (p. 3). Our time of social turbulence calls for reframing how educators promote knowledge and design learning experiences for greater collective moral accountability. Research conducted on "how leaders think" grounded theory and model for successful implementation of curriculum in K-12 and university systems and validates the importance of incorporating psychoanalytic and depth psychological principles in our pedagogies across the curriculum. Content and instruction about how human beings think, act, learn, and grow as mental agents enhances personal development and promotes social consciousness in a global world where ethno-nationalist intolerance is becoming more pervasive. Virtues such as empathy, good judgment, and moral living are represented in the mind as higher-order self-states and reorganize personal identity with greater integrity. Learning programs can support students to recognize and regulate emotions, check interpretations and biases, and be mindful about decisions and actions for an improved quality of life. Our public, political, and policy sectors are not necessarily cognizant of a psychic reality: "to change the world, we change our minds."

*Pedagogy and Curriculum*

Friday, 22 June

13:35-14:50

**PARALLEL SESSIONS**

**Room 10**

**Epistemologies**

**It's Just Good Teaching!: Challenging the Hegemony of the Learning Outcomes Movement**

William Pelech, Professor, Faculty of Social Work, University of Calgary, Calgary, Alberta, Canada

There is a movement sweeping across educational settings and social service programs alike. Although it manifests in a variety of names, it can more generically be described as the outcomes based movement. It is a movement that, when fully implemented in social work educational settings, requires that each instructor gosesteps backwards from learning outcomes to learning activities, ensuring that each component in a course is aligned in lockstep fashion. In social work, we are expected to critically reflect upon what we do and how our actions are congruent with our social work values. We are expected to question received truths. At the same time, as Stoller (2015) notes: Over the last 20 years, the use of definable and measurable learning outcomes has increasingly become a requirement for justifying curricular and pedagogical practices. To suggest the opposite... would be to appear on the wrong side of logic: as anti-transparency, anti-science and anti-growth. (p. 317) Implicit in the hegemony of the learning outcomes movement (LOM) is an underlying distrust of the ability of educators. There is an attempt to control through standardization, what is a complex, contextual, and creative educational project, producing a well-oiled and efficient educational machine. This presentation serves to disrupt the values neutral appearance of the LOM. We will compare and contrast the (LOM) with other curriculum approaches.

*Pedagogy and Curriculum*

**Dance and Art as Education : Aesthetic Experiencing, Aesthetic Literacy and Subjectivity in Education**

Paul Moerman, Södertörn University, Stockholm, Sweden

This paper makes a strong statement on arts as education. Ontological and epistemological questions are raised on how to describe and understand the nature and reciprocity of artistic activity such as dance in an educational setting. A theoretical framework is drafted, linking Dewey's concept of aesthetic experience to Biesta's ideas of subjectivity as becoming and being in dialogue with the material and social world. Data from a field study with preservice teachers and a large number of observation data from lessons involving dance are analysed. The paper discusses aesthetic literacy, and places aesthetic experiencing at the core of relations shaped between teacher, learners, subject content and the surrounding world.

*Pedagogy and Curriculum*

**Experiential Learning Assessments: Extending Learning to Authentic Learning Spaces**

Desiree Scholtz, Cape Peninsula University of Technology, Cape Town, Western Cape, South Africa

Vocational education is characterised by incorporating experiential learning as a compulsory component of curriculum. This allows for the alignment of theory and practice, as well as extending the learning space to an authentic work environment. One of the critical issues of a successful experiential learning experience is the assessment thereof. This paper reports on a review of experiential learning assessments in terms of their efficacy in meeting assessment criteria as required. Interviews with lecturers and a review of assessments of four management diploma programmes were subjected to content analysis using the exit level outcomes of the qualification for coding. The literature on workplace learning and crossing boundaries from the classroom to the world of work formed the backdrop for data analysis and discussion. The themes that emerged from this study revealed that experiential learning was viewed as a separate module, managed independently from the programme of study, and that assessments and work experiences differed depending on the placement opportunity. The import of this presentation resides in the need to evaluate current practices to ensure that experiential learning is an extension of the process of learning and should by no means be a disparate module for compliance purposes.

*Pedagogy and Curriculum*



13:35-14:50

**PARALLEL SESSIONS****Room 12****Supporting Transitions****Student Whisperers: Pathways to Success in Higher Education in Australia**

Rob Townsend, Federation University Australia, Ballarat, Australia

This paper focuses on the transition experiences of students entering Higher Education (HE) via a vocational educational and training (VET) pathway or a return-to-study pathway at two regional institutions in Australia. The experiences and reflections of students and staff are represented in case studies and a thematic compilation of experiences. A critical approach to research and reflection questions the traditional separation of theory and method, interpretation, and data, subjective and objective, and ethics and science. The research revealed a growing category of higher education students being the first; students who have no family history of post-secondary education coined the term “the firsts” to describe themselves. They are the first in their family to go to TAFE and now the first to go to University. Some have extended family members who have post school qualifications but no one in their immediate family. For “the firsts”, their personal confidence that they could be successful in tertiary education is a primary barrier. Educators linked to these cohorts coined themselves as “bogan whisperers” or “student whisperers” to describe their relationship with these students and the range of activities that is incorporated into higher education in a regional context.

*Learning in Higher Education***Understanding of the Role Played by Family in First Year Students' Transition to University**

Nosisana Patricia Mkonto, Cape Peninsula University of Technology, Cape Town, South Africa

Majority of first year students experience the transition from school to university as challenging. First generation students are the most susceptible in this transition. Awareness of students' family circumstances can help academics to gain a deeper understanding of who their students are and how best to support these students. This understanding will encourage the academics to take reasonable steps to reflect on their practices.

Awareness and understanding students' family circumstances can assist in identifying students' risk factors and facilitate smooth transition into the university. This in turn make the students feel welcome at the university and acquire a sense of belonging. This paper draws on Bourdieu's (1984, 1990) cultural capital in order to understand students' family circumstances. A questionnaire comprising of fourteen questions was administered to 800 first year students at a University of Technology. This was followed by focus group discussions to dig deeper on the responses given in the questionnaire. The findings of this study revealed that students' family circumstances do play a role in first year students' into university. *Learning in Higher Education*

**Artificially Intelligent Online Learning Platforms**

Matthew Montebello, Lecturer/Senior Lecturer/Associate Professor, University of Malta

Online learning platform have been evolving ever since the Web enabled distance learning and computer-based instruction to use the Internet as a communication medium. Different generations of online platforms followed the evolution of the web as well as the progress in technologies. In this paper we look into the application of Artificial Intelligence to e-learning as we are witnessing the next generation of online learning platforms. We use a case-study to portray a number of different intelligent functionalities while adopting a reflexive ideology whereby learners have full control of their learning environment.

*Technologies in Learning*

**Friday, 22 June**

14:55-16:35	<p><b>Roundtable - "A Multimodal Educational Intervention in a Divided Society"</b></p> <p>A twenty-year multimodal educational intervention is described addressing the Muslim minority children in Thrace --a North-Eastern Greek province. Locked within the wider Greek-Turkish conflict this territorial minority has suffered oppressive policies, has been marginalized and left, up until twenty years ago, virtually uneducated, with very limited knowledge of the Greek language and, consequently, with no voice.</p> <p>The intervention runs mainly, in parallel with formal education comprising teaching of Greek as a second language, development of multiple educational materials, compensatory classes, teacher training and extensive work with the community. It is a complex task, taking place amidst antagonistic political interests with deep historical roots. It has remained committed to the notion that a socially cohesive, democratic community rests on the potential of promoting mutual enrichment and citizenship, as well as the improvement of school performance.</p> <p>Set within the cross-fertilization of practice-invested theory with theoretically oriented practice, practitioners in the field narrate their long experience of working with minority children and their communities: Reading and writing as social acts are supplemented with other modes of communication including oral, visual, audio, gestural and spatial. Teacher supervision aims at empowering teachers in improving instruction of linguistically and culturally diverse students and at the cultivation of reflective practices. Greek classes for women go hand in hand with their emancipation. Everyday trips of the mobile units apply literacy pedagogy to children in isolated settlements. All educational practices ultimately aim at strengthening agency, and at challenging hegemonic representations serving the maintenance of the given social order.</p> <p><b>Coordinator</b> Thalia Dragonas, Professor of Social Psychology, National and Kapodistrian University of Athens.</p> <p><b>Contributors</b> Irimi Asimakopoulou, Secondary school teacher, MA in Education and Human Rights, affiliate of the project "Integration and Education of Muslim Children", Chara Dafermou, Assistant professor in early childhood education and teaching approaches, National and Kapodistrian University of Athens Anastasia Demetriou, Primary school teacher, MA in Education and Human Rights, 5th Primary school (Korydallos), affiliate of the project "Integration and Education of Muslim Children" Olga Katsiani, Social worker, affiliate of the project "Integration and Education of Muslim Children" Victoria Lagopoulou, Primary school teacher, MA in Education and Human Rights, 1st Primary school (Alimos), affiliate of the project "Integration and Education of Muslim Children" Maria Zografaki, Secondary school teacher, Ph.D in Sociology of Education, 2nd Secondary school (Nea Moudania), affiliate of the project "Integration and Education of Muslim Children"</p>
16:35-16:50	<b>End of Sessions</b>



**Saturday, 23 June**

08:30-09:00	<b>Conference Registration Desk Open</b>
09:00-09:15	<b>Conference Update - Phillip Kalantzis-Cope, Chief Social Scientist, Common Ground Research Networks, Champaign, USA</b>
09:15-09:50	<b>Plenary Session - Alexandra Androussou, Associate Professor, Early Childhood Education Department, University of Athens, Greece</b>
	<p><b>"Learning Through the Experience of Refugee Education"</b></p> <p>Alexandra Androussou is Associate Professor of teaching methodology at the Department of Early Childhood Education, at the National and Kapodistrian University of Athens. Her main research topics concern teaching practices, teacher training, and intercultural education. She has organized many training programs in a variety of educational contexts. She is also involved in the development of educational material for children in both electronic and conventional form, and in the production of educational materials for teachers. Since 1997 she has been a member of the five-member Scientific Committee of the Muslim Education Program (<a href="http://www.museduc.gr">www.museduc. Gr</a>). Since March 2016 she has been Vice Chairman of the Scientific Committee for the Support of the Education of Refugee Children of the Ministry of Education, Research and Religious Affairs in Greece. Also, from October 2015 to the present day, she is the head of educational intervention at the Refugees Camp of Eleonas, in Athens, for the children of the refugees.</p>
09:50-10:20	<b>Garden Conversation</b>
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.
10:20-11:35	<b>PARALLEL SESSIONS</b>



**Development of Japanese L2 Content Questions in an English Language Background Child in Australia**

Satomi Kawaguchi, Associate Professor, School of Humanities & Communication Arts, Western Sydney University, Penrith, NSW, Australia  
Junko Iwasaki

This longitudinal study examines the acquisition of Japanese L2 content questions in an English-speaking background Australian child between age 7;0 and 8;9 comparing emerging patterns with monolingual (Clancy 1985) and simultaneous bilingual first language (BFL) acquirers (Di Biase & Itani-Adams 2016, Mishina-Mori 2005). Possible Cross-linguistic influence on word order is also examined. Our informant, John, acquired English from birth and learned Japanese from age 6;3 when he was enrolled in a Japanese primary school in Australia, hence he learned his L2 in a naturalistic environment. Using natural conversation and elicitation tasks speech data was collected over 26 sessions, beginning 9 months after enrolment and was examined in terms of the Prominence Hypothesis (Bettoni & Di Biase 2015) within Processability Theory (Pienemann 1998). The child produced 373 content questions including nani (what), doko (where), doshite (why), and dare (who). After producing single word questions, content question appeared with copula sentences followed by lexical verbs. Most of them were formed with the question word in-situ. The acquisitional sequence was consistent with the Prominence Hypothesis similarly to the simultaneous bilinguals. However, unlike the error-free acquisition in monolingual and simultaneous bilinguals, John produced errors relating to case particles in his content questions.

*Early Childhood Learning*

**Leveraging CMS-Based Technologies for Teaching Mandarin Chinese Pronunciation**

Weihsun Mao, Ohlone College, Newark, United States

Pronunciation is one of the most complicated yet important aspects of teaching Mandarin Chinese as a foreign language. Successful communication cannot take place without correct pronunciation, and poorly pronounced speech may disorient the listener and inhibit comprehension. "Pronunciation should be taken more seriously, not just for its own sake, but as the basis for speaking and comprehending." (Cook 2001) Pronunciation is particularly challenging for non-heritage students of Chinese, who face the double challenge of learning to produce novel sounds as well as mastering an unfamiliar tonal pronunciation system. In Chinese, different levels of pitch and contours of pronunciation engender vastly different meanings; therefore, the role of tonal accuracy in the development of spoken competence in Chinese cannot be underestimated. Combining phonetic and phonological principles with firsthand experience teaching Mandarin online, I argue that properly leveraging built-in technologies in CMS can help learners build a strong foundation in pronunciation at the beginning level, which provides long term benefits. I will discuss how technologies used for Mandarin pronunciation teaching/learning are related to corresponding linguistic theories, and demonstrate how these technologies can support online Mandarin Chinese teaching/learning with a focus on pronunciation. I present a paradigm that links many nuances/features of good Mandarin pronunciation teaching/learning with the technologies integrated in and facilitated by the CMS.

*Technologies in Learning*

**Learning Context and L2 Acquisition of Chinese Word Order**

Yanyin Zhang, Canberra, ACT, Australia

The one-year longitudinal study compares the L2 acquisition of four key Chinese sentence structures in the foreign language (FL) and the target language (TL) settings respectively. The four sentence structures are a) canonical [SVO], b) Object-initial [OSV], c) Object-preverbal [SOV], and d) the BA structure [S BA-OV]. They are located at three stages of the processability hierarchy according to Processability Theory (Pienemann 1998, 2005). The study addresses two questions: whether they are acquired in the predicated sequence in both learning contexts; whether the TL context facilitates faster acquisition? The speech data came from 6 zero-proficiency Chinese language learners at two universities: 3 in China and 3 in Australia. The results show no impact of the learning setting on the acquisition sequence. Impact is found in the acquisition rate. The learners in Australia appeared to progress faster as measured by classroom contact hours and by instructional weeks. The findings confirm previous research that the TL learning context does not exert influence on L2 grammar development, and that the FL context is at no disadvantage in this regard.

*Learning in Higher Education*



**New Insights****Learning from the Educator's Perspective: The Lived Experience in Learning of Educators in Accredited Programs in Australia**

Christine Chinchon, PhD Candidate, Macquarie University, Sydney, Australia

A number of researchers have suggested that the aim of teaching is to create opportunities for learning. However, learning is a complex phenomenon and poorly understood. This study used phenomenography to identify the qualitatively different ways in which educators in accredited programs in VET and HE in Australia perceive and conceive of learning. Semi-structured interviews were conducted with 18 educators and their responses analysed using iterative phenomenographic data analysis. The results gained from this study add new insights into learning and the way educators appreciate it in their roles as professional educators, learners, and mentors. By disseminating these new insights, this study further clarifies the phenomenon of learning and aspects that matter when creating opportunities for learning.

*Learning in Higher Education*

**Tabula Rasa in Machine Learning and Human Learning**

Seung Hwan Kim, Chungbuk University, Chungbuk, South Korea

Artificial Intelligence AI, AlphaGo Zero, starts with Tabula Rasa. Epistemological idea Tabula Rasa, blank slate, means that all most all the human knowledge comes from experience. Through experience, human being accumulates knowledge and data. According to the Behaviorism, experience is S-R (stimuli-response) processing. It reminds us of Pavlov's dog. Dog has trained with stimuli and response repeatedly and has internalized his behavior. In this Behaviorism idea, human is like to be an animal and a machine. Same as machine, human can be trained with positive reinforcement and positive punishment. Machine Learning is high and cutting edge technology supervised by human. As can be seen in Deep Mind Learning system, Machine Learning surpasses Human Learning in some field. In this new learning environment, human value fluctuates a lot. It leads us to the ontological question "what is human being?" and "human learning is useless or not?" From the questions, we should think again what is difference between Machine Learning and Human Learning? AlphaGo Zero's Machine Learning system follows experimental process. It focuses on a posteriori cognitive learning as in Empiricism and Behaviorism.

*Technologies in Learning*

**Two Cups of Empathy?: Reporting on Two Professional Sessions to Build Empathy between Instructors and Students**

Zoë A. Meletis, University of Northern British Columbia, Prince George, Canada

Melinda Worfolk, Instructor, Academic Upgrading (English), College of New Caledonia, Prince George, British Columbia, Canada

Our theoretical framework posits that empathy-building can be a helpful tool for the classroom, since a disjuncture between student experience and instructor understanding can lead to an empathy gap that inhibits good teaching. Our presentation is about two professional development workshops for instructors, facilitated at the 2016 and 2017 University of Northern British Columbia/College of New Caledonia joint Teaching and Learning Conferences. In these workshops, instructors took on the role of students by participating in simulation and role-play activities. In one activity, participants wrote a timed test in a discipline outside their subject area. In another, they alternated taking on a student role and an instructor role in various hypothetical scenarios. After all activities, participants were given the opportunity for individual reflection and group debriefing. After each workshop, participants expressed that the activities had helped them to reflect on their past experiences with students, and to think about ways of increasing their empathy in future dealings with a diverse range of students. Based on the positive responses of the participants in the workshop sessions, we believe that the use of role play/simulation can be a valuable component of professional development for instructors in higher education.

*Learner Diversity and Identities*

10:20-11:35

**PARALLEL SESSIONS**

Room 5

**Ubiquitous Learning****Changing Shape of Sites of Learning**

Janis Massa, Lehman College, CUNY, New York, New York, United States

Centrally-planned educational policies, pedagogy, and practices, are evolving, no longer limited to teachers standing in front of a room delivering content to students. The ubiquity of the internet, wireless networks and other technologies have torn down the walls of the classroom, morphing it into a variety of unconventional, location-independent, learning settings. New models of online and hybrid learning can provide learning options and individualized instruction for students, with the goal of increasing engagement and achievement. School settings can be adjusted to respond to complexities of increased diversity, globally, by drawing on daily, lived experiences of students. Project Learning, to be presented, here, serves as a model of inquiry-based learning, designed to bring students' realities into the classroom while actively linking new concepts and skills to the existing knowledge base. The Project has been field-tested by this researcher at the two diverse sites in the U.S. Implications confirm that students' background and current realities must constitute the basis of policies, practices and pedagogy for teaching and learning to occur (Massa, forthcoming). Students in classrooms located in highly distinct areas of the U.S., conduct joint research on a common aspect of their respective communities, ranging from historical, cultural, urban/rural development, or other. A collaboratively written Research Paper provides opportunities for partners to negotiate a common topic, develop research questions, organize the paper, showcase communities in which the students live-- and bring that reality into the classroom. Digital technology facilitates students in creating a secure web site to disseminate information via Instagram. Two team members video conference via Google Talk, participate in threaded dialogue, and exchange pertinent documents. Google Earth permits students to display aspects of their communities with 3-D present-time geographic representation; local Project liaisons coordinate the time difference in both diverse areas.

*Educational Organization and Leadership***Lived Experiences of Students and Professors in a Blended Learning Graduate Program: A Case Study of a Canadian Faculty of Education**

Maurice Taylor, University Ottawa, Ottawa, Canada

The purpose of this study was to explore the current experiences of students and professors in a Faculty of Education graduate program that has adopted blended learning. It was also intended to uncover some of enablers and constraints faced by faculty administration in implementing a university wide blended learning initiative. Using a qualitative case study research design, a large faculty of education in a mid-sized university in Eastern Ontario, Canada was the site of the investigation. A constant comparative data analysis technique was used on three data sources were: key informant interviews, artifacts and field notes. Results indicated that the graduate student has specific learning requirements that necessitate attention to certain aspects of this new teaching method and that professors who teach in a blended learning format are working towards meeting the needs of such students. Enablers and constraints from an administrator's perspective in further developing blended learning are also addressed.

*Learning in Higher Education, Technologies in Learning***Generating Opportunities for Learning in Online Higher Education: A Digital Learning Ecologies Perspective**

Mitchell Peters, Doctoral Candidate, Open University of Catalonia, Madrid, Spain

In the rapidly evolving world of online higher education, there is an urgent need to actively and reflexively examine the interconnections and complex relations between what is learned in formal university scenarios and the everyday informal learning that happens in virtual contexts. Among the most significant (and solvable) challenges impeding technology adoption in higher education is connecting learning across formal and informal scenarios. The connectivity and ubiquity of digital culture have become integrated into our daily lives, changing our behaviours and everyday learning habits, while also offering expanded and emerging learning scenarios. The current study uses a qualitative multi-case study to examine and systematize the components that configure the digital learning ecology of online higher education students. It will use in-depth semi-structured interviews, online ethnographic techniques, and a digital survey to identify and systematize how students configure and activate the different components of their digital learning ecologies to generate opportunities for learning across formal and informal contexts. This paper presents initial results of a multi-case study through discourse and content analysis of initial interviews and online participant observation of case study participants. As the majority of all learning in present and future settings will be both online and situated in ever-shifting physical and virtual contexts, it is the argument of this research that an ecological perspective in online higher education, represented through a digital learning ecologies conceptual framework, will prepare students for the demands of a complex, dynamic and interconnected global society.

*Learning in Higher Education*

**New Directions in Teaching****Teacher Emotion: A Key Component of Education**

Hanwei Cheng, Master, Department of Education, University of Nottingham

Teachers' emotion is a double edged sword—it can either prompt teaching activities or do harm to it, and it is therefore important for us to explore this issue and ensure emotion is applied appropriately in daily teaching practice. Based on literature review as well as author's personal experience, this research examines the ways teachers' emotion influence students, teachers and the teaching practice as a whole. As it turns out, teachers' emotion is closely related to a variety of issues such as teachers' job burnout, and the emotion itself is influenced by various factors under the teaching context. Possible solutions to solving teachers' emotional problems, as well as potential methods of putting emotion to good use, are proposed according to the findings.

*Pedagogy and Curriculum*

**Towards Understanding the Language of Reflection**

Yulia Muchnik Rozanov, Achva Academic College, Arugot, Israel

Constant search for the best training methods raising the competence of novice teachers has always been a central issue in pedagogical discourse, and the analysis of student-teachers' reflective reports may point at particular methods and practices that tend to cause novice teachers' professional growth. Extensive research has employed open content analysis methodology to scrutinize students' reflective reports in order help their mentors optimize the training process. However, the open content analysis approach might sometimes overlook implicitly conveyed concerns and anxiety that novice teachers tend to feel and may as well be insufficient to follow complicated processes, such as identity shaping or professional empowerment. The current study suggests a range of linguistic markers to be observed throughout the students' reflective reports that could indicate the areas requiring mentors' particular attention in order to enhance the students' professional growth and empowerment. The proposed and further particularized Systemic Functional Linguistics (SFL)-based methodology has been applied to the analysis of the reflective reports by the first-year students in the science teaching track of one of the teaching colleges in Israel. Three case studies have been analyzed emerging distinctive linguistic markers that point at internalization of the material taught, the process of identity change, and the student-teachers' positioning. We believe that the suggested methodology may serve as a supplementary but effective means of identifying the crucial issues in the students' training process.

*Learning in Higher Education*

**Professional Course on Primary Teachers' PCK Development within Inquiry Learning Approaches**

Maria Chaitidou, University of Western Macedonia, Kozani, Greece

Anna Spyrtou,

Katerina Dimitriadou,

Petros Kariotoglou, Associate Professor/Professor, Department of Early Childhood Education, University of Western Macedonia, Thessaloniki, Greece

This research focuses on the development of Pedagogical Content Knowledge (PCK) in four primary teachers during a professional learning course. The course consists of two parts: a) a theoretical framework, concerning the explicit introduction of PCK in inquiry-based learning, and the teachers' engagement in a Teaching-Learning Sequence (TLS) concerning Material Science; a practical phase during which teachers designed and implemented their own TLS in real classrooms. We assume that if the teachers are explicitly familiarized with the PCK components, namely Pedagogical Knowledge, Content Knowledge and Context Knowledge, and if they reflect on their own PCK along with the implementation of the aforementioned TLS, then their PCK will be developed towards the use of multiple inquiry learning environments in their teaching practices. Educational material for the explicit PCK introduction was developed consisting of worksheets, reflective tasks, Power Point transparencies and a teacher's guide. Data were collected by the use of tools such as Content Representations (CoReS), semi-structured interviews, classroom observations and the researcher's notes. Content Analysis was employed in the data analysis procedure. Results indicated that teachers fruitfully designed and implemented inquiry approaches such as modeling and using tools to gather, analyze and interpret data.

*Science, Mathematics and Technology Learning*

**Change Initiatives****In a Time of Educational Turbulence and Change: Requiring More Than the Humdrum of Effective Leadership**

Molly Van Niekerk, North-West University, Potchefstroom, South Africa

Educational leaders by virtue of their position are influential leaders and affect school direction. In a time of educational turbulence and change principals are forced to adapt their leadership practices. Effective principals are usually measured according to a practice perspective and an impact perspective. Principals are therefore required to have the right focus of change and tailor their own leadership practices based on the magnitude of change they are leading. Research on principal effectiveness is needed as changes in principal's roles and society have raised new and challenging questions about principal effectiveness. The focus of this study is on the requirements for effective leadership in a time of educational turbulence and change. This study implemented qualitative research through in-depth- and focus group interviews and formed the basis for an interpretative perspective. Purposive sampling across four provinces in South Africa allowed principals, educators, school management teams and district officials to reflect on issues regarding effective leadership. The Principal Impact- and McREL's Balance Leadership Framework formed the structure for this study and guided the researcher in identifying additional variables that an effective leader needs to consider. Recommendations to ensure effective leadership in time of turbulence and never ending change are presented.

*Educational Organization and Leadership*

**Leadership Strategies for Effecting Change in South African Higher Education**

Naziema Begum Jappie, University of Cape Town, Cape Town, South Africa

Higher education institutions are currently undergoing phenomenal changes driven by the stakeholders like the students and workers, evident in the student protest actions of 2015 and 2016. Historically social movements fought for various aspects of social justice, identity, human rights and democracy, which is still evident in South Africa today. Higher education leadership have strived towards playing a role in building democracy and ensuring financial sustainability of universities. Post 1994 universities adopted a corporate culture which required commitment from all staff and students to succeed. Academics and support staff struggle, on occasions, to identify what it is they want to do and even to identify who are the customers. A case study of a comparison between two South African higher education institutions will be used to demonstrate how demands by students and workers have generated leadership to rethink the institutional agenda in a changing environment. This will be qualitative study of senior leadership at two institutions in the Western Cape and will include interviews and document study.

*Educational Organization and Leadership*

**International Doctoral Education : Exploring Students' Lived Experiences and Complexities in Navigating their Research Journeys**

Annabella Fung, Research Assistant, Faculty of Education, Monash University, Melbourne, Australia

This research springs from an initial investigation of the first international higher-research forum in 2015 between two education faculties at Monash University in Australia and the University of Hong Kong. Unlike the prior published study from this project which focused on an older local and international student cohort (aged 35-60, Fung, Siu & Southcott, 2017), this pilot study explored a younger cohort of doctoral students (aged 25-45). Interpretative Phenomenological Analysis (IPA) was used to explore participants' self-reported experiences concerning the motivations and challenges of mature-aged doctoral students. The findings have significant implications for global doctoral program development, funding and admission policies, scope and quality of educational offerings, international exchange forum organizations, academic enhancement and cross-border research collaboration. It is recommended that mature students require greater emotional support in addition to financial sponsorships in terms of scholarships and stipends. Offering postgraduate research students part-time positions at their home institutions could foster their capacity building and enable early socialisation and successful transition into academia.

*Learning in Higher Education*

**Designing Instruction with a Heart: Integrating Affective Learning for Adult Online Learners**

Leni Casimiro, Director, AIAS Online, Adventist International Institute of Advanced Studies, Cavite, Philippines

Innovations, rising expectations, and instability in the workplace has drove many adult workers to go back to school in hopes of strengthening their value in the market. This fueled the growth of online learning as the so-called "non-traditional" learners juggle work and study. The distance factor, however, in this modality brings a heavy toll on the affective side of learning. How can feelings and emotions be engaged in a web-based class? At a time when austerity and turbulence are commonplace, education must go beyond head knowledge (intelligence quotient) but, rather, touch the heart of students (emotional quotient). This brings affective learning to the fore of the educative process. This study is an attempt to answer the question, How can affective learning be integrated in online instructional design in ways that engage adult students' affect and maximize engagement and achievement? To answer this question, six fully online graduate-level classes were subjected to documentary analysis to determine affective learning integration, discourse analysis of online discussion forums, examination of learning analytics of students' class performance, end-of-course survey, and follow-up interviews of randomly selected students. Results reveal different strategies that support affective learning in three areas—content, course, and program or school level. Results were of value to teachers in adult education, instructional designers, and school administrators who want to ensure that learning is not just for head but also for heart knowledge. Recommendations for further research focus mainly on an expanded measure of affective learning for adult learners.

*Learning in Higher Education*

**Language Literacy and Critical Literacy in Greek Second Chance Schools**

Labrina Gioti, Hellenic Open University, Athens, Athens, Greece

Manolia Lebidaki,

In this paper we present the findings of a qualitative research concerning the philosophy, the process and the implementation of adult literacy in the Second Chance Schools in Greece which were established in the late '90s. SCSs adopt the principle of multiliteracies and critical literacies in order to fight social exclusion. Through the findings, what are confirmed to a large extent are the implementation of the premises and the guidelines of Curriculum Specifications (CS). Thus a more animating role of the educator prevails, as well as the content's adaption to the needs and interests of the learners, along with practices based on dialogue and communication, participation and collaboration. Finally, the aim is not only the language development of the learners, but also their personal emancipation and social empowerment which are identified with the principles of a humanistic-progressive perspective for personal development and adaption to the given social reality.

*Adult, Community, and Professional Learning*

**Curricular Challenges in Greece****Development of Expository Texts in Modern Greek: Children, Adolescents, and Young Adults**

Vicky Kantzou, Tutor, School of Humanities, Hellenic Open University, Athens, Greece

Evangelia Thomadaki

Expository discourse, i.e. the use of language to convey information, is of enormous importance in education, given its role in the transmission of knowledge. Students' ability to produce this type of discourse is inextricably related to academic success. However, research examining the developing ability of students to produce expository texts is relatively recent, and for Modern Greek quite limited. Aiming at shedding more light on the issue, samples of two written expository texts by children and adolescents aged 10, 13 and 16, as well as young adults aged 22-25 years were collected. A written narrative was also elicited from each participant. Data analysis focuses on word (e.g. word length), sentence (e.g. average sentence length clause density) and text level (e.g. text length) characteristics. In this presentation, results that indicate developmental patterns will be discussed. Age and text type-related differences are observed, highlighting the fact that language development is complex and continues well through adolescence.

*Literacies Learning*

**Teaching Basic Grammar Structures of Greek Sign Language: Intervention Program for Deaf and Hard of Hearing Pre-school and School Age Students**

Spyridoula Karipi, Administrator, Kindergarten School for the Deaf of Argyroupolis, Argyroupolis, Greece

Vassilis Kourbetis

Anastasia Alevriadou

The main aim of the present field study is to present an intervention of teaching grammatical structures of the GSL with explicit instruction to Deaf and Hard of Hearing -DHH- pre- school and early school pupils. According to theoretical and field research findings, exposing children early to GSL, proper teaching tools, gradual maturation of the language and corresponding developmental milestones of DHH are achieved. The knowledge of a visual, accessible language, such as GSL, is directly related to the degree of knowledge and understanding of written language by deaf children and consequently their literacy. In bilingual education, GSL is the first and dominant language that DHH students should learn in the same way hearing students learn spoken and written languages, aiming at language proficiency in the first language and the acquisition of meta-linguistic skills. GSL should not be used only as a communication medium but rather as a school subject teaching its linguistic and grammatical-syntactic structures. Teaching interventions were videotaped on a weekly basis so we can evaluate them and improve them when and where necessary. Assessments of students' language skills were done by carefully observation of videos with students' sign language productions that are included in each student's portfolio. The aim is to find out whether the systematic teaching of grammatical structures contributes to the linguistic development of the GSL and furthermore the written and spoken language.

*Early Childhood Learning*

**Attitudes towards Reading for Pleasure and Reading Achievement in Greece**

Karolina Retali

Vassilia Hatzinikita, Hellenic Open University, Patras, Achaia, Greece

Polyxeni Manoli

Research has indicated that students with more positive attitudes towards reading for pleasure tend to read more often, leading to higher reading achievement. As Greece is a country with below-average reading achievement in all PISA assessment cycles and with very limited related nationally representative research available, it is deemed important to examine factors related to attitudes towards reading for pleasure in Greece and explore any relation to reading achievement. Therefore, the present study, with the use of multilevel modelling analysis of the most recent relevant PISA database, examined factors related to 15-year-old students' attitudes towards reading for pleasure in Greece, focusing on reading achievement, gender and socio-economic status (SES). Findings indicated that there is a positive relation between students' reading for pleasure attitudes and their reading achievement as well as a weak but positive relation between reading for pleasure attitudes and SES. In addition, boys were found with more negative attitudes towards reading than girls, even after controlling for reading achievement. The present study offers valuable insights for policy and practice and suggests that the promotion of reading as a meaningful recreational activity should constitute a major focus on behalf of parents, teachers, schools and government.

*Assessment and Evaluation*

**Saturday, 23 June**

10:20-11:35	<b>PARALLEL SESSIONS</b>
<b>Room 12</b>	<p><b>Contemporary Challenges</b></p> <p><b>Challenging Neoliberal Ideas in Education: CGScholar’s Seven Affordances, Learning Analytics and Mastery Learning</b>  Rita van Haren, Private Consultant, ACT, Education Consultant, Champaign, United States  Neoliberal ideas such as accountability and the marketization of schooling have resulted in more test-based assessment and prescribed curricula. As test scores level out and even stagnate, people are looking for alternatives. This session will focus on how Australian and US teachers of grades 3-10 have explored different approaches to teach writing. These have included using the affordances of technology such as collaboration, metacognition and active knowledge making in online discussion forums, and recursive feedback using rubrics for structured writing and peer review. The session will also explore CGScholar’s analytics and how they support self-regulation of learning and Bloom’s ideas to achieve mastery.  <i>Technologies in Learning</i></p> <p><b>Educational Management in Past and Present in ASEAN Community</b>  Lampong Klomkul, Researcher, ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand  Phra Rajvaramethi Inkrungkao, Vice Rector for Administration, Mahachulalongkornrajavidyalaya University, Administration, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand  Education in ASEAN countries have different aspects of educational management and have their own identities of educational policy for exploring the similarity and difference of each country. The purpose of this research was to synthesize the state of educational management in past and present of countries in ASEAN community. In-depth interview was used for data collection with 20 educators from ASEAN countries. Data were analyzed by using content analysis and analytic induction. Results of educational management in past and present in ASEAN community showed that most of the educational policy in ASEAN countries depending on the government, the curriculum and instructions focus on child center education and students are trained for 21st century skills, teachers conduct research for solving and developing student learning. Teacher training is also an important part of educational development. However, some ASEAN countries still need further development in term of resources and budget of educational development and research.  <i>2018 Special Focus: Education in a Time of Austerity and Social Turbulence</i></p> <p><b>Trends of Educational Management for Unity and Peace of Countries in ASEAN Community</b>  Phra Rajvaramethi Inkrungkao, Vice Rector for Administration, Mahachulalongkornrajavidyalaya University, Administration, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand  Lampong Klomkul, Researcher, ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand  Educational management for unity and peace of countries in ASEAN community was focused in this research article. The purpose was to propose trends and set strategy of educational management for unity and peace of countries in ASEAN community. Ethnographic Delphi Future Research (EDFR) was used for research design and the target group was educational personnel from ten ASEAN countries. Research tools were interview schedule and questionnaires. Qualitative data were analyzed using content analysis and analytic induction, and quantitative data were analyzed using descriptive statistics. Results indicated that six strategies of educational management were set for unity and peace of countries in ASEAN community which were to develop teachers and administrators, collaborate curriculum and assessment, enhance teaching and instruction, encourage educational research, facilitate educational opportunity, and develop educational management. The analyzed result from Ethnographic Delphi Future Research technique showed that 6 strategies and 26 goals have been accepted with the consensus from experts all items. Each item showed that median of strategies and goals was between 4.00 to 5.00, the absolute of median and mode difference equal to 0 in all items, interquartile range were between 0.00 – 1.00 which showed that the expert group had correlated agreement on ASEAN education strategic plan.  <i>2018 Special Focus: Education in a Time of Austerity and Social Turbulence</i></p>
11:35-12:35	<b>Lunch</b>
12:35-14:15	<b>PARALLEL SESSIONS</b>





Saturday, 23 June

12:35-14:15

PARALLEL SESSIONS

Room 1

Workshops

**Easy-Peasy Ways to Add Digital Magic to Your Teaching**

Brad Garner, Indiana Wesleyan University, Marion, United States

The world has gone digital! The degree to which this reality has impacted higher education is worthy of further discussion. But you, as an innovative and forward thinking faculty member can make your classes pop and sizzle with the latest in easy-to-learn digital tools that connect you with your students both inside and outside the classroom. These include social media, presentation tools, videos, interactive learning objects, web-based resources...only to mention a few. This session will allow you to sample a variety digital tools (and receive a digital document with step-by-step directions for all fifty tools)! Strap in for a digital adventure.

*Pedagogy and Curriculum, Assessment and Evaluation, Technologies in Learning*

**But What If They Fly?: Balanced Support for Exceptional Learners**

Jessika Kleen, Partner, Professional Development/Legal, Machado Law Group/Machado Professional Development, Springfield, United States

Attendees will gain insight on differentiating accommodations and modifications to provide balanced support to exceptional learners, so they can rise to the challenges of their abilities. This workshop is based on the premise that the exceptional learner, that is, students with disabilities, have capabilities that need to be nourished, and not simply compensated for. Across the world there are laws and policies that direct educators to implement accommodations and modifications in an effort to assist these exceptional learners. The discussion is whether we are preparing learners for success or are we teaching them to function only with assistance? This workshop will explore some of the most common modifications and accommodations, such as discreet direct teaching, FM systems, behavior plans, and prompting, and the formal structures that require them. Attendees will be led through an immersive experience, which consists of a series of exercises designed to provide perspective on a variety of disabilities and the accommodations and modifications currently used to address them. From there, we will explore the rationale behind these processes, and discuss how each attendee/learner was assisted or hindered by each. Adjustments to the modifications and accommodations will be made and the interactive process will be restarted, followed by discussion on the efficacy of the assistance.

*Learner Diversity and Identities*



12:35-14:15

## PARALLEL SESSIONS

Room 3

**The Professional in the Classroom****Mentoring Leadership of First Year Teachers**

Kelly M. Kitchens, Assistant Principal, Grassfield High School, Cheapeake Public Schools, Chesapeake, VA, United States

With an estimated 40 to 50% of teachers leaving the classroom within their first 5 years (Arnett, 2017; Haynes, Maddock, & Goldrick, 2014; Ingersoll, 2012; Neason, 2014; Phillips, 2015; Riggs, 2013), some have espoused that a well-conceived and well-implemented teacher induction program with a strong emphasis on mentoring will not only increase teacher efficacy (Barrera, Braley, & Slate, 2010), job satisfaction, and retention of new educators (Darling-Hammond, 2003; Ingersoll & Smith, 2004) but also combat the flight from the classroom. Hand-in-hand with an effective teacher induction program, Steinbeck (2009) suggested administrators should consider the existence of servant leadership factors within prospective mentor teachers as a prerequisite for selection to serve as a mentor. This study partially replicated and further supported Steinbeck's claims through exploring the relationship between mentoring functions and servant leadership factors with a careful examination of the effectiveness of mentoring relationships in a K-12 public education school setting. Using the Mentoring Experience Questionnaire and similar to Steinbeck's study in metro Atlanta, a sampling frame of teachers mentored during their inaugural year within one southeastern Virginia school division were surveyed. As a result of statistical analysis, all mentoring functions were statistically significant and had positive to strong positive correlations with each servant leadership factor listed as evidenced by the Pearson r scores ranging from .579 to .924. Relationship emphasis, the foundation of mentoring built on a climate of trust (Cohen, 2003), had a strong relationship with all servant leadership factors. These findings should encourage school leadership to carefully examine the selection of mentors and select those who demonstrate mentoring functions and servant leadership factors to provide an effective mentoring experience and ultimately extend the mentee's tenure in teaching.

*Educational Organization and Leadership*

**Teacher Professional Narratives: A US Case Study**

Eugenia Arvanitis, Assistant Professor, University of Patras, Patras, Greece

Life histories offer rich narratives, reflections and recollections about diversity and the way their own assumptions/prejudices impact on teaching practice. Life history is a well-documented approach, which enhances retrospective and reflexive thinking through narrative, reflection and contextualization (Goodson, 2014). This is of particular importance for teachers and their professional learning as their life experiences and background affect what they believe, and consequently, how they teach. Life history is relevant and powerful as a method of researching teacher philosophy and practice (Goodson and Hargreaves, 1996). This paper revolves around professional narratives of selected American teachers with emphasis on their understanding and valuing of culturally responsive teaching practice during their careers.

*Adult, Community, and Professional Learning*

**The Effectiveness of Web-based versus Face-to-face Psychoeducational Support Program for Educators Who Teach Students with Learning Disabilities**

Dimitra Kagkara, University of Thessaly

Sotiria Tzivinikou

Progress in web-based technology have brought to the surface challenges and opportunities to education and training, in particular through online instruction and support. Online instruction is associated with a major invention in teaching and learning because it accommodates the exchange of information and ongoing support for all types of learners in distant or disadvantaged locations. Research findings proposed that the online instruction could be designed as effective as traditional face-to-face instruction. Despite the fact that online instruction and mainly the psychological and psychoeducational support programs are popular nowadays, the efficacy of such programs is not yet fully investigated. For these reasons, the present study aimed to compare two programs, one web-based and one face-to-face program for psychoeducational support for educators who teach students with learning disabilities. The study was based on a single-subject design, using both qualitative and quantitative methods for data collection. Two psychoeducational support programs took place for supporting two special educators in order to improve their teaching skills regarding to their learning-disabled students. The one program was designed and implemented virtually, via skype for business and the other one was designed and implemented face-to-face. The effectiveness of the programs was evaluated through the improvement of special educators' self-efficacy. The results showed that both programs are equally effective. These findings were in consistency with the corresponding findings of literature and will be used for the development of a more integrated web-based program for the psychoeducational support of educators who teach students with learning disabilities in rural schools.

*Technologies in Learning*

12:35-14:15

**PARALLEL SESSIONS**

**Room 5**

**Workshops**

**Embedding Critical Thinking Skills in the Psychology Curriculum**

Ira Konstantinou, Professor in Psychology, Psychology Department, Richmond, the American International University in London, UK, London, United Kingdom

Rebecca Mendoza, United Kingdom

Employability research shows that the primary expectation both academics and employers have of students is to demonstrate critical thinking and a positive attitude to professional growth. We discuss student-focused findings mapped against Kuhn's (2000) theory of meta-knowing abilities. The study tested the effectiveness of implicit vs explicit pedagogical approaches to critical thinking across three different levels of Psychology courses at two institutions. Findings show that explicit rather than implicit instruction and assessment significantly contributes to the development of critical thinking across all levels. Students in our approaches were instructed and assessed, while discussing and sharing a common aim with the lecturer: to become more accomplished critical thinkers. Therefore, they improved by actively reorganising their own mind, as they deliberately focused on their own thinking, integrated motivation and intentions, strategized and made long-term behavioural plans about how to develop critical thinking skills. We will be sharing the teaching material with colleagues and discussing the instruction and assessment in detail. We will demonstrate how the experiment was conducted, give colleagues the critical thinking test to attempt for themselves, and we will discuss in detail the setting up of a journal peer-review assignment aimed at promoting explicit critical thinking. We will share a copy of this assignment, the instructions students were given, examples of student work and how it was graded.

*Pedagogy and Curriculum*

**Dance: Addressing Learning and Language Needs through Innovative Differentiation**

Holly Arnold, Doctorate, Teacher Education, Kennesaw State University, Kennesaw, GA, United States

Created to equip teachers with how to provide appropriate linguistically and culturally responsive pedagogy, the D.A.N.C.E. framework is centered on learning language and content through scaffolding and linguistically and culturally responsive supports. Each component of the D.A.N.C.E. framework is paired with an activity that serves as an example of the component's importance and is a classroom strategy teachers can implement with their respective classes. D represents "Differentiate," which analyzes the importance of cultural, linguistic, and academic differentiation that is appropriate for all students. It is introduced with the Illusion Activity, which is an optical brainteaser, and followed by the Lotus Jigsaw, during which attendees work in groups to find the gist of a purposefully difficult and extremely esoteric passage. Groups brainstorm types of differentiation they would employ for such passages before the presenter offers suggestions. A is "Assessments" that are embedded within culturally responsive pedagogy and provide innovative ways of assessing diverse learners. This includes the Toaster Activity, during which attendees must describe a toaster in a common language. This highlights how students may have the content knowledge but lack the language with which to express it. Following this is the UFO-Ball Activity where attendees work to light up a ball, while utilizing and exploring the importance of sentence stems. Both activities are diverse methods of assessment, and how they can be adjusted for different language levels is modeled. N stands for "Knowing Your Students," which discusses how to draw from students' background knowledge and experiences to form connections to the curriculum. N includes a Culture Walk where attendees respond to questions or sentences on papers taped to the walls (or desks/tables) around the room (done prior to the presentation). The In-The-Circle Activity, during which attendees non-verbally respond to questions that relate to their lives, follows if time permits. Both activities provide teachers with engaging and innovative ways to get to know their students, while learning information that can assist them with providing appropriate linguistically and culturally responsive pedagogy throughout the year. C represents "Celebrating the Community," where the intersection of students' cultures link to inclusive pedagogy. For this activity, attendees circle the room and share strategies with each other on how to reach out to students' communities. (A semantic map - with key principles to remember - is provided.) Ideas are shared with the whole group. E is "Engagement" and highlights the foundation of the sociocultural theory through the utilization of interaction to increase learning. Attendees are placed in groups, watch a shocking (yet humorous) news clip on whales (appropriate for all grade levels), and are assigned a role within the group that demonstrates how students of varying proficiency levels can receive appropriate differentiation during group work. Through the scope of the sociocultural grid, D.A.N.C.E.-ing in the classroom connects students' language and culture to the content. Because this framework is grounded in providing linguistically and culturally responsive pedagogy, appropriate differentiation strategies and activities have been selected or created to align with each component of this framework. This provides teachers with both a working knowledge of this culturally responsive pedagogical framework and the means by which it can be successfully implemented with diverse students.

*Learner Diversity and Identities*



**Regenerated Teaching and Learning****Artificial Intelligence as a Sophisticated Instructional Tool in Education**

Georgios N. Kouziokas, University Teaching Assistant, Polytechnic School, University of Thessaly, Volos, Greece

Artificial intelligence has invaded in many sectors of human life. The application of Artificial Intelligence in education has been upgraded the last years since new intelligent educational techniques have been proposed by several researchers. The application of Artificial intelligence in education can be achieved by utilizing technology in multiple ways, such as intelligent virtual agents, artificial human characters, talking robots, humanized chatbots and other kinds of artificial intelligent educational tools that can help students learn in a more effective way and also teachers to enhance their instructional techniques. This paper investigates artificial intelligence based techniques to support learning activities in education by providing a more flexible learning context in a more attractive learning environment.

*Technologies in Learning*

**The Determining Factors in Web 2.0 Adoption by University Students**

Leidys Contreras Chinchilla, Professor, Ingeniería de Sistemas, Universidad Popular del Cesar

This paper shows the results of design and implementation of a methodology that allowed to establish certain determining factors in adopting Web 2.0 by university students. For the construction of such methodology, the starting point was a review and comparison of already existing theories for the establishment of determining factors in adopting Web 2.0 in higher education environments. Also, some successful cases were reviewed in regard to the application of the above mentioned theories in higher education institutions worldwide between years 2004 and 2012. Afterwards, a methodological proposal was designed with an indicator system based on three categories. Lastly, the developed methodology was implemented onto a sample of students in the Systems Engineering program of the Popular University of Cesar Province. As a result of this research work, most influencing aspects in students were obtained as follows: Easy to use, flexibility, interaction capabilities, educational material availability, reinforcement given to classes, usefulness of educational materials as distributed, particularly through Facebook, Twitter and Wiki platforms. Moreover, it was possible to evidence there is a noticeable influence coming from the cultural environment, while the influences coming from other people was established as not significant.

*Technologies in Learning*

12:35-14:15

**PARALLEL SESSIONS**

**Room 8**

**Initiatives and Interventions**

**How the Freshman Project Can Help College Students Explore Professional Courses**

Ya-Ling Tu, China Medical University, Taichung City, Taiwan

Yung-Hsiang Hu, Professor, National Yunlin University of Science and Technology, Douliu, Taiwan

Due to rapid globalization and constant changes in science and technology, Taiwan's industrial structure is in desperate need of transformation.

Industry 4.0 is such an opportunity for the required industrial upgrading. From k-12, the Taiwan education system is too focused on test scores already. Therefore, most students are often seen as lacking critical thinking skills. The Freshman Project has adopted the CDIO (conceive, design, implement and operate) framework, in which first-year students think about the appearance of future factories and production processes to set professional learning goals and provide motivation early in their careers. According to questionnaire analysis, this study found that the learning motivations of the students are stronger than those who do not participate in the Freshman Project. Furthermore, the results of the interviews indicated the Freshman Project enables its students to understand other people's creative ideas while developing their own creativity and imagination. The Freshman Project's learning experience teaches first-year students how to learn and stimulates their motivation even before entering formal classes, as well as guides them in planning future courses for self-enrichment.

*Learning in Higher Education*

**In Defense of Debate: Academic Debate as Pedagogical Tool For Citizen Empowerment**

Korry Harvey, Senior Instructor/Assistant Director of Forensics, Department of Communication Studies, Western Washington University, Bellingham, United States

Phillip Sharp, University of Nevada, Reno, Reno, United States

Academia offers a variety of pedagogical tools to instruct and train students in behaviors that serve societal needs. One of those tools, formalized academic debate, is in a unique position to prepare students for meaningful public discourse and civic engagement by addressing prominent and contentious social issues through role-playing advocacy. Students are expected to gather evidence, construct sound arguments, and critically evaluate contrasting positions, all while developing various rhetorical techniques and listening skills. Although sometimes viewed suspiciously as an overly confrontational endeavor, when practiced properly, academic debate strives for greater shared knowledge, and even agreement, not through hostile or combative discourse, but rather through a reasoned, ethical, and deliberative exchange of differing perspectives and ideals. This paper will propose an important role for academic debate as a interdisciplinary training device, with the purpose of preparing students to skillfully engage in public discourse. It will examine some of the problematic practices of current social and political discourse, establish a conceptualization of best practices, and propose pedagogical means for improved engagement in public discourse and citizen advocacy.

*Assessment and Evaluation*



**The Dynamic Classroom****Finding and Making Free Space to Teach Biology Well**

Sharon Pelech, Associate Professor, University of Lethbridge, Lethbridge, Alberta, Canada

How can biology teachers create free space for their students to experience science as a living discipline where students can develop a love for science within the demands of overbearing curricular content and limited time? Using Hermeneutic inquiry, the research in this proposed paper examines how teachers experienced these tensions within their classrooms and the impact on students' engagement in biology. In addition, faced with possible curricular changes through many countries going through attempts for major curriculum redesign, many teachers in this study demonstrated a form of pedagogical conservatism where change becomes restricted to minor adjustments. The proposed paper will, therefore, explore what seems to be a double conundrum wherein teachers claim they would like to create free space for their students but, when the possibility emerges, teacher have difficulty seeing how things could be otherwise. This paper will identify what free space may look like in practice and some of the "taken for granted" assumptions that obscure further possibilities for what teaching biology could mean.

*Pedagogy and Curriculum*

**Contextual Pitfalls: Focusing on Capacitating Teachers to Teach in a Diverse Learning Environment**

Mirna Nel, North-West University, Potchefstroom, South Africa

Mary Grosser

Magda Kloppers, North-West University, Vanderbijlpark, Gauteng, South Africa

Stef Esterhuizen

In 2001 South Africa moved to a more inclusive education approach with the introduction of Education White Paper 6 (EWP6). The goal of this policy is to ensure that all learners receive quality education. A pivotal strategy to ascertain this goal is to capacitate teachers in applying a variety of teaching strategies to address learners' diverse needs in one classroom. However, sixteen years after EWP6 this appears to remain an unattainable goal. Several research studies report on the poor quality of education in South Africa, asserting that teachers struggle to cope with the diverse learning needs in one classroom. The purpose of the research project, reported on in this presentation, was to empower teachers in employing the Six-Bricks Lego and Six Thinking Hats strategies to improve learners' thinking, language, perceptual, socio-emotional and motoric skills. A mixed-methods research approach using a quasi-experimental design was employed. Three primary schools were purposefully selected to use as pilot projects. Contextual factors as possible variables impacting on the research were thrashed out beforehand with the help of an advisory committee. However, during the implementation expected and unforeseen contextual issues challenged the researchers to recognise that these issues can become pitfalls in conducting authentic research.

*Learner Diversity and Identities*

**Differentiating Learning for All Students: An Innovative School-university Partnership Initiative to Support Pre-service Teacher Education**

Teresa Angelico, University of Melbourne, Melbourne, Australia

Larissa Mc Lean Davies

Melody Anderson

Daniela Acquaro

The process for constructing this rubric facilitated the development of a shared understanding, between teachers, pre-service teachers and academics, of how to differentiate teaching to cater for diverse needs of students in various educational contexts. This common understanding provides the basis for a collaborative approach to the assessment of pre-service teachers' performance during professional experience placements. Drawing on a variety of sources of data, including surveys, interviews, and course and subject reviews, the researchers found that process of collaboratively designing and implementing a government funded project enabled school and university staff to develop a shared understanding of how best to support pre-service teachers during placements, through provision of feedback and assessment of teaching practice using the differentiation rubric. The focus on the professional development and engagement of teachers supported schools to build their capacity to support pre-service teachers during placement. The findings have implications for providers of initial teacher education as they seek to ensure that their pre-service teachers successfully transition to work by better preparing them to be responsive to the needs of all.

*Pedagogy and Curriculum*

**Participatory Parity : Classroom Engagement and Epistemological Access**

James Garraway, Lecturer, Researcher and HoD, CPUT, Cape Town, Western Cape, South Africa

The paper explores the type and quality of students' classroom engagement and draws from the conference theme of "serving students" needs/ challenges in pedagogy and curriculum and Knowledge ecologies: linking research and teaching in higher education. This is particularly relevant in South Africa where students have highlighted their sense of alienation from university discourses. Of interest is the extent to which students experience some measure of parity of participation (from the work of Nancy Fraser) in these engagements. Such "participatory parity" broadly refers to students being able to act on a more or less equal footing with their peers and lecturers, and is in response to increasing diversity of students and the importance of 'hearing' their voices. Though much has been written about student engagement and its educational value (e.g. Tinto), such engagement is not typically examined through Fraser's parity lens. Such parity matters because students are able to experience themselves as valued participants in the social world of the university. However, as what is being discussed is the university classroom, parity of participation in itself is not the only outcome, it is also gaining access to disciplinary knowledge through such participation. In order to examine the nexus between participatory parity and knowledge access a methodology for examining participation drawn from activity theory is mobilised. The paper then concludes with reflecting on the usefulness of using this theory and also the usefulness of promoting participatory parity in classroom engagement, as the research is taken back to the lecturers concerned.

*Learning in Higher Education*

12:35-14:15

**PARALLEL SESSIONS**

**Room 10**

**Workshops**

**Philosophy in the Curriculum and That Cat Called Democracy: Can Museums Join the Game?**

Jenny Anghelike Papatotiriou, The Office of Public Works, Ireland

In this workshop, we will draft the museum as an ally to plot with all learners, whatever guise they come under, school, teacher or student. We will share tools from analytical philosophy, philosophy of mind, political philosophy and epistemology to develop ways for interrogating objects. The proposed activity operates on the premise that museums are essentially spaces of questioning and critical engagement. We will work on our feet within the allocated space and beyond to activate each other's responses to a number of questions, before sharing our 'finds': the rules, tools, enquiries and interventions that we made. During this game, we could find ourselves moving along and beyond Aristotle's categories, Spinoza's views on democracy, Wittgenstein's notion of game, Thomas Kuhn's analysis of scientific revolutions and the Sex Pistols' attack on the "dream of a shopping scheme." This practical approach allows for a diversity of views to be played out into actions, where collective accidents are combined with individual choices and, inevitably, humour. It provides a tool for interrogating, subverting and creating spaces where opposed perspectives and identities can co-exist and where questions can be asked.

*Learner Diversity and Identities*

**Developing Inquiring Minds through Models of Engaged Learning and Teaching in a Time of Austerity and Social Turbulence**

Sophie Karanicolas, Associate Professor, Adelaide Dental School, University of Adelaide, Adelaide, South Australia, Australia

How do we identify our most valuable resources in a time of austerity, to deliver quality education for the development of inquiring minds?

Building student capacity to think critically and inquisitively, builds a level of creativity and self determination that will prepare our students for a modern workplace that is defined by technological advances. However, in contrast to these advances, the modern workplace is also influenced by measures of austerity and at times, social turbulence. This is why students and teachers need to be fully immersed in MELT, to develop a student's sense of self efficacy and self empowerment to enable them to maximise the use of their available resources in creative ways, despite the 'real-world' challenges that they may face. This workshop will present an evidence-based, adaptable and transferrable MELT framework for the design of learning activities that build on the concept of discovery learning. The different aspects of the MELT framework will be expanded upon through cross-disciplinary exemplars to enable participants to unpack the criteria of each facet. Participants in this workshop will be able to select one of their current learning and teaching approaches and re-develop associated learning activities to align with the University of Adelaide's MELT framework. A key aspect of this activity will be the creative utilisation of existing resources to provide a more engaging learning experience for students. Participants will then work in teams to receive feedback on their newly re-designed approaches through a collegial and peer reviewed approach.

*Learning in Higher Education*



**Exploring Factors That Shape Students' Understanding of Their Career Choices**

Nceba Nyembezi, Senior Researcher, Research and Engagement, Nelson Mandela University, Port Elizabeth, South Africa

The study aimed to investigate factors that shape the Technical Vocational Education and Training engineering students' understanding of their future career choices, given the promising and ambitious vision for growth both in Technical Vocational Education and Training, (TVET).

Qualitative self-administered questionnaires which are open-ended in nature were used as data collection tool to assemble facts about students' beliefs, feelings and experiences regarding certain engineering programs and services offered at TVET colleges. Non-probability sampling was used to select 113 participants who voluntarily completed the questionnaires which were organized to stimulate the required information. The findings are rather interesting, as they point to divergent views shared by students. There are those who feel very strongly that TVET qualification especially engineering leads to full employment because of its demand. Whilst the other group contends that the high rate of youth unemployment in South Africa does not guarantee even a graduate with either TVET or Higher Education qualification. They argue that no qualification guarantees anyone an employment as advanced by human capital theory. Vocational Education and Training must be repositioned to articulate a political response to poor schooling in relation to labor market and ease school leavers into jobs or self-employment under conditions of wide spread youth unemployment.

*Learning in Higher Education*

**University Student Perceptions of Learning English as an International Language**

Hsuan-Yau Tony Lai, Associate Professor, Applied Foreign Languages, National Taipei University of Business, Taichung City, Taiwan, Taiwan

This study aims to investigate the perceptions of Japanese university students of the ownership of English, varieties of Englishes, native English speakers' norms in the English classroom, ideal learning goal and preferred Englishes. A survey was conducted at a medium-sized university in Fukuoka, Japan. A total of 322 students (201 non-English majors and 121 English majors) participated in this study. The results show some contradictory findings. The majority of the students agree with the native ownership of English; however, they also agree that it is a language shared by anyone speaking it. In terms of varieties of Englishes, most students in the study agree that standard English means American or British English; however, they also agree that there should be varieties of Englishes. In regard to students' ideal learning goal, the students believe that having smooth communication is more important than memorising grammar rules. When asked for their preferred English varieties, most students chose American English (50.3%), followed by British English (17.1%) and no preference (10.9%). A t-test was further used to examine whether students' gender and majors impacted their perceptions. The uniqueness of this study also lies in the comparison and contrast between university students in Japan and Taiwan by drawing on the results of a study conducted by one of the authors (Lai, 2011). This paper will consider the possible implications for English language professionals.

*Learning in Higher Education*

**Creativity in Higher Education Skills for the Future**

Siu Challons-Lipton, Executive Director, Department of Art, Design and Music, Queens University of Charlotte

The need for increased creativity in education is currently being proposed in much innovative thinking on higher education as universities are forced to recreate themselves. Today's students are the most technologically connected in history. Technology is shaping modern relationships with others, with ourselves, with it. Conversation is being sacrificed for connection, compromising our capacity for self-reflection. People are increasingly connected, yet increasingly lonely. There is an aggressive almost fearful avoidance of the capacity for solitude, and technology is a willing accomplice. We are collectively being lulled to sleep. The antidote is to build greater self-awareness with it, with others, and with ourselves. The need for an education through the arts has never been greater. The teaching example of the experimental Black Mountain College (BMC) of North Carolina (USA) from the 1930s to the 1950s is once again relevant with its dedication to educational and artistic experimentation, including cross-disciplinary collaboration and the fostering of individuality. A liberal arts education is again the example for the future as a directive to action, the development of character, and an education for life as an active citizen.

*Learning in Higher Education*

**Enhancing Undergraduate Students' Inquiry Skills through Transition Inquiry-based Experiment in Qualitative Organic Analysis**

Udomdejja Polyium, PhD Student, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, Thailand

This research aims to compare the effects of transition inquiry-based experiment with different inquiry levels in qualitative organic analysis on students' inquiry skills. For this purpose, A mixed methods approach was used in research. Purposive sampling chose the participants of the study. There were composed of 16 first year undergraduate students in food science and technology program. They were 4 males and 12 females. These students enrolled in the organic chemistry laboratory course in the second semester of the 2017 academic year. The practical work consists of four experiments: Qualitative elemental analysis of organic compounds, Classification of organic compounds by solubility tests, Identification of organic compounds by functional groups tests and, Identification of unknown organic compounds. Each experiment took 2 hours per week. The participants have carried out the inquiry experiment for four weeks. A lab report collected inquiry skills during the students' learning in the class. The results of the study showed that there was a significant difference in the practical work between structured inquiry and guided inquiry in posing questions, analyzing and interpreting data, and constructing explanations and communicating results. Paired t-test analysis of inquiry skills scores showed that there was a significant difference in the practical work on guided inquiry and open inquiry. Besides, inquiry skill on open inquiry is graded score than other inquiry levels. The practical instructional work could promote student's inquiry skills. It had the sense of crucial feather of scientific inquiry that could lead them to enhance the scientific learning knowledge.

*Science, Mathematics and Technology Learning*

**Saturday, 23 June**

12:35-14:15

**PARALLEL SESSIONS**

**Room 12  
Continued**

**The "Informed" Trip: The Successes, and Failures, of a New Study Tour Model**

Andrew Howe, Professor, History, Politics & Sociology, La Sierra University, Riverside, United States  
 The Honors Program at La Sierra University (Riverside, California) offers a study tour to Southeast Asia that, entering its fifth year, has just yielded a full cycle of assessment results. The trip is based on the theoretical concept that such transformative cultural experiences are best built upon a solid backdrop of information: prior to the summer three-week trip, students take a full quarter of coursework (40 contact hours spread over ten weeks) studying the politics, religion, art, music, and ecology of Singapore and Malaysia. Each student is made responsible for becoming an "expert" on several aspects of this region. Students are also in charge of researching passports, vaccines, and other logistical aspects of the trip. As many of these students are first-time college attendees, many have never been outside the United States before. During the three week trip, students are expected to lead out in their areas of expertise when the occasion arises. In addition to exploring some of the key pedagogical features of this study tour model, this paper will share the results of a four-year assessment cycle, including quantitative and qualitative data in the following areas: the ability to think critically and consistently about other cultures; the ability to understand cultural diversity and its importance in regional and global contexts; and, the ability to link civic engagement to personal transformation (specifically, during the section of the tour spent volunteering at schools and hospitals in Sarawak). Specific instruments of assessment, and results, will be shared.

*Pedagogy and Curriculum*

**Level of Readiness for Interprofessional Learning Among Nursing Students in Chile**

Lisette Paola Irrarrázabal Vargas Lisette Paola Irrarrázabal Vargas, Pontifical Catholic University of Chile, Santiago, Chile

Carla Föster

Paola Carrasco

Silvia Barrios

Ximena Gonzales

Ivonne Vargas

Paola Acevedo

In 2016, 330 nursing students between their 1st-5th years at a Chilean nursing school self-assessed their RIPL using the interprofessional learning scale (RIPLS). RIPLS measures patient centeredness, teamwork and collaboration, and sense of professional identity. Additional items asked students' interprofessional learning outside the classroom and asked professors how they promoted these skills in the classroom. There was no difference was found between student's years in nursing school. The teamwork dimension, despite no significant difference, showed a trend of greater disposition for RIPL among fifth year students. Overall, only one RIPLS item was significant: "Shared learning before graduation will help health professionals to build better teams". The interprofessional activities reported by professors were not entirely formal or intentional. Students reported an increase of shared learning with other health students, however no significant difference was found. This is the first Chilean study assessing the RIPL among nursing students. Despite the high level of RIPL, there was still a desire to increase RIPL. Therefore, continued assessment and intentional interprofessional activities need to be part of the nursing curriculum to ensure increased RIPL i competency levels.

*Learning in Higher Education*



12:35-14:15	<b>PARALLEL SESSIONS</b>
<b>Room 15</b>	<p><b>Pedagogies for Success</b></p> <p><b>What Makes Doctoral Students Resilient? : Co-creating Relevant Pedagogies through Narrative Inquiry</b>  Paul Joseph Richard, Senior Lecturer in HRM, School of Business, Law and Communications, Southampton Solent University, Southampton, United Kingdom  Janet Mc Cray, Professor, University of Chichester</p> <p>Historically, doctoral attrition rate across the globe remains high between 40% and 50%. Prior studies on this topic have focused on practices of supervisors or on the intentions of non-completers, whilst missing the perspectives of successful PhD completers. Little research has been devoted to exploring what makes some doctoral students remain resilient and complete the degree. Resilience refers to an ability to withstand or overcome adversity and unpleasant events and successfully adapt to change and uncertainty. What personal strategies and institutional inputs, if any, may have helped them develop the grit – an ability to overcome obstacles with perseverance during challenging times, in order to reach a long-term goal? Understanding factors that develop resilience and grit, may be important to devise institutional strategies that help promote doctoral persistence and completions. We aimed to answer two research questions: What makes a doctoral student resilient during their period of study? What supervision pedagogies can be developed to help promote grit among doctoral students? Through 12 semi-structured interviews, we explored personal strategies, and identified institutional inputs that helped PhD students develop resilience. Narrative inquiry analysis revealed a range of individual and institutional factors, including those that are less explored in current studies (e.g. having a strong ‘why’ of PhD, passion for topic, financial pressures, influence of a supervisory team). In this presentation, we share the co-created pedagogies and institutional strategies based on the findings, which will be of interest to doctoral supervisors and other staff members seeking to develop resilience in their students.</p> <p><i>Pedagogy and Curriculum</i></p> <p><b>Enriching Inquiry Teaching Practices in Science through a Professional Learning Program</b>  Christina Tsaliki, Teacher, Education, Elementary School teacher, Thessaloniki, Greece  Petros Kariotoglou, Associate Professor/Professor, Department of Early Childhood Education, University of Western Macedonia, Thessaloniki, Greece</p> <p>The study focuses on changes indicating professional learning, observed in four primary and secondary science teachers' practices regarding inquiry, both during their participation in a professional learning program and also six months after its completion. The program was a designed based research, called in service Science Teachers' Education (STED), aiming to educate participants on current trends of science education while recording possible changes in their practices. It consisted of three phases, focusing on enabling teachers to incorporate inquiry teaching through Teaching Learning Sequences (TLS). Changes in teaching practices indicating professional learning, were captured using a semi qualitative method that utilized multiple research tools. The mixed group approach was adopted in order to identify and conceptualize common factors and conditions that facilitate learning in inquiry teaching for both educational levels. Recorded changes present similarities between the two educational levels. Results show that teachers achieved substantial understanding of inquiry teaching and thus managed to incorporate guided inquiry practices into their teaching design during the program. Findings confirmed that six months after the program, inquiry teaching practices were also implemented.</p> <p><i>Adult, Community, and Professional Learning, Science, Mathematics and Technology Learning</i></p> <p><b>Transforming School Culture through an Urban School Students' Eyes</b>  Dolapo Adeniji-Neill, Associate Professor/Chair, Curriculum and Instruction, Adelphi University</p> <p>School culture or climate is the quality and character of school life. It provides a shared sense of purpose, as well as norms and values that may serve to bind or tear apart the fabric and foundation of a school. In a broader sense, school culture is based on the partnership, cohesiveness and collaborations between “town and gown”—a colloquial term referring to the relationship between schools and communities, students, parents, faculty, administration and staff. Due to such a broad scope, it affects teaching, learning and organizational structures. Key factors affecting school culture may include, but are not limited to, perceptions of personal safety, interpersonal relationships, teaching, learning, as well as the external environment.</p> <p><i>Learner Diversity and Identities</i></p>
14:15-14:30	<b>Transition Break</b>
14:30-16:10	<b>PARALLEL SESSIONS</b>

**Responsive Curricula****Utilizing the Arrowsmith Program to Assist Primary School Children with Cognitive Learning Issues**

Louise Oliaro, Monash University, Melbourne, Australia

Richard O'donovan, Monash University, Melbourne, Australia

The cognitive exercises were based on the Arrowsmith program founded on neuroscience research, which uses specific cognitive exercises to strengthen targeted areas of the brain that are linked to weak cognitive capacities. Through initial assessment these areas of weakness are specifically identified within each student that enters the program. They are then provided with an individualised program, based around a set of exercises that have been tailored to address their specific need. The study used a mixed methodology, drawing on both qualitative and quantitative data. Data was gathered from a range of sources, in order to address both academic and social issues. The sample group consisted of 30 students who entered the Arrowsmith program and a control group of 30 students who had a similar academic, social and behavioural profile. The results highlight the changes in academic achievement in the Arrowsmith students over the three years, the impact on the students' social and emotional wellbeing as well as the impact on their families. It considers the significance of these changes when compared to the control group.

*Learner Diversity and Identities*

**Teaching Practices, Materials and Classroom Climate in L2 Classes Offered to Adult Refugees and Migrants in Greece**

Evgenia Berdesi

Despoina Kiamili, Teacher, Private schools, Private schools, Pireaus, Athens, Greece

Efrosyni Vysovitou

Polyxeni Manoli

The present study aims at investigating the teaching language procedures, the educational materials, the challenges, as well as the classroom climate in Greek classes offered to adult refugees and migrants in three different regions in Greece. The data were collected through semi-structured interviews with the students and their teachers and classroom observations and analyzed through the content analysis method in the context of the Postgraduate Programme "Language Education for Refugees and Migrants" at the Hellenic Open University, particularly the module "LRM50: Applied Linguistics and Second Language Acquisition". The results of the study revealed learners' diversity, teachers' use of various teaching materials and practices focusing mostly on the Present-Practice-Production (PPP) method and the communicative approach. In addition, it was shown that teachers mainly emphasized speaking skills in a friendly classroom atmosphere, which was in accordance with the learners' goals. The educational implications that resulted from this study are further discussed and the need for further research to verify these findings is pointed out.

*Literacies Learning*

**Impact of In-school Filial Therapy on Student Outcomes**

Louise Oliaro, Monash University, Melbourne, Australia

Jane Cooper, Auburn Community Health Centre, Auburn, Australia

Chris Trotter

This study examines the use of the Filial Therapy Program on behavioural and social performance for children of primary school age, as a form of effective early intervention. The program was specifically modified to suit the unique needs of students in rural and remote Australia. The researchers reviewed the use of the program in three primary schools, in Dubbo, Wellington and Bourke, all remote towns in central New South Wales, Australia. Each of these suburbs have a significant number of Indigenous members when compared to other regions within Australia. The social challenges and complexities of this region have been highlighted in recent years. These reports have highlighted the social and economic disadvantage of the region, listing it amongst one of the most economic locations in Australia. The research used a mixed methodology design, drawing on both qualitative and quantitative data. The sample included 30 students participating in the program and 30 control students (similar demographics issues but not involved in the program). Data was collected on the student's attendance, academic performance, classroom behaviour and self-conception pre and post participation in the program. Qualitative data was also collected via semi-structured interviews with both parents and teachers.

*Early Childhood Learning*

**Phonological Awareness in Bilingual Students in the First Classes of Greek Primary School**

Nefeli Gatsou, National and Kapodistrian University of Athens, Athens, United States

Maria Georgopoulou,

Living in a multicultural environment full of people with several origins who speak different languages and coexist in the same country, it is necessary to research the young learners' diversities. As the years go by, the amount of bilingual students increases. The current paper examines the language acquisition of bilingual students in Greece. First of all, we distinguish the types of children's bilingualism. Depending on the type of bilingualism, children are expected to develop certain characteristics in their speech and to make specific errors. Taking into consideration the levels of acquisition of mother tongue, similar phenomena appear in the acquisition of two parallel languages. Both children and adults tend to demonstrate certain difficulties in perceiving different languages. "Code mixing" appears at any age, although it is not easy to determine it accurately, as many factors interfere. We refer on certain phonological processes, which facilitate the learning of a language, as well as mention few researches carried out about phonemic awareness in Greece. The structural particularities of the Greek language are widely presented. Finally, we propose several activities that aim at practicing and evaluating the students' phonological awareness. Our target is to strengthen early childhood learning in the era of diversity.

*Early Childhood Learning, Learner Diversity and Identities*

14:30-16:10

**PARALLEL SESSIONS**

**Room 3**

**Workshops**

**Collaborative Pedagogy for Liberation and Transformation: Addressing Diversity in the Classroom through Ensemble Teaching and Learning**

Shoshana Simons, California Institute of Integral Studies, San Francisco, CA, United States

Danielle Drake, California Institute of Integral Studies, San Francisco, CA, United States

Since its inception, the university system has been dominated by the Ivory Tower model as the prevailing source of Western pedagogical practice. Institutionalized systems of discipline and reward, even within progressive educational contexts, are deeply informed by this model. This workshop will draw from liberatory educational theory and arts-based practices developed by the presenters who use them as tools for building a compassionate learning community across cultures and backgrounds in a very diverse university setting. These creative and invitational practices use simple visual, rhythmic, and embodied arts processes. As illustration, participants will be invited to engage in an adaptation of a collective arts-based practice called “Tree of Life” which all incoming Expressive Arts students participate in when they first enter the program. Together, we will use art materials to collaboratively construct our “Tree of Multicultural Educational Practice” promoting “ensemble learning & teaching” through the process. The tree consists of the following elements: roots: who are the educational practitioners and theorists who have inspired us as multicultural educators? Ground: what are the contexts in which we work? Bark: drawing from our roots, what qualities and skills do we bring to our practice as inclusive, multicultural educators? Branches: what are our hopes and dreams for the future of our field? Fruits: What are the gifts we would like to pass on to our students? Compost: what aspects of our field need to be discarded and composted? Storms: What environmental factors threaten our Tree? Participants will come away with a greater understanding of inclusive frameworks that support diverse pedagogy in the university classroom; ways in which to think collaboratively across faculty, programs, and departments; and arts based tools to invite creativity and diversity into the classroom from both faculty and students.

*Pedagogy and Curriculum, Learner Diversity and Identities*

**Why Utilizing Values Activities in All Classrooms Enhance Opportunities for Creating an Inclusive Learning Culture for All**

Marsha Glines, Weston, United States

Priscilla Wallace-Boerger, Department Chair & Graduate Program Director, Education, Regis College, Weston, United States

This experiential workshop will offer a hands on experience for participants to explore values clarification activities to be utilized in classrooms from kindergarten through graduate school or for future use as professional development training. The purpose of this workshop is to offer participants the opportunity to experience values activities, discuss how to modify them based on age/student level and to stimulate discussion and other activities to promote understanding and acceptance of diverse learners and multicultural differences in our classrooms for 2018 and beyond.

*Learner Diversity and Identities*



**Integrated Curricula****Full STEAM Ahead: Addressing the Opportunity Gap through an Afterschool Enrichment Program**

Sandy Buczynski, University of San Diego, San Diego, CA, United States

This study was designed to evaluate the effectiveness of the Full STEAM ahead afterschool program implemented in five elementary schools in an urban school district in Southern California. The study evaluated students' level of science, technology, engineering, and math conceptual understandings and attitudes toward experimenting and confidence in STEAM learning. Results revealed how this STEAM enrichment program helped the development of learner's analogy skills, engineering capabilities, prediction testing, reasoning skills, and application of science concepts. Seventy-four percent of students surveyed reported to "like" the full STEAM ahead activities while 81% indicated that they enjoyed experimenting. Forty-two percent of the students revealed that they did not know the science content prior to participation in this enrichment program. The self-efficacy of the students was very high with 69% self-reporting that they expect to do "very well" in their academic science/math classes. Since the majority of students in the program are Latino, the inference is that enrichment of these skills will help bridge the "opportunity gap" that today's Latino students face in the U.S.

*Science, Mathematics and Technology Learning*

**Good Practices in STEM Based Instruction for Learning Competency Improvement of Secondary School Students in Thailand**

Suttipong Boonphadung, Vice-Dean for Administration, Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Bangkok, Thailand

Instruction based on STEM education has been known and valued as the emphasis on learning through a project which integrates science, mathematics, technology and engineering disciplines for enhancing learning competency of students, therefore; this study aimed to investigate good practices from STEM education's instructional models of regional STEM education centers in Thailand, investigate good practices of learning evaluation at schools which are regional STEM education centers. This research design is qualitative and the informants were 8 coordinators at regional STEM education centers and 16 experienced teachers trained from STEM education centers. The research instrument was an interview form (IOC=1.0) and the gained information was analyzed by the content analysis and, then, written as description. The results revealed that (1) the good practices about the instructional models of the regional STEM education centers consisted of (1.1) the practices to propel STEM education in class (1.2) the practices to propel STEM education in courses by employing project or problem-based learning (1.3) the practices to propel STEM education in curricula by the cooperation among teachers of all strands to develop integrated curricula (2) the good practices in learning management design were the inclusion of a school or a community's context to the learning content and the support of problem solving skill integratedly through 5E cycle (3) the good practices for evaluating learning based on STEM education were evaluating the process of working and its product by authentic evaluation and performance task evaluation and the evaluation criteria was designed to cover all dimensions definitely.

*Science, Mathematics and Technology Learning*

**Math Anxiety and Emotional Intelligence**

Hosin Shirvani, Professor, University of Texas Rio Grande Valley, Edinburg, TX, United States

The study included 82 senior-level students in a elementary education undergraduate program in the United States. The study investigates whether students with overall emotional levels exhibit different levels of math anxiety. The study also examined the relationship between math anxiety and five components of emotional intelligence which are: self-awareness, self-regulation, motivation, empathy, and social skills.

*Science, Mathematics and Technology Learning*

**Self-regulatory Learning Style: The Formularizing Role of Hope and Self-efficacy, and the Effects on Performance in Language and Mathematics**

Georgia Stephanou, Associate Professor in Cognitive Psychology, Early Childhood Education, University of Western Macedonia,

Thessaloniki, Greece

Fotini Tsoni

This research aimed at examining students' self-regulated learning style regarding the four different types of behavioral regulation: external, introjected, identified and intrinsic, the role of hope (pathway, agency) in the formulation of self-efficacy, and its impact on self-regulated learning style and the interactive effects of all above factors on performance in the school subjects of language and mathematics. The participants were 165 primary school students, fifth and sixth grades, both gender, who came from 20 state primary schools of various regions of Greece. The students completed the scales at the middle of a school year, while their teachers estimated their school performance. The results showed that the students reported a mixed profile of self-regulatory learning style, favoring external and identified, hope (mainly, agency thinking) was a positive formulator of self-efficacy, hope explained a small percentage of variance of self-regulatory, beyond self-efficacy, with no effects on intrinsic regulation, and the three set of concepts influenced school performance in language and mathematics, particularly agency hope thinking. The findings are discussed with for their implications in education and in future research.

*Pedagogy and Curriculum, Science, Mathematics and Technology Learning*

14:30-16:10

**PARALLEL SESSIONS**

**Room 7**

**Conscious Policy**

**University Students' Social Class Understandings in Challenging Times**

Maria Papapolydorou, Lecturer in Comparative Education, University of Nicosia, Paphos, Cyprus

This paper discusses the ways in which a group of Higher Education students understood social class and its relevance in society. The findings are a result of a small-scale study carried out with 3rd year university students. The data was collected through the use of a Virtual Learning Environment forum in which students were invited to participate as part of one of their courses. Data analysis suggested that, despite an extent of variation in students' responses, the majority perceived social class as a very complex, and often confusing, concept that extended beyond definitions related to income and/or occupation. Instead, class was often understood in relation to cultural, symbolic and social elements. Furthermore, most students maintained that class is a redundant category with no influence on people's lives. In particular, they put forward, directly or indirectly, the view that we live in a meritocratic society and emphasized individual agency as against structure. A much smaller group of students acknowledged social class as an influential sociological category, which informed individuals' life opportunities and trajectories. This paper discusses these findings with reference to debates about the nature of social class identities (see Giddens (1990), Savage et al. (2001), Devine (1992) etc.).

*Learner Diversity and Identities*

**Student Perceptions of Faculty Excellence: How Students Rank Professor Attributes and Why This Matters**

Randall Woodard, Chair, Associate Professor, Philosophy, Theology, and Religion, Saint Leo University, Saint Leo, FL, United States

Dene Williamson, Saint Leo University, Saint Leo, United States

Patrick Ryan Murphy

Since student evaluations are an important part of the tenure / promotion process, it is important to look at the way students rank / categorize faculty excellence. This study will compare and contrast data received from research on student perceptions and compare / contrast that data with academic research on faculty excellence. We will gather data from three different disciplines / cross sections of students (business, economics, and the humanities) and evaluate the qualities that students report being the most important with higher education / Scholarship of Teaching and Learning data in order to see how students differ / share commonalities with that research. The paper will share those areas of overlap but also point out qualities that students find most valuable for faculty to use in their own professional development.

*Pedagogy and Curriculum, Learning in Higher Education*

**A Model of Leadership Development for Learning Organization of Universities in Thailand**

Chanunthakorn Kiatjanon, Lecturer, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand

Lampong Klomkul, Researcher, ASEAN Studies Centre, Mahachulalongkornrajavidyalaya University, Wangnoi, Thailand

The purposes of this research were to analyze and to propose the model of leadership development for learning organization of universities in Thailand. Mixed methods research applied qualitative methods to explain quantitative results was used for research design. The samples were 400 instructors and support staff from universities in Bangkok and its vicinity. Key informants were 5 experts and selected by purposive sampling. Questionnaires and interview form were used for research tools. Quantitative data were analyzed using descriptive statistics, Pearson's product moment correlation coefficient, and stepwise multiple regression analysis. Qualitative data was analyzed by using content analysis. Results indicated that leadership development for learning organization showed at high level. For the attributes of leadership for learning organization was also showed at high level. The correlation between the leadership development in the field of vision, team learning, and mastery with the attributes showed at medium level to high level. Twenty-six variables showed the best selected prediction. Effect on the attributes of leadership for learning organization increased at 95.20 percent ( $R^2 = .952$ ) with the statistical significance at the level of .05. A developed model of leadership development had 3 main aspects consisted of Vision, Mastery and learning Team called VMT Model.

*Educational Organization and Leadership*



**Addressing Social Turbulence****Society and Its Legitimation in School Books**

Nurit Elhanan-Peled, Hebrew University of Jerusalem, Jerusalem, Israel

This study examines the multimodal ways Israeli textbooks legitimate the symbolic, cultural, and physical elimination of Palestinian and Non-White Jewish "others." The interpretation of findings uses the paradigm of Zionist settler-colonialism and its logic of elimination. The analysis uses the Gardening Metaphor elaborated by Zygmunt Bauman (Modernity and the Holocaust), which applies to regimes that wish to create an artificial society on the basis of racial purity. The semiotic means used in textbooks to represent both groups have a lot in common and stem from the same logic and the same project of Jewish racial "purity" which the books are meant to promote. In order to accept such segregationist policy and engage in its practices children are made heterophobic through the use of Holocaust rhetoric of victimhood and Power, that teaches fear of others, extreme nationalism and majoritarianism, and promotes the development of a predatory identity. Social Semiotic principles of inquiry are used in the multimodal analysis and therefore and every sign is understood as motivated by interests and ideologies within Israeli settler-colonial culture. The verbal analysis will include Holocaust language of victimhood (equating all others to Nazis and using "extermination" Auschwitz) and Anti-Semitism regarding every act of Palestinian resistance) and the language of Power. The visual analysis will be applied to artistic and scientific visuals such as photographs, maps and graphs.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

**Islamophobia in European Classrooms: Strategies for Teachers to Combat This**

Kazi Hossain, Millersville University of Pennsylvania, Millersville, United States

Islam is one of the fastest growing religions of the world with about 1.6 billion followers - a fifth of the world's population. According to Pew Research Center (2017), Muslims make up 4.9% of Europe's populations which translate to about 25 million people. In Greece the number is close to 500,000. Currently Islam has become a highly misunderstood religion in the world, especially in the West (Bassiouni, 2015; Meacham, 2009; Ayers & Reid, 2005) with many having negative perceptions about Islam and Muslims (Gollnick & Chinn, 2017). Such misunderstandings about Islam have sparked from unfortunate world events like September 11, 2001, London subway, September 15, 2017, and other similar incidents as well as the existence of ISIS and their heinous crimes. However, these negative perceptions have also been accelerated by misinformation and stereotypic portrayal of Islam by popular media, as well as by religious/political leaders (Meacham, 2009). Negative public perceptions and misinformation can be minimized from any society by educating future generations. Educators highlight the importance of teaching about Islam in educational institutions (Jackson, 2010; Moore, 2006; Phelps, 2010). Phelps (2010) argued, "...accurate information about people of diverse backgrounds can promote understanding, appreciation, and tolerance within our pluralistic society" and "create a more realistic and nuanced view of Islam" (192). Informative and non-bias methods can be utilized to initiate the concept of Islam or Muslims in a classroom. The intent of this paper is to provide teachers and educators with information, strategies, and resources for teaching about Islam and Muslims.

*Learner Diversity and Identities*

**Three Questions of, and for, the Neoliberal University**

Judy Hemming, University of Canberra, Canberra, Australia

Michael McKinley, Canberra, ACT, Australia

In those countries which have adopted, and then enthusiastically advanced the political-economic doctrine of neoliberalism the rationale proclaimed by public policymakers was that universities needed revolutionary reform in order to become more accountable, more relevant, more agile, and generally more attuned to the behaviour of a corporation in a hostile and brutally competitive world economy. One reaction has been that countless obituaries have been published recording not so much the reform, but the demise of these very university systems. Parsed for detail, the claim is that a way of life for both faculty and students, at all levels, in the pursuit of research and education, has been either extinguished or changed radically so that its successor states defy comparison with the past. They proclaim nothing less than that the university systems they refer to have been subject to a hostile takeover which has imposed conditions which are fundamentally inimical to learning and the search for knowledge and thus a threat to the body politic. Accordingly, since democratic norms demand accountability, the next logical steps should include public inquiries and judicial investigations with a view to ensuring that public policymakers are held responsible for egregious offenses against the national interest.

*2018 Special Focus: Education in a Time of Austerity and Social Turbulence*

**The Impact of Selected School and Teacher Characteristics on the Post-secondary Readiness of African American and Hispanic Graduates**

Douglas Hermond, Prairie View A&M University, Prairie View, United States

Tyrone Tanner, Prairie View A&M University, United States

The evidence is overwhelming that the interaction of the community, the school leader, and the school's context indirectly impacts students' academic progress. In Texas, we are cognizant that these influences ultimately contribute to Texas' success as leaders in the global economy. In this era of "austerity and social turbulence," it is imperative that we focus fastidiously on those factors that are most likely to help eradicate the opportunity gap to ensure that traditionally underrepresented groups are college ready. Today, African Americans and Hispanics constitute 69% of public school enrollees. Consequently, we collected student, teacher, and classroom data from the Texas Academic Performance Report to determine which factors are most closely related to traditionally underrepresented students' college readiness. Specifically, we assessed the percentage of Hispanic and African American student's college readiness from 425 high schools in 10 counties, representing 54% of all Texas students. We discovered, in our preliminary regression analysis, that for Hispanic students, the school's mobility rate, per-student expenditure on instruction, and average class size were the most pronounced influences. For African American students, the base salary of the teacher, per-student expenditure on instruction, and teachers' years of experience were the most influential factors. The policy implication is that for these students, we should renew our focus on improving instruction by insisting that students show up to school, that we populate our classrooms with experienced teachers, and that we reduce class sizes. These require greater financial commitment from schools and are congruent with the tenets of culturally responsive pedagogy.

*Educational Organization and Leadership*

**Perspectives on Teaching and Learning****STEM-it!: Increasing Success Rates for Our Students**

Ellene Tratras Contis, Professor and CSIE Director, Chemistry, Eastern Michigan University

The Innovation Corps program works with K-12 students, both in the classroom and in informal settings to understand scientific concepts in a fun and playful manner. Wearable technology is used to lead students through kinesthetic, activity-based “experiments”. The Creative Scientific Inquiry Experiences (CSIE) initiative is an innovative approach to retain and increase the number of STEM graduates by combining faculty professional development, curricular reform, and student collaboration with STEM faculty, peers, and the community through experiential community-based experiences. The use of an e-learning platform to understand our environment and its chemistry through web-based “research” and to explain it in non-science terms lends itself to university undergraduates globally. This type of on-line courses, both “lecture” and “laboratory” is useful to those undergraduate students who dread taking a required science as part their general education curriculum. Soft-skill workshops help undergraduates, graduate students, and early career faculty add skills beyond their formal STEM training. These workshops address the need to communicate to a general audience, to prepare manuscripts for publishing research, to prepare a successful grant proposal, and to understand various careers in STEM.

*Science, Mathematics and Technology Learning*

**Teaching Chemistry Concepts through Multiple Analogies**

Vasilias Christidou, Professor, Department of Early Childhood Education, University of Thessaly, Greece

Marianna Theodosiou, Headmaster, Grevena, Greece

Vassilia Hatzinikita, Hellenic Open University, Patras, Achaia, Greece

One of the most important challenges faced in science teaching is students’ pre-existing conceptions about the concepts and phenomena they are taught. These conceptions typically diverge from school science and should be taken into consideration by science teachers when negotiating the construction of scientific knowledge in the classroom. Analogies are a particularly powerful tool for science teaching, since they allow comparison and mapping between different knowledge domains: the source (a domain familiar to the learner) and the target (the domain to be taught and understood by the learner), thus supporting the construction of new knowledge. This study proposes an introductory chemistry teaching sequence about the concepts of chemical element and chemical compound by means of multiple analogies, designed so as to take into account students’ alternative conceptions. An experimental design involving two groups of 8th grade students attending a public secondary school in Greece was implemented. Results indicate that the participants in the Experimental Group achieved significantly higher scores in the post-test than their counterparts in the Control Group. Their responses reflected a significant improvement in their understanding of critical aspects of the taught concepts, concerning the distinction between element and compound as well as between compound and mixture. Moreover, they exhibited a better understanding of a variety of characteristic properties of matter. Implications for teaching of fundamental chemistry concepts with the use of multiple analogies are discussed.

*Science, Mathematics and Technology Learning*

**Teaching for the Transfer of Learning in Art and Design Education**

Keena Suh, Associate Professor, Interior Design, Pratt Institute

To explore teaching for the transfer of learning specific to an art and design education, a faculty learning community (FLC) at Pratt Institute investigated learning across studio- and non-studio-based courses, different academic levels and disciplines. Faculty from eleven departments participated in “Transfer Sessions” to share a class project they teach, focusing on learning elements they conceived would transfer into and out of their course. Faculty-led sessions consisted of participants teaching at various levels of learning and across disciplines—art, design, humanities, and sciences—framing cross-disciplinary perspectives. The “Transfer Sessions” empowered faculty to engage in a collaborative and participatory process that expanded their knowledge of content in a variety of courses and stimulated dialogue for sharing teaching strategies and learning processes. Participants identified existing and new opportunities for knowledge transfer in and among their classes to support student learning. The data gathered from these sessions enables the FLC to research how transfer supports students’ abilities to develop research and analytical skills, creative processes, to construct and respond to feedback, translate between visual, spoken, and written languages, and develop self-assessment skills. This paper reflects the FLC’s goals and methodologies as a model for facilitating the study of knowledge transfer within a multi-disciplinary learning environment. The study proposes strategies for how faculty can contextualize their teaching, expand their perspective on teaching through the lens of “transfer,” build a community fostering more effective teaching, and support students in developing metacognitive learning skills that can transfer within an academic environment and beyond.

*Pedagogy and Curriculum*

**Concept Mapping as a Teaching Tool in Information Literacy Instruction: Moving towards Agility in Higher Education**

Marta Samokishyn, Collection Development Librarian, Library, Saint Paul University, Ontario, Canada

During information literacy instruction, academic librarians often struggle to find a variety of teaching tools to maximize young student engagement in the classroom. This paper will address a unique method of application of the concept mapping as a visual teaching tool in the library instruction, which, due to its versatility and adaptability, can be successfully applied in the library educational setting. We will demonstrate how visual concept mapping, being an authentic and meaningful learning tool, allows students to express their research interest more creatively in the searching tools, thus facilitating more productive searching techniques and contribution of librarians to the knowledge construction and progress in the development of a research question. Using Agile core principles and values, we will show how concept mapping can become a valuable tool for transformation. We will compare the effectiveness of the standard search strategy worksheets with the concept mapping exercises and evaluate the effect concept mapping has on students’ engagement in the classroom. Furthermore, we will show how this method appeals to the millennial students, as a means to promote their creative expression as well as facilitate deeper engagement of the students in the classroom through a more relevant learning experience. This research will lay the foundation for the evidence-based approach to utilizing concept mapping in the information literacy education and movement towards agility and transformation in the Higher Education.

*Learning in Higher Education*

14:30-16:10	<b>PARALLEL SESSIONS</b>
Room 10	<p><b>Effective Curricula</b></p> <p><b>Current and Historical Discourses in Mathematics Cognitions Research: A Review of the Literature Related to Learning Mathematics in Neuroscience</b>            Kakoma Luneta, University of Johannesburg, Johannesburg, South Africa            This paper reviews the current research in mathematics cognition and neuroscience. The proponents of mathematics cognition have related the subject to neuroscience because cognition involves the mental application involved in mathematical knowledge acquisition. By definition neuroscience is the science that relays the physiology, biochemistry and molecular biology of the brain its nerves and nerve tissues in their relation to behaviour and learning. Mathematical cognition focus on the scientific understanding of the cognitive function of the brain as it engages in mathematical interactions. Cognition is the mental process by which knowledge is acquired. It refers to thinking, understanding and remembering and the conscious mental activity involved in achieving aspects of awareness, perception, reasoning and judgement. Mathematics has been explained as a system for representing and reasoning about quantities, with arithmetic as its basis. By its nature it implies that mathematical engagement is a cognitive activity. Neuroscientists have asserted that all human behaviour is generated by the brain therefore we can argue that all human being are born with innate capability for mathematics and at a very early age, this capability is shaped by the strength and authenticity of the mathematical exposure. I conclude in this paper that by combining research of what goes on in the brain with how children learn mathematics we would acquire a lot more than adopting an isolated approach to effective instructions in mathematics classrooms.  <i>Science, Mathematics and Technology Learning</i></p> <p><b>Developing and Evaluating Work Readiness of Students in a Fully Online Careers in Psychology Course</b>            Filia Garivaldis, Lecturer and Course Convenor, School of Psychological Sciences, Monash University, Melbourne, Victoria, Australia            Bernice Plant, Monash University, Melbourne, Australia            Stephen Mc Kenzie, Monash University, Melbourne, Australia            There is an increased demand for online learning; however, this often matched with scepticism about whether online courses can prepare students adequately for the real world. The need for work readiness and developing transferable and professional skills, such as creativity and critical thinking, are all the more important in the digital world. The current research has evaluated the effectiveness of a careers unit in the Graduate Diploma of Psychology Advanced (GDPA), a fully online fourth-year psychology course in Australia. A pre- and postevaluation of the careers unit was conducted, exploring career certainty and career self-efficacy as moderators for the effects of the unit on students' work readiness. To further evaluate the effectiveness of the careers unit, the work readiness of students enrolled in another online unit, which does not aim to teach careers in psychology, was also measured. All participants completed career certainty and career self-efficacy scales, as well as a pre-unit quiz about their knowledge of careers in the industry of psychology at the start of the teaching period. At the end of the teaching period, all participants completed the work readiness scale and a post-unit quiz, whilst the students of the careers unit also completed a unit evaluation. The results of this study will be presented, anticipating that students who complete the careers unit have significantly greater work readiness, particularly, if they experience greater career certainty and career self-efficacy. The study enhances knowledge of work readiness, and informs the effective delivery of careers material in the online mode.  <i>Pedagogy and Curriculum</i></p> <p><b>Standardization of a College Writing Program: Providing Curricular Consistency and Instructional Freedom</b>            Melanie Burdick, Director and Associate Professor, Center for Teaching Excellence and Learning, Washburn University, Topeka, KS, United States            While consistency across sections of first year college writing program is necessary, master instructors must also be provided with pedagogical freedoms. This session will provide the story of one such writing program which moved from no common curriculum across sections to a standardized curriculum with common learning outcomes and a common portfolio assessment. Theories of organic writing assessment and of Dynamic Criteria Mapping (Broad &amp; Adler-Kasner, 2009) were used to design the curriculum. Survey and interview data from instructors as they made this transition into standardization will be shared in order to show the strengths and challenges in creating consistency through common outcomes and assessment.  <i>Assessment and Evaluation</i></p> <p><b>Enhancing Narrative Skills in Preschoolers via Collaborative and Communicative Learning</b>            Eleni Mousena, Assitant Professor, Early Childhood Education and Care, University of West Africa, Glyfada, Greece            The purpose of this research was to explore the advantages of collaborative learning in speaking at pre-school age. The development of spoken language in early childhood attracts the keen interest of scientists today, where societies are rapidly becoming multicultural, and forms and ways of linguistic communication face new challenges. The theoretical framework of the study draws on sociolinguistics and neo-Vygotskian theory. The survey was conducted in a kindergarten classroom with a total of 16 children aged 4 and 5 years old. Sketches were used to develop descriptive and narrative activities, which were recorded and analyzed. In the oral production process, children with limited fluency were particularly supported. The results showed that in the case of the processing of images in the group's plenary there were more possibilities for rebuilding of the so-called or self-correction, in contrast to the case where the narratives were made individually by each child.  <i>Early Childhood Learning</i></p>
16:10-16:55	<b>Conference Closing &amp; Awards Ceremony</b>



# The Learner | List of Participants

<b>Rabab Abi-Hanna</b>	Montclair State University	United States
<b>Jessica Acuna</b>	The Chinese University of Hong Kong	Hong Kong
<b>Dolapo Adeniji-Neill</b>	Adelphi University	United States
<b>Ninet Aghasatourian</b>	California State Polytechnic University, Pomona	United States
<b>Maryam A. Al Mazkour</b>	Kuwait University	Kuwait
<b>Sarah Allen</b>	University of Hawaii at Manoa	United States
<b>Noor Ally</b>	Durban University of Technology	South Africa
<b>Zélia Anastácio</b>	Universidade do Minho	Portugal
<b>Sophia Anastasiadou</b>	University of Macedonia	Greece
<b>Brigitte Anderson</b>	University of Pikeville	United States
<b>Robyn Margaret Anderson</b>	James Cook University Singapore	Singapore
<b>Alexandra Androussou</b>	University of Athens	Greece
<b>Teresa Angelico</b>	University of Melbourne	Australia
<b>Holly Arnold</b>	Kennesaw State University	United States
<b>Fariha Asif</b>	King Abdulaziz University	Saudi Arabia
<b>Irini Asimakopoulou</b>	Secondary School Teacher	Greece
<b>Nelly Askouni</b>	National and Kapodistrian University of Athens	Greece
<b>Nicholas Barkawitz</b>	California State Polytechnic University, Pomona	United States
<b>Julie Baseki</b>	Hellenic Open University	Greece
<b>Nish Belford</b>	Monash University	Australia
<b>Elena Berg</b>	Ural State Law University	United States
<b>Bengi Birgili</b>	MEF University	Turkey
<b>Jane Bone</b>	Monash University	United States
<b>Kate Bone</b>	Monash University	Australia
<b>Suttipong Boonphadung</b>	Suan Sunandha Rajabhat University	Thailand
<b>Brent D. Bradford</b>	Concordia University	United States
<b>Jennifer Brown</b>	Columbia University	United States
<b>Sandy Buczynski</b>	University of San Diego	United States
<b>Martha Buell</b>	University of Delaware	United States
<b>Melanie Burdick</b>	Washburn University	United States
<b>Ibrahim Buzkan</b>	Zonguldak Karaelmas University	Turkey
<b>Richard Callan</b>	Augusta University	United States
<b>Luiz Campos</b>	Pontifical Catholic University of Sao Paulo	Brazil
<b>Tania Canto</b>	Universidade Estadual de Campinas	Brazil
<b>Shane Cavanaugh</b>	Central Michigan University	United States
<b>Maria Chaitidou</b>	University of Western Macedonia	Greece
<b>Siu Challons-Lipton</b>	Queens University of Charlotte	United States
<b>Karen Chung Chien Chang</b>	National Taipei University	Taiwan
<b>Maria Chatzikonstantinou</b>	Discovery Path	Greece
<b>Li-Chu Chen</b>	Shu-Zen Junior College of Medicine and Management	Taiwan
<b>Su Chang Chen</b>	National Penghu University of Science and Technology	Taiwan
<b>Dyi-Cheng Chen</b>	National Changhua University of Education	Taiwan
<b>Shen Chen</b>	University of Newcastle	Australia
<b>Hanwei Cheng</b>	University of Nottingham	United States
<b>Christine Chinchen</b>	Macquarie University	Australia





# The Learner | List of Participants

<b>Dorothy Chrisochoidou</b>	American Farm School	Greece
<b>Vasilias Christidou</b>	University of Thessaly	Greece
<b>Charalambos Cleanthous</b>	Eastern Washington University	United States
<b>Kate Cockcroft</b>	University of the Witwatersrand	South Africa
<b>Leidys Contreras Chinchilla</b>	Universidad Popular del Cesar	Colombia
<b>Christian Cook</b>	Mount Royal University	Canada
<b>Jane Cooper</b>	Auburn Community Health Centre	Australia
<b>William Cope</b>	University of Illinois, Urbana-Champaign	United States
<b>Elaine Correa</b>	California State University, Bakersfield	United States
<b>Robert Cunningham</b>	The College of New Jersey	United States
<b>Xena Michelle Cupido</b>	Cape Peninsula University of Technology	South Africa
<b>Jawed Danesh</b>		
<b>Athina Danti</b>	Institute of Educational Policies	Greece
<b>Sureetha De Silva</b>	Griffith University	Australia
<b>Vivienne Decleva</b>	Victoria University	Australia
<b>Benedict DeDominicis</b>	Catholic University of Korea	South Korea
<b>Theresa Deeney</b>	University of Rhode Island	United States
<b>Anastasia Demetriou</b>	Primary School Teacher	Greece
<b>Ximeng Christina Dorando</b>	Cresthill Management, LLC	United States
<b>Anne Drabble</b>	University of the Sunshine Coast	Australia
<b>Danielle Drake</b>	California Institute of Integral Studies	United States
<b>Nurit Elhanan-Peled</b>	Hebrew University of Jerusalem	Israel
<b>Maria Emmanouilidou</b>	Teacher of English as a foreign language	Greece
<b>Anne-Marie Emond</b>	Université de Montréal	Canada
<b>Susan Engel</b>	St. Cloud Technical and Community College	United States
<b>Aimilia Fakou</b>	National and Kapodistrian University of Athens	Greece
<b>Marie Faltýnková</b>	University of Hradec Králové	Czech Republic
<b>Michalis Feidakis</b>	University of West Attica	Greece
<b>Andrés Forero-Serna</b>	Universidad de La Sabana	Colombia
<b>Georgia Fountoulaki</b>	Hellenic Open University	Greece
<b>Anna Frangoudaki</b>	National and Kapodistrian University of Athens	Greece
<b>Annabella Fung</b>	Monash University	Australia
<b>Ondine Gage</b>	California State University, Monterey Bay	United States
<b>Joseph H. Gaines</b>	Borica College	United States
<b>Filia Garivaldis</b>	Monash University	Australia
<b>Brad Garner</b>	Indiana Wesleyan University	United States
<b>James Garraway</b>	Cape Peninsula University of Technology	South Africa
<b>Nefeli Gatsou</b>	National and Kapodistrian University of Athens	United States
<b>Alfonso Gentil Álvarez Ossorio</b>	Servicio Español para la Internacionalización de la Educación	Spain
<b>Keratso Georgiadou</b>	Democritus University of Thrace	Greece
<b>Rashid Ghalli</b>		
<b>Spuridoula Giaki</b>	University of Patras	Greece
<b>Tamsyn Gilbert</b>	Common Ground Research Networks	United States
<b>Maria Gindidis</b>	Monash University	Australia
<b>Labrina Gioti</b>	Hellenic Open University	Greece







## The Learner | List of Participants

<b>Margaret Glazer</b>	St. Cloud Technical and Community College	United States
<b>Marsha Glines</b>	Regis College	United States
<b>Kimberlyn Greene</b>	University of Southern California	United States
<b>Gabriela Gruber</b>	Lucian Blaga University of Sibiu	Romania
<b>Bena Gül Peker</b>	Gazi University	Turkey
<b>Rena Hallam</b>	University of Delaware	United States
<b>Myae Han</b>	University of Delaware	United States
<b>Kelly Hantak</b>	Lindenwood University	United States
<b>Roger Hardaway</b>	Northwestern Oklahoma State University	United States
<b>Sarah Hardaway</b>	Northwestern Oklahoma State University	United States
<b>Yvonne Harman</b>	Education Queensland	Australia
<b>Marcelle Harran</b>	Nelson Mandela University	South Africa
<b>Kay Hartwig</b>	Griffith University	Australia
<b>Korry Harvey</b>	Western Washington University	United States
<b>Vassilia Hatzinikita</b>	Hellenic Open University	Greece
<b>Judy Hemming</b>	University of Canberra	Australia
<b>Samuel Henry</b>	Portland State University	United States
<b>Douglas Hermond</b>	Prairie View A&M University	United States
<b>Paul Hine</b>	St Ignatius' College	Australia
<b>Tamara Hinojosa</b>	Texas A&M University, San Antonio	United States
<b>Renata Holubova</b>	Palacky University	Czech Republic
<b>Kazi Hossain</b>	Millersville University of Pennsylvania	United States
<b>Yen-ju Hou</b>	Shu-Zen Junior College of Medicine and Management, General Secretary of Coordination of Gonvermental Work	Taiwan Greece
<b>Maria Houpi</b>	La Sierra University	United States
<b>Andrew Howe</b>	Cheng Shiu University	Taiwan
<b>Hsi Chi Hsiao</b>	University of Northern Colorado	United States
<b>Jingzi Huang</b>	University of Portland	United States
<b>Kimberly Ilosvay</b>	Mahachulalongkornrajavidyalaya University	Thailand
<b>Phra Rajvaramethi Inkrungkao</b>	University of the Aegean	Greece
<b>Evangelos Intzidis</b>	Pontifical Catholic University of Chile	Chile
<b>Lisette Paola Irrarázabal Vargas</b>	Social Worker	Greece
<b>Fridoon Joinda</b>	Mercy College	United States
<b>Kathy-Anne Jordan</b>	Southampton Solent University	United Kingdom
<b>Paul Joseph Richard</b>	University of Thessaly	Greece
<b>Dimitra Kagkara</b>	University of Illinois, Urbana-Champaign	United States
<b>Mary Kalantzis</b>	Common Ground Research Networks	United States
<b>Phillip Kalantzis-Cope</b>	Saint Leo Universtiy	United States
<b>Alexandra Kanellis</b>	Hellenic Open University	Greece
<b>Vicky Kantzou</b>	University of Manitoba	Canada
<b>Yatta Kanu</b>	University of Adelaide	Australia
<b>Sophie Karanicolas</b>	University of the Aegean	Greece
<b>Eleni Karantzola</b>	Charles Sturt University	Australia
<b>Evangelia Karavasilis-McEvoy</b>	University of Western Macedonia	Greece
<b>Petros Kariotoglou</b>	Kindergarden School for the Deaf of Argyroypolis	Greece
<b>Spyridoula Karipi</b>		





# The Learner | List of Participants

<b>Olga Katsiani</b>	Social Worker	Greece
<b>Satomi Kawaguchi</b>	Western Sydney University	Australia
<b>Carrie Kellogg</b>		
<b>Darron Kelly</b>	Memorial University of Newfoundland	Canada
<b>Rita Kenahan</b>	University of Houston–Victoria	United States
<b>Despoina Kiamili</b>	Private Schools	Greece
<b>Dr.Chanunthakorn Kiatjanon</b>	Mahachulalongkornrajavidyalaya University	Thailand
<b>Seung Hwan Kim</b>	Chungbuk University	South Korea
<b>Hae Na Kim</b>	Sookmyung Women’s University	South Korea
<b>Patricija Kirvaitis</b>	Common Ground Research Networks	United States
<b>Kelly M. Kitchens</b>	Cheapeake Public Schools	United States
<b>Jessika Kleen</b>	Machado Law Group/Machado Professional Development	United States
<b>John R. Kleinpeter</b>	California State University, Long Beach	United States
<b>Christine B. Kleinpeter</b>	California State University, Long Beach	United States
<b>Lampong Klomkul</b>	Mahachulalongkornrajavidyalaya University	Thailand
<b>Magda Kloppers</b>	North-West University	South Africa
<b>Efthalia Konstantinidou</b>	University of Western Macedonia	Greece
<b>Ira Konstantinou</b>	Richmond, the American International University	United Kingdom
<b>Anne Maria Korhonen</b>	HAMK Häme University of Applied Sciences	Finland
<b>Iva Koribská</b>	Palacky University, Olomouc	Czech Republic
<b>Hara Kortessi-Dafermou</b>	National and Kapodistrian University of Athens	Greece
<b>Lydia Kyei-Blankson</b>	Illinois State University	United States
<b>Misty LaCour</b>	Pyrdue University Global	United States
<b>Victoria Lagopoulou</b>	Special Education Teacher	Greece
<b>Hsuan-Yau Tony Lai</b>	National Taipei University of Business	Taiwan
<b>Sweetie Law</b>	California State University	United States
<b>Celeste Lawson</b>	Central Queensland University	Australia
<b>Sofia Leung</b>	Massachusetts Institute of Technology	United States
<b>Cilmara Cristina Levy</b>	ISCMSP	Brazil
<b>Nancy Linden</b>	Savannah State University	United States
<b>Maria Liontou</b>	Hellinic Open University	Greece
<b>Jinjin Lu</b>	China university of Geosciences, Wuhan	China
<b>Kakoma Luneta</b>	University of Johannesburg	South Africa
<b>Christiane Lütge</b>	Ludwig Maximilian University of Munich	Germany
<b>Kathleen Macdonell</b>	American College of Greece	Greece
<b>Nima Madani</b>	University of Florida	United States
<b>Emilie Magnat</b>	Université de Picardie Jules Verne	France
<b>Margaret Malewaneng Maja</b>	University of South Africa	South Africa
<b>Lawrence Majovski</b>	University of Washington School of Medicine	United States
<b>Marina Malliou</b>	Ministry of Education	Greece
<b>Martin Maltais</b>	Université du Québec à Rimouski	Canada
<b>Anila Mammou</b>	University of Patras	Greece
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<b>Weihsun Mao</b>	Ohlone College	United States
<b>Andressa Martins do</b>	Psychologist	







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<b>Janis Massa</b>	Lehman College, CUNY	United States
<b>Keith Maycock</b>	National College of Ireland	Ireland
<b>Kas Mazurek</b>	University of Lethbridge	Canada
<b>Kristen Mc Inerney</b>	The George Washington University	United States
<b>Stephen Mc Kenzie</b>	Monash University	Australia
<b>Kathryn Mc Lachlan</b>	Macquarie University	Australia
<b>Paul McEvoy</b>	Charles Sturt University	Australia
<b>Michael McKinley</b>	Author	Australia
<b>Gloria McNamara</b>	Corough of Manhattan Community College, CUNY	United States
<b>Zoe Meletis</b>	University of Northern British Columbia	Canada
<b>Rebecca Mendoza</b>	Richmond the American International University in London	Ireland
<b>Elena Merenda</b>	University of Guelph-Humber	Canada
<b>Thorsten Merse</b>	Ludwig Maximilian University of Munich	Germany
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<b>Vochita Mihai</b>	Medaille College	United States
<b>Jacob Neal Minniear</b>	University of Illinois, Urbana-Champaign	United States
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<b>Nosisana Mkonto</b>	Cape Peninsula University of Technology	United States
<b>Paul Moerman</b>	Södertörn University	Sweden
<b>Matthew Montebello</b>	University of Malta	Malta
<b>Tina Moore</b>	Middlesex University	Greece
<b>Liam Morgan</b>	University of Technology, Sydney	Australia
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<b>Maria Cecilia De Moura</b>	PUC-SP	Brazil
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<b>Mirna Nel</b>	North-West University	South Africa
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<b>Fabian Neuhaus</b>	University College London	United Kingdom
<b>Vincent Ng</b>	The Hong Kong Polytechnic University	Hong Kong
<b>Hao Nguyen</b>	Vietnam National University	Vietnam
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<b>Chinny Nzekwe-Excel</b>	University of Northampton	United Kingdom
<b>Carol Anne Ochoa</b>	Universidad Santo Tomás Tunja	Colombia
<b>Richard O'donovan</b>	Monash University	Australia
<b>Gokhan Ofluoglu</b>	Bulent Ecevit University	Turkey
<b>Louise Oliaro</b>	Monash University	Australia
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# The Learner | List of Participants

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<b>Pablo Ortega Rodríguez</b>	University of Huelva	Spain
<b>Luís Fernando Pacheco Pérez</b>	Universidad del Quindío	Colombia
<b>Sophie Page</b>	Saint Joseph's University	United States
<b>Rebecca Panagos</b>	Lindenwood University	United States
<b>Maria Papapolydorou</b>	University of Nicosia	Cyprus
<b>Jenny Angheliki Papasotiriou</b>	The Office of Public Works	Ireland
<b>Subethra Pather</b>	Univesrity of the Western Cape	South Africa
<b>Moragh Paxton</b>	University of Cape Town	South Africa
<b>Sharon Pelech</b>	University of Lethbridge	Canada
<b>William Pelech</b>	University of Calgary	Canada
<b>Kathy Peno</b>	University of Rhode Island	United States
<b>Maria Petmesidou</b>	Democritus University	Greece
<b>Bernice Plant</b>	Monash University	Australia
<b>Udomdeja Polyium</b>	Kasetsart University, Kamphaeng Saen Campus	Thailand
<b>Salvador Ponce Ceballos</b>	Autonomous University of Baja California	Mexico
<b>William Ponsford</b>	Southern Cross Grammar	Australia
<b>Nirupama Prakash</b>	Amity University	India
<b>Ernest Pratt</b>	University of Mount Union	United States
<b>Bianca Price</b>	University of South Australia	Australia
<b>Sandra L. Pucci</b>	University of Wisconsin, Madison	United States
<b>Enrique A. Puig</b>	University of Central Florida	United States
<b>Sara Ratner</b>	University of New South Wales	Australia
<b>John Ray</b>	University of Montana	United States
<b>Andrew Reed</b>	University of Pikeville	United States
<b>Lila Roberts</b>	Clayton State University	United States
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<b>Karen Sacdalan</b>	University of the Philippines	Philippines
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<b>Gerardo Tunal Santiago</b>	Universidad Autónoma Metropolitana	Mexico
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# The Learner | List of Participants

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## The Learner | List of Participants

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<b>Kate Wittrock</b>	Saint Leo University	United States
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<b>Nicola Yelland</b>	Flinders University	Australia
<b>Yanyin Zhang</b>	Australian National University	Australia
<b>Maria Zografaki</b>	Secondary School	Greece











XXV Congreso Internacional de  
**Aprendizaje**

*“La educación en un tiempo de austeridad y tumulto social”*

21–23 de junio de 2018 | Universidad de Atenas | Atenas, Grecia



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Bienvenidos a Atenas y al XXV Congreso Internacional de Aprendizaje.

Le agradecemos que haya podido asistir.

Durante más de tres décadas, Common Ground Research Networks ha dado voz a miles de ponentes y autores con algo que decir acerca del mundo para cambiarlo.

Tenemos el firme compromiso de proveer oportunidades para interactuar, conversar y aprender mutuamente. Este congreso agrupa investigadores, profesionales y académicos de un amplio rango de disciplinas, todos los cuales tienen un interés compartido por los temas de la Red de Investigación de Aprendizaje. Como resultado, hay aproximaciones a los diversos temas desde una gran variedad de perspectivas, se aplauden los métodos interdisciplinarios y se fomenta el respeto mutuo y la colaboración. Hablamos, aprendemos y nos inspiramos, pero estas conversaciones se diluyen con el tiempo.

Ahora va a comenzar una nueva era. Presentamos **CGScholar**, un entorno semánticamente consciente para el trabajo y el aprendizaje del conocimiento, para desarrollar una “economía de ayuda” donde los pares estén acreditados por sus mutuas contribuciones en la Red de Investigación de Aprendizaje. Animamos a todos los participantes en el congreso a explorar CGScholar, un lugar online para la interacción intelectual y para la imaginación.

De este y de otros modos, Common Ground pretende extender al siglo veintiuno el legado de sus primeras décadas, como organización profundamente comprometida con las cuestiones críticas de nuestro tiempo, y como innovación en los medios, estamos creando los espacios y las condiciones técnicas en las cuales, colectivamente, podamos discutir el papel del cambio climático.

Gracias a todos cuantos han realizado una cantidad de trabajo fenomenal para el congreso. Particularmente quiero agradecerles a mis colegas de la Red de Investigación de Aprendizaje, incluyendo a Eugenia Arvanitis, Thalia Dragona, Patricija Kirvaitis, Tatiana Portnova, Kimberly Kendall y Crystal Lasky Robinson, quienes han realizado un gran trabajo en este congreso.

Deseamos lo mejor para este congreso y esperamos dar la oportunidad para dialogar con colegas de aquí y de todo el globo.

Un cordial saludo,



Phillip Kalantzis-Cope, Ph.D.

Chief Social Scientist

Common Ground Research Networks



# Congreso Internacional de Aprendizaje

*Discutimos y estudiamos cuestiones clave del aprendizaje y la educación; construimos relaciones con aquellos académicos notables y emergentes en la materia que representa una amplia gama de disciplinas y perspectivas*



## Principios y características del congreso

La estructura del congreso está basada en cuatro principios básicos que impregnan todos los aspectos de la Red de Investigación:

### **Internacional**

El congreso viaja por todo el mundo para proporcionar oportunidades para que los delegados vean y experimenten diferentes países y ubicaciones. Pero aún más importante, el congreso ofrece una oportunidad tangible y significativa para involucrarse con académicos de una diversidad de culturas y perspectivas. Este año, delegados de más de 20 países asistirán, ofreciendo una oportunidad única y sin paralelo de involucrarse directamente con colegas de todos los rincones del mundo.

### **Interdisciplinario**

A diferencia de congresos de asociaciones en que asisten delegados con experiencias y especialidades similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que comparten su interés en los temas y las preocupaciones de esta red. Como resultado, los temas se abordan desde una variedad de perspectivas, se elogian los métodos interdisciplinarios y se anima el respeto mutuo y la colaboración.

### **Incluyente**

Se da la bienvenida a cualquiera cuyo trabajo académico es sólido y competente tanto en las redes como en los congresos, sin importar su disciplina, cultura, institución o carrera. Ya sea un profesor emérito, un estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

### **Interactivo**

Para aprovechar completamente la rica diversidad de culturas, antecedentes y perspectivas representadas en estos congresos, debe haber amplias oportunidades de hablar, escuchar, participar e interactuar. Se ofrece una variedad de formatos de sesión más o menos estructuradas a través de ambos congresos para proporcionar estas oportunidades.



## **Ponencias plenarias**

Los ponentes plenarios, elegidos de entre los más destacados pensadores del mundo, ofrecen ponencias formales sobre temas de amplio interés para la Red de Investigación y los participantes del congreso. Por regla general no hay preguntas ni conversación durante estas sesiones. Los ponentes plenarios responden preguntas y participan en charlas informales y prolongadas durante sus charlas de jardín.



## **Charlas de jardín**

Las conversaciones en el jardín son sesiones informales no estructuradas que brindan a los delegados la oportunidad de reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten tratamos de acomodar sillas en círculo en el exterior.



## **Mesas redondas**

Celebradas el primer día del congreso, las Mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se sumergen en largas conversaciones sobre los asuntos y preocupaciones que les parecen de mayor relevancia para ese segmento de la red de investigación. Quizá guíen la conversación preguntas como “¿Quiénes somos?”, “¿Qué tenemos en común?”, “¿Qué retos enfrenta hoy la sociedad en esta materia?”, “¿Qué desafíos afrontamos para construir conocimiento y operar cambios significativos en este asunto?” Cuando es posible, se lleva a cabo una segunda Mesa redonda el último día del congreso, para que el grupo original vuelva a reunirse y discuta sus cambios de puntos de vista y opiniones a raíz de la experiencia del congreso. Los informes de las Mesas redondas dan a los participantes un marco para sus últimas conversaciones durante la sesión de clausura.



## **Ponencias temáticas**

Las ponencias temáticas se agrupan por temas generales en sesiones compuestas por tres o cuatro ponencias, seguidas de una discusión grupal. Cada ponente de la sesión realiza una ponencia formal de su trabajo, que dura 20 minutos; una vez presentados todos, sigue una sesión de preguntas y respuestas, y una de discusión grupal. Los moderadores de la sesión presentan a los ponentes, miden el tiempo de las ponencias y facilitan la discusión.



## **Coloquios**

Los coloquios son organizados por un grupo de colegas que desean presentar varias dimensiones de un proyecto o perspectivas sobre un asunto. A cuatro o cinco ponencias formales breves siguen comentarios, discusiones grupales o ambos. Se puede presentar a la revista uno solo o múltiples artículos con base en el contenido de un coloquio.



## **Discusiones enfocadas**

Para un trabajo que se presta más a la discusión o el debate, mejor que exponerlo mediante una ponencia formal, estas sesiones proporcionan un foro para una conversación de mesa redonda extendida entre un autor y un pequeño grupo de colegas interesados. Varias de dichas discusiones ocurren simultáneamente en un área especificada, con cada mesa de autor designada por un número correspondiente al título y tema enumerado en el programa previsto. Se usan resúmenes de las ideas principales del autor o de puntos de discusión para estimular y guiar el discurso. Se puede enviar a la revista un solo artículo con base en el trabajo académico e informado por la discusión centrada como corresponda.



## **Talleres**

Los talleres implican una amplia interacción entre ponentes y participantes en torno a una idea o una experiencia práctica de una disciplina aplicada. Estas sesiones también pueden adoptar formato de panel, conversación, diálogo o debate preparados, todos con una considerable participación del público. En un taller puede someterse a aprobación para la revista un solo artículo (de varios autores, si se considera oportuno).



## **Sesiones de pósteres**

Las sesiones de pósteres presentan los resultados preliminares en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Estas sesiones permiten participar en discusiones informales con delegados interesados acerca del trabajo.



## **Ponencia virtual breve**

La ponencia virtual breve es una presentación rápida en videos de 5 minutos. Los autores presentan resúmenes o perspectivas generales sobre su trabajo, describiendo las características principales (como propósito, procedimiento y resultado). De la misma manera que las ponencias de artículos, las charlas rápidas se agrupan de acuerdo con los temas o perspectivas en sesiones temáticas. Animamos a los autores a enviar videos en el tradicional estilo de conferencia o videos que empleen apoyo visual como PowerPoint. El video final debe enviarse con un mes de antelación a la fecha de inicio del congreso. Después del congreso, los videos se subirán al canal de YouTube de la Red de Investigación. Los artículos completos basados en ponencias virtuales breves también se pueden enviar para considerarlos para la revista.



## **Póster virtual**

Este formato es ideal para presentar los resultados preliminares de trabajo en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Cada póster debe incluir un breve resumen del objetivo y procedimientos del trabajo. Después de la aceptación, se les brinda una plantilla a los presentadores y los pósteres virtuales se envían como un PDF o un PowerPoint. Los pósteres finales se deben enviar al menos un mes antes de la fecha de inicio del congreso. Los artículos completos basados en un póster virtual también se pueden enviar para considerarlos para la revista.



### Jueves, 21 de junio

8:00–9:00	Mesa de inscripción abierta
9:00–9:30	Inauguración del Congreso—Dr. Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, Champaign, Estados Unidos José Luis Ortega Martín, Director Científico de Common Ground en Español, Universidad de Granada, España
9:30–10:05	Sesión Plenaria—Dr. Anna Frangoudaki, Socióloga de Educación, Profesora Emérita, Universidad Nacional y Kapodistriaca de Atenas, Atenas, Grecia
10:05–10:35	Charlas de jardín
10:35–11:20	Mesas redondas
11:20–11:30	Pausa
11:30–12:45	Sesiones paralelas
12:45–13:45	Almuerzo
13:45–15:25	Sesiones paralelas
15:25–15:40	Pausa para el café
15:40–16:55	Sesiones paralelas
16:55–17:10	Final de las sesiones
19:00–22:00	Recepción de bienvenida

### Viernes, 22 de junio

8:30–9:00	Mesa de inscripción abierta
9:00–9:15	Noticias del día—Dr. Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, Champaign, Estados Unidos
9:15–9:50	Sesión plenaria en inglés—Dr. Maria Petmesidou, Profesora Emérita de Políticas Sociales de la Universidad Demócrito (Grecia), Miembro de CROP/ISSC (Investigación comparada sobre la pobreza / Consejo Internacional de Ciencias Sociales bajo los auspicios de la UNESCO)
9:50–10:20	Charlas de jardín
10:20–11:35	Sesiones paralelas en inglés
10:20–10:30	Palabras de bienvenida
10:30–11:05	Sesión plenaria en español—Dr. Gerardo Tunal Santiago, Investigador y Docente, Universidad Autónoma Metropolitana, México
11:05–11:35	Charlas de jardín en español
11:35–12:35	Almuerzo
12:35–13:20	Sesiones paralelas
13:20–13:35	Pausa para el café
13:35–14:50	Sesiones paralelas
14:55–16:35	Mesa redonda en inglés— <i>"A Multimodal Educational Intervention in a Divided Society"</i>
16:35–16:50	Final de las sesiones



**Sábado, 23 de junio**

8:30–9:00	Mesa de inscripción abierta
9:00–9:15	Noticias del día—Dr. Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, Champaign, Estados Unidos
9:15–9:50	Sesión plenaria en inglés—Dr. Alexandra Androussou, Profesora asociada, Departamento de Educación en la Infancia Temprana, Universidad de Atenas, Grecia
9:50–10:20	Charlas de jardín
10:20–11:35	Sesiones paralelas
11:35–12:35	Almuerzo
12:35–14:15	Sesiones paralelas
14:15–14:30	Pausa para el café
14:30–16:10	Sesiones paralelas
16:10–16:55	Clausura del Congreso y entrega de premios



## **Evento pre-congreso - Universidad de Patras**

**Salida 14:00 Martes, 19 de junio | Regreso 17:00 Miércoles, 20 de junio**

Las personas son criaturas narradoras. Las narraciones son una característica esencial de la naturaleza humana que definen nuestra identidad, valores y puntos de vista. Son mecanismos autorreflexivos que crean un sentido de orden interno y seguridad a la hora de afrontar las abrumadoras experiencias globales de movilidad, dislocación y exilio. Este evento especial se centra en las narrativas profesionales del campo de Educación de Refugiados (RE) en Grecia. Se prestará particular atención a las narrativas y experiencias profesionales de trabajadores sociales, juristas, médicos, educadores y voluntarios que trabajan con niños refugiados en Grecia, particularmente después de 2015, cuando más de un millón de refugiados cruzaron la frontera. Los profesionales tratarán las siguientes cuestiones:

- ¿Cómo se ven a sí mismo a la hora de hablar de los desafíos en Educación de Refugiados?
- ¿Cuáles son los tipos de habilidades/responsabilidades requeridas en el campo de Educación de Refugiados?
- ¿Cuáles son sus principales resultados?

Además, se invitará a refugiados para que nos hablen sobre sí mismos y su dislocación en la búsqueda de un nuevo hogar. Estas narraciones culturales revelarán los desafíos de la dislocación y el trauma, pero también la promesa, de una nueva vida.

## **Tour del congreso: Vistas de Atenas**

**Miércoles, 20 de junio | 8:00**

El tour comienza con una visita a la “piedra sagrada”: La Acrópolis. Aquí veremos el Partenón, llamado así por estar dedicado a la diosa Atenea Parthenos; el Propíleo, la monumental entrada al recinto sagrado; el templo de Atenea Niké, dedicado a la diosa de la Victoria; el Erecteion, con sus famosas estatuas que representan a las Cariátides o Doncellas, figuras femeninas dedicadas a la diosa Atenea y al dios Poseidón; el Odeón de Herodes Ático; las ruinas del primer teatro del mundo, el Teatro de Dionisio, para concluir con el Areópago o Colina de Marte.

El tour continúa hasta el Templo del Zeus Olímpico, y a continuación, al Panatenaico o Estado Kallimarmaro, donde se celebraron los primeros juegos olímpicos modernos en 1896. A continuación visitaremos la Mansión Maximou –residencia del Primer Ministro–, el antiguo Palacio Real –hoy Palacio Presidencial–, y el Parlamento y la Tumba al Soldado Desconocido para ver el cambio de guardia. A continuación nos dirigiremos al punto más alto de Atenas, el Monte Licabeto, donde se podrá contemplar la mejor vista panorámica de Atenas en 360 grados. Finalmente, concluiremos con una rápida visita al barrio más antiguo y pintoresco de Atenas: Plaka.

## **Recepción de bienvenida**

**Jueves, 21 de junio | 17:00**

Common Ground Research Networks y el Congreso de Aprendizaje llevarán a cabo una recepción de bienvenida en el Aula Amphitheater de la Universidad de Atenas. La recepción tendrá lugar justo después de la última sesión del jueves, 21 de junio, a las 19:00 (7:00 PM). Se invita a todos los delegados a asistir y disfrutar de bebidas de cortesía, así como aprovechar esta excelente oportunidad de conocer a sus compañeros delegados internacionales y ponentes plenarios.



## **Cena del Congreso: Restaurante GH Attikos**

**7, Garibaldi Street, Atenas, Grecia | Viernes, 22 de junio | 20:30**

El restaurante, conocido como “Greek House” en los años 70 es desde entonces un centro importante de la vida ateniense. Años después, se le añadió el nombre “Attikos”, inspirado por el paisaje cultural que lo rodea.

Pasa una generación y viene otra, y cada una deja su marca en el negocio familiar. Sin embargo, lo que permanece idéntico a lo largo de los años es el estilo tradicional y el amor de nuestra familia por la comida y hospitalidad griega.

Nos inspira nuestro legado; sin embargo, las tendencias actuales nos motivan para trabajar incorporando diferentes modos, adoptando nuevas técnicas y estilos para enriquecer la experiencia culinaria de nuestros clientes.



## Gerardo Tunal Santiago, Universidad Autónoma Metropolitana, México



Profesor e investigador de Tiempo Completo en la Universidad Autónoma Metropolitana. Licenciado y Maestro en Sociología del Trabajo y, Especialista en Diseño de Encuestas por la misma universidad. Estudios de Doctorado en Ciencias Políticas y Sociales con orientación en Sociología por la Universidad Nacional Autónoma de México.

Profesor invitado en las siguientes instituciones educativas: Universidad Antonio Nariño (Colombia); Fundación Universitaria Juan de Castellanos (Colombia); Centro de Estudios e Investigaciones Laborales (Argentina); Universidade Federal de Mato Grosso do Sul (Brasil), y Universidad Nacional de Loja (Ecuador). Galardonado con diversos premios como reconocimiento a su labor investigativa. Múltiples participaciones en congresos nacionales e internacionales de divulgación científica. Miembro de la cartera de árbitros y articulista de revistas científicas en ciencias sociales, así como integrante de casi 50 redes de investigación científica nacionales e internacionales. Colaboración con diversas instituciones educativas nacionales e internacionales. Líneas de investigación: trabajo y género; sector informal; culturas laborales y reestructuración productiva y ciencia en línea.



**Cristina Cruz González**

Universidad de Granada, España



**Dora Magaly García Ibarra**

Programa ONDAS – Colciencias, Colombia



**Fabián Alberto Gordillo Manssur**

Universidad de Guayaquil, Ecuador



**Francisco Javier Guzmán Games**

Benemérita Universidad Autónoma de Puebla, México



**Belén Massó Guijarro**

Universidad de Granada, España



**Catalina Cheng Lin**

Universidad de Granada, España



**Evelyn Ysolina Rondón Jara**

Universidad Privada del Norte en Lima, Perú

**Jueves, 21 de junio**

08:00-09:00	Mesa de inscripción abierta
09:00-09:30	Inauguración del Congreso (en inglés y en español)—Dr. Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, Champaign, Estados Unidos; José Luis Ortega Martín, Director Científico de Common Ground en Español, Universidad de Granada, España
09:30-10:05	Sesión plenaria (en inglés)—Dr. Anna Frangoudaki, Socióloga de Educación, Profesora Emérita, Universidad Nacional y Kapodistriaca de Atenas, Atenas, Grecia
	"Educating Young Generations in a World of Multiple Crises"
10:05-10:35	Charlas de jardín y pausa para el café
	Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:35-11:20	Mesas redondas
	Aula 12 - Pedagogía y currículo Aula 13 - Organización educativa y liderazgo Aula 14 - Aprendizaje en la educación preescolar Aula 15 - Educación superior Aula 16 - Tecnologías en el aprendizaje Aula 17 - Educación en ciencias, matemáticas y tecnología Aula 18 - Alfabetización y aprendizaje de idiomas
11:20-11:30	Pausa



11:30-12:45

**SESIONES PARALELAS**

Aula 2

**Prácticas docentes y curriculares**

**Práctica docente por competencias en el marco de la Reforma Educativa 2011**

Alejandro Rodríguez González, Director, Escuela Secundaria, Secretaría de Educación, Universidad Pedagógica Nacional, Guadalupe, México  
 Informe de investigación sobre el análisis de la práctica docente con base en las competencias del profesorado de educación secundaria, en el marco de la Reforma Educativa 2011. Se identifican aquellas competencias que se movilizan en la práctica de los profesores; se aportan evidencias respecto al tipo de enfoque didáctico con el que se está generando el aprendizaje en los alumnos de este nivel educativo. Según Hurtado, la investigación es de tipo exploratorio-descriptivo, el procedimiento metodológico consta de cuatro etapas: la fase de diagnóstico, la fase de investigación de campo, la fase analítica descriptiva y la fase propositiva. El cuestionario, la guía de observación y la escala de Likert fueron los instrumentos utilizados para el acopio de datos. La muestra está integrada por docentes que laboran en tres instituciones del nivel de secundaria que conforman una zona escolar en el Estado de Nuevo León. Los resultados obtenidos arrojaron toda una gama de fortalezas y áreas de oportunidad en los profesores, cobrando relevancia la autogestión escolar vinculada a transformar el tipo de prácticas docentes que desarrollan los profesores a través de la puesta en marcha de una propuesta pedagógica que coadyuve a fortalecer una intervención didáctica pertinente.

*Organización educativa y liderazgo*

**Las prácticas curricularizadas como aprendizaje teórico práctico: caso Escuela de Planificación y Promoción Social**

Priscilla Mena García, Académica, Escuela de Planificación y Promoción Social, Universidad Nacional de Costa Rica, Heredia, Costa Rica  
 Rita Gamboa Conejo, Catedrática, Escuela de Planificación y Promoción Social, Universidad Nacional de Costa Rica, Heredia, Costa Rica  
 Rodrigo Conejo Salas, Investigador, Escuela de Planificación y Promoción Social, Universidad Nacional de Costa Rica, Heredia, Costa Rica  
 Miguel Céspedes Araya, Investigador, Escuela de Planificación y Promoción Social, Universidad Nacional de Costa Rica, Heredia, Costa Rica  
 Uno de los baluartes de las universidades públicas costarricenses es la extensión universitaria, la cual se visualiza como una de las tres funciones de la academia, a saber: docencia, investigación y extensión. Esta última es el puente de contacto de las universidades con la sociedad y permite una interacción recíproca al compartir los conocimientos y saberes entre las partes. Es dar y recibir para el crecimiento y transformación de la universidad y de la sociedad. Siguiendo esta línea en la Universidad Nacional, la Escuela de Planificación y Promoción Social, desde su origen en 1974 y a partir de un modelo pedagógico de aprendizaje innovador, sustentando en la relación continua de teoría-práctica-teoría, tiene dos prácticas estudiantiles curricularizadas, con duración de un año cada una, donde el futuro profesional tiene un acercamiento con la realidad comunal, institucional y organizacional como parte de su formación. Dicha situación permite la sensibilización de los futuros profesionales, conocimiento de la realidad social, mayor capacidad de análisis, nuevos aprendizajes, generación de capacidades en los grupos sociales y contribución a la transformación del constructo social. Este enfoque no es generalizado a toda la educación superior de Costa Rica, pero si es el deseable. Con esta ponencia se busca mostrar cómo ambas prácticas estudiantiles no sólo coadyuvan en acciones comunales transformadoras, sino que mantienen un diálogo de saberes y el equilibrio entre el aprendizaje teórico y su aplicación en una realidad concreta, enriqueciendo los aprendizajes en los docentes, estudiantes y actores sociales.

*Aprendizaje en la educación superior*

**Prácticas de los profesores formadores de docentes**

Hilda Alicia Guzman Elizondo, Profesor de Tiempo Completo, Docencia, Escuela Normal Miguel F. Martínez  
 Edith Arévalo Vázquez, Subdirectora, Subdirección de Innovación, Escuela Normal "Miguel F. Martínez"  
 Nancy Bernardina Moya González, Profesor, Docente, Escuela Normal Miguel F. Martínez, Monterrey, Nuevo León, México  
 Elvira Alicia Sánchez Díaz, Profesora de Tiempo Completo, Sistema de Gestión Calidad, Escuela Normal "Miguel F. Martínez", Monterrey, Nuevo León, México

En tiempos actuales, se aspira a formar maestros de educación básica innovadores que utilicen argumentos científicos, pedagógicos, metodológicos e instrumentales para entender y hacer frente a las complejas exigencias que la docencia plantea. Ante este hecho, resulta relevante analizar no sólo la participación de los estudiantes, sino la de los formadores de docentes, razón por la que el presente estudio muestra resultados parciales sobre la caracterización de las prácticas de los profesores de una escuela normal de México. La intención es obtener elementos que permitan estimular prácticas exitosas y mejorar aquellas que no logran desarrollar las competencias y perfil que se esperan de los futuros docentes. Se aborda desde un Enfoque Mixto y de tipo descriptivo. El instrumento piloto se validó mediante la comparación sistemática de los ítems y la validez de contenido por criterio de jueces expertos. Se designó una muestra no probabilística de 30 estudiantes y 5 profesores. Entre los resultados preliminares, se identifica que el 33.33% de los estudiantes consideran que la mayoría de las veces sus profesores propician la integración teoría-práctica y permiten transferencia de saberes; el 53.33% expresa que la mayoría de las veces se exponen situaciones para desarrollar propuestas de análisis o solución.

*Aprendizaje en la educación superior*





11:30-12:45

**SESIONES PARALELAS**

Aula 4

**Imaginario socioeducativo**

**Percepción social en Educación Ambiental y cambio climático en alumnos de bachillerato: Diagnóstico para detección de potenciales investigadores**

Juan Fonseca Gutiérrez, Doctorando, Ciencias en Educación Agrícola Superior, Universidad Autónoma de Chapingo, México, Ciudad de México, México

Liberio Victorino Ramirez

Se presenta análisis de Representación Social de alumnos de bachillerato de zona urbana en el estado de México (zona conurbada de Cd. de México), como resultado de proceso de aplicación de encuesta (con cuestionario de realización propia) para conocer hábitos y actitudes con respecto a la educación ambiental. La ejecución del ejercicio de aplicación tiene la intención de que las conclusiones alcanzadas activen la acción colectiva con bases firmes que se enfoquen hacia la sustentabilidad; de tipo cualitativo y análisis crítico, muestra espacios de oportunidad en la orientación y aplicación de actividades de reforzamiento de la educación ambiental y el cambio climático en las actividades académicas. El objetivo de la encuesta es que ayude a construir un diagnóstico adecuado del nivel de conocimiento y aplicación a las acciones cotidianas de los alumnos de nivel medio superior, de acciones relacionadas con la educación ambiental y el cambio climático. Con el propósito de realizar un análisis funcionalmente descriptivo de la representación social e identificar el nivel de lo significativo que es el conocimiento de los alumnos de bachillerato de un contexto urbano y con recursos económicos limitados. A partir de identificar el nivel de importancia y claridad de causas y consecuencias que tienen estos alumnos de su actuar, como parte de un proceso que apoye el redireccionamiento de los discursos e inserciones curriculares en temas ambientales orientados a la sustentabilidad, desde un abordaje que supere las suposiciones, con conocimiento diagnóstico informado.

*Identidad y diversidad en los estudiantes*

**Representaciones sociales de la escuela, en opinión de los profesores y estudiantes de una institución pública**

Ana Lúcia Sant'Ana Maçaneiro, Pedagoga, Secretaria del Estado de Educación de Paraná, Colégio Estatal Emílio de Menezes, Curitiba, Paraná, Brasil

Sonia Maria Chaves Haracemiv, Docente de grado y posgrado, Sector de Educación, Universidad Federal de Paraná, Curitiba, Paraná, Brasil

El presente trabajo es resultado de una investigación sobre la Enseñanza Media Nocturna del Colegio Estatal Emílio de Menezes, ubicado en Curitiba/Paraná - Brasil, buscando identificar las representaciones sociales de la escuela bajo la óptica de los educandos y educadores. Por lo tanto se exigió investigar esas representaciones vía memoria y la dimensión de la vida escolar de los educandos y educadores. La fundamentación se dio en tres dimensiones teóricas: la Dimensión histórica de la Enseñanza Media, la Dimensión personal - enfocando la formación de los profesores - y la tercera Dimensión, las Representaciones Sociales de la escuela - tema de la investigación - y, en especial, de los educandos. La investigación se caracterizó como investigación-acción, pues el problema ya venía siendo sentido por la falta de motivación y evasión de los educandos. Para fin de diagnóstico, planificación y elaboración de un cuaderno didáctico, se aplicaron y analizaron cuestionarios con 79 estudiantes acerca de las relaciones entre alumnos, profesores y componentes curriculares, con la finalidad de determinar las cuestiones de orden social y económico como implicantes de desempeño escolar. Los resultados llevaron a considerar que hay caminos que necesitarán ser rehacer, cambiando estrategias, con acciones de reflexión todo el tiempo y consolidación de las relaciones entre estudiantes, profesores y componentes curriculares, con el objetivo de rediseñar la escuela pública.

*Pedagogía y currículo*

**Evaluación docente como mecanismo de sanción social**

Tomás Sánchez Amaya, Profesor, Universidad Distrital Francisco José de Caldas, Bogotá, Colombia

En este trabajo de investigación se presenta un ejercicio analítico (arqueológico, genealógico e interpretativo) realizado sobre un corpus documental constituido por documentos teóricos, normativos y prescriptivos -de orden nacional e institucionales- referido a la educación y específicamente a la evaluación de la labor docente en el nivel básico del sistema educativo colombiano. El propósito se orienta a develar los discursos y las prácticas que, en materia de evaluación, atraviesan de manera permanente y constante el ejercicio académico de los profesores y que, a través de una vasta red de dispositivos (sutiles, pero funcionales) conducen al sujeto docente y al conjunto de su acciones a ser presa perpetua de control, de vigilancia, de disciplina, de observación, de valoración, de reconocimiento, de inclusión, de exclusión, en una palabra, de sanción social. En el ejercicio se demuestra cómo la evaluación en la actualidad se distribuye por todas partes, toma una multiplicidad de formas, se aplica en todos los momentos, en todas las condiciones y circunstancias y opera en estas últimas como un panóptico generalizado sobre la labor docente.

*Medición y evaluación*



11:30-12:45

**SESIONES PARALELAS**

Aula 6

**Formación docente**

**Procesos de formación docente continua en modalidad virtual**

Sandra María Gómez, Investigador, Investigación, Universidad Nacional de Córdoba. Universidad Siglo 21. Universidad Católica de Córdoba, Córdoba, Argentina

El acceso de todos a la información invita a pensar la democratización del conocimiento a partir del uso de las nuevas tecnologías en las propuestas universitarias. Es preciso una lectura crítica sobre los recursos y contenidos en línea. Esta tarea es compleja y las universidades ocupan un lugar esencial. En este trabajo nos preguntamos acerca de las formas que adquieren los recorridos que hacen los docentes, en calidad de estudiantes, cuando cursan la Licenciatura en Educación en plataformas tecnológicas. En general estas poblaciones siguen dando sus clases en modalidad presencial y, en simultáneo, cursan sus estudios superiores en forma virtual. ¿Qué características tienen esas experiencias y qué aspectos facilitadores y obstaculizadores encuentran en este recorrido? es una pregunta de especial interés ya que supone un primer reconocimiento de las experiencias en virtualidad de aquellos profesores que tienen a cargo la educación de niños, adolescentes y jóvenes. Se comparten algunos resultados de una investigación de enfoque mixto sobre las experiencias de aprendizaje en un grupo de docentes quienes cursan la Licenciatura en Educación como programa de formación permanente en la plataforma tecnológica EPIC-SAM. Se trabajó con una población de 400 estudiantes en la Universidad Siglo 21, sita en Argentina.

*Aprendizaje en adultos, comunitario y profesional*

**Perfil de egreso y el examen profesional en la formación docente inicial**

Héctor Alonso Rosas Álvarez

Ma. Del Consuelo Silva López

Flor Del Carmen Montes Rodríguez, Docente, Escuela Normal "Miguel F. Martínez" Centenaria y Benemérita, Monterrey, Nuevo León, México

Hilda Alicia Guzman Elizondo, Profesor de Tiempo Completo, Docencia, Escuela Normal Miguel F. Martínez

El trabajo de titulación para los egresados de las licenciaturas en educación en México representa el último de los procesos que los estudiantes habrán de realizar para concretar su formación inicial. En la investigación que se presenta se hace un estudio exploratorio siguiendo el paradigma cuantitativo. Se utilizaron datos sobre el desempeño de aspirantes a licenciados en educación durante la réplica de su examen profesional, los cuales facilitaron la interpretación cualitativa de la demostración de las competencias desarrolladas. La muestra fue conformada por la totalidad de la generación 2013-2017 de una institución formadora de docentes en Nuevo León, 263 sustentantes y por 67 sinodales. Se utilizó una encuesta con escala de Likert para la valoración; se asociaron los resultados de los alcances obtenidos por licenciatura y perfil de egreso del plan de estudios. Los resultados identificaron que el 74% de los sustentantes demostraron como bueno, el dominio de propósitos y contenidos de educación básica; en relación a las formas de enseñanza, se obtuvo el 35% de excelente en la licenciatura en preescolar, el 25% en primaria y el 17% en educación física, entre otros. Esta información permitió, además, obtener elementos para la mejora de los procesos de titulación.

*Aprendizaje en la educación superior*

**Rastros de diferencia en la formación de maestros: Una composición cartográfica**

Luz Elena Gallo, Profesora-Investigadora, Educación, Universidad de Antioquia, Medellín, Antioquia, Colombia

Lucero Alexandra Ruiz Ortega, Coordinadora, Estudios en Educación Corporal, Universidad de Antioquia, Medellín, Antioquia, Colombia

Esta es una investigación educativa con enfoque rizomático (rhizoanalytic) que tiene como objeto hilvanar los rastros de diferencia que tejen la trama del enseñar y el aprender en contextos de aula universitaria (Universidad de Antioquia-Colombia); se analiza la experiencia educativa para saber de los vestigios, marcas y huellas que está dejando el oficio de educar en nuestro tiempo y en nuestro contexto. La composición cartográfica surge al identificar la diferencia en los modos de "habitar" o proceder en las aulas y al reconocer la potencia de enseñanza y de aprendizaje que tienen los signos de lo sensible, poéticos, lúdicos y de la memoria; son signos y gestos que se instalan desde el cuerpo como mediaciones para el tratamiento pedagógico y son formas de hacernos presentes en el aula a viva voz y de cuerpo presente. Estamos ante unas pedagogías que rescatan la corporalidad y hay escenas educativas que, desde lo corporal, están produciendo diferencia para un aprEnseñar ligado a la experiencia educativa y a otras formas de saber pedagógico referidos a cierta forma de vivir acontecimientos educativos. Por ello, la Educación Superior necesita renovar ciertos lenguajes y, en tiempos de austeridad, ha de hacer presente la vida en el aula.

*Aprendizaje en la educación superior*



11:30-12:45

**SESIONES PARALELAS**

Aula 11

**Desarrollo y formación docente**

**El desarrollo profesional docente de la educación técnico profesional a través de entornos virtuales : Formación Docente Continua en la ETP**

Judit Schneider, Capacitadora Generalista Educación Especial, Dirección General de Cultura y Educación, Centro de Investigación Educativa ciudad de Zarate, Zarate, Buenos Aires, Argentina

En Formación Continua Educación Técnico Profesional (En FoCo ETP) es el programa que nuclea la oferta de cursos, post títulos y comunidades de aprendizaje del Instituto Nacional de Educación Tecnológica de Argentina. Los ámbitos de enseñanza y aprendizaje en la ETP son complejos y multidimensionales. La ETP se caracteriza por la formación integral de los estudiantes, y parte de dicha formación remite a la adquisición de capacidades vinculadas a un perfil profesional específico, que a su vez es el resultado de acuerdos con los sectores socioproductivos. Para ello se debe contemplar, en todo momento, los procesos y entornos formativos para que adquieran las capacidades profesionales en las que se pretende formarlos. Si bien a lo largo del proceso formativo de un técnico estas capacidades y contenidos se entrecruzan y articulan de distintas maneras, implican distintos grados de complejidad en cuanto a su tratamiento. Este procedimiento se distingue por la integración entre la teoría y la práctica, entre la acción y la reflexión. De este modo, los docentes de ETP se encuentran frente a significativos desafíos pedagógicos que se suman a la necesidad de mantener actualizados los saberes específicos para su desempeño profesional. La formación y actualización pedagógico-didáctica resulta una necesidad para enfrentar las particularidades de la enseñanza y el aprendizaje. Los docentes realizan acciones formativas integradas y coherentes, superando la atomización presente en la enseñanza de las escuelas técnicas. Posibilita asimismo la revisión, la reflexión y la mejora de la práctica educativa, incorporando nuevos marcos teóricos como ABP.

*Tecnologías en el aprendizaje*

**La intervención educativa como recurso para la mejora de la formación pedagógica de nivel profesional**

Flerida Moreno, Profesora, Ciencias de la Educación, Universidad Autónoma de Sinaloa, Culiacán, Sinaloa, México

Anselmo Alvarez, Profesor, Facultad de Ciencias de la Educación, Universidad Autónoma de Sinaloa, Culiacán, Sinaloa, México

La formación pedagógica es un área implícita en las diversas disciplinas de la formación profesional, y es por eso un compromiso social y ético adoptado por cada vez más Instituciones de Educación Superior. Es aún mayor compromiso de las carreras profesionales que se encuentran en relación directa con el ámbito de formación pedagógica y docente, como es el caso que atendimos de la Licenciatura en Ciencias de la Educación, en la Universidad de Autónoma de Sinaloa, México, que, además, propone que la docencia será el principal campo de formación profesional y laboral del egresado de este programa universitario. Se presenta aquí una propuesta de análisis, que es producto tanto de una investigación que trata de responder a la preocupación sobre un perfil profesional que no está cumpliendo a cabalidad con su compromiso formativo, así como de la evolución del concepto sobre la formación profesional en el estudiante conforme avanza el proceso de formación profesional. Este trabajo práctico y analítico incluye un cambio educativo y la adopción de nuevas estrategias que desarrollen el perfil pedagógico del profesional en las ciencias de la educación, y se sustenta en la metodología de investigación-acción con una intervención educativa de aplicación directa en el aula.

*Pedagogía y currículo*

**Práctica educativa de profesores universitarios no formados para enseñar: Una aproximación comprensiva a la práctica educativa de los profesores de la Universidad de los Llanos**

Ingrit Gutiérrez Vega, Profesora, Facultad de Ciencias Humanas y de la Educación, Universidad de los Llanos, Villavicencio, Meta, Colombia

Se pretende dar a conocer los resultados de la segunda fase de la investigación: Narrativa de profesores universitarios. Una aproximación comprensiva a la práctica educativa de los profesores de la Universidad de los Llanos (Colombia), llevada a cabo en los años 2016-2017, desde el grupo Infancias educación y contexto clasificado por Colciencias, la que contó con financiación institucional. La investigación se desarrolló con profesores no formados en pedagogía adscritos a las escuelas de Ingeniería y de Administración y Negocios. Metodológicamente, se soportó en la narrativa autobiográfica como construcción del propio sujeto, en tal sentido, se generaron las condiciones que llevaron a la consolidación de un relato de la experiencia académica de cada participante, por medio del cual fue posible identificar los elementos que validan sus prácticas educativas y que se precisan en rasgos distintivos tales como: la vocación, el contenido de la enseñanza, la coimplicación y como categoría distintiva frente a los profesores que sí tienen formación pedagógica (con quienes se desarrollo la primera fase de la investigación) se encuentra el sentido común.

*Pedagogía y currículo*

11:30-12:45

**SESIONES PARALELAS**

Aula 13

**Experiencias y propuestas docentes**

**Enseñanza de historia con intermediación tecnológica: Una experiencia educativa en Bahía**

Rodrigo Lopes, Profesor auxiliar, DEDC Campus XIII, Universidade do Estado da Bahia, Salvador, Brasil

La experiencia de las clases de historia a través de plataformas de video en directo y de la utilización de recursos didácticos variados —tales como cortometrajes, música, fotografía y textos —ha colaborado con el aprendizaje efectivo de estudiantes brasileños que viven en las áreas rurales y lejos de las escuelas presenciales. La calidad de las clases, basada en el mayor tiempo de dedicación de los profesores y en el interés natural de los jóvenes por el lenguaje audiovisual con interacción por medio de videos y chats, reveló una caída acentuada en la renuncia escolar. Los problemas infraestructurales —como el difícil acceso a las escuelas de las zonas rurales y el recorrido diario peligroso para las escuelas urbanas, incluyendo viajes de hasta dos horas— también fueron minimizados, impactando de forma positiva en el acceso, aprendizaje y permanencia de los estudiantes en las escuelas.

*Tecnologías en el aprendizaje*

**Propuesta de una Visión Matemática para el crecimiento de las empresas con tecnologías educativas**

Luis Rodrigo Valencia Pérez, Profesor, Facultad de Contaduría y Administración, Universidad Autónoma de Querétaro

Adelina Morita Alexander, Profesora, -, Universidad Autónoma de Querétaro, Querétaro, México

Héctor Fernando Valencia Pérez

Alberto Lamadrid Alvarez

Esta propuesta consiste en un análisis de los conceptos involucrados a nivel macro dentro del crecimiento de una organización, lo cual permitirá relacionar de manera matemática con una visión de trabajo armónico el crecimiento de cada uno de los conceptos, trabajando colaborativamente, competitivamente y cooperativamente para que dicho crecimiento sea armónico y homogéneo, acuñando un nuevo término para dicho trabajo, que además garantice que la organización crezca en todos los sentidos de negocio. Esto da por resultado que los directivos puedan proyectar un crecimiento mucho más certero, teniendo clara la contribución de cada uno de los departamentos, dando lugar a un algoritmo que analice cada una de las variables tanto endógenas como exógenas estableciendo diferentes indicadores de desempeño en su proceso de crecimiento.

*Organización educativa y liderazgo*

**Propuesta para el fortalecimiento de habilidades técnicas, blandas y complementarias: Su impartición en el curriculum TIC desde una perspectiva laboral, profesional y de gestión académica**

Eduardo Araya Fernández, San José, Costa Rica

Gabriela Garita González, Editora académica, Universidad Estatal a Distancia Programa de materiales didácticos educativos, San José, Costa Rica

En los últimos años se han dado varios estudios con respecto a las competencias y se destacan las habilidades blandas o “soft skills” como las habilidades que tienen que ser fortalecidas para las nuevas generaciones de profesionales. Igualmente los resultados de estos estudios vienen a complementarse con la necesidad expresa que hace el sector industrial demandante sobre las competencias o habilidades requeridas al momento de contratación de ese nuevo profesional que ingresa al mercado laboral. Sin embargo, la problemática se plantea en la medida que los cambios planteados a los currículos y específicamente a cada programa de curso no profundizan el “cómo” definirlos, implantarlos y gestionarlos dentro del plan de estudios, lo que provoca que los resultados obtenidos estén sujetos a la capacidad pedagógica del docente o instructor para un curso específico. En esta investigación se profundiza en la búsqueda de una solución al conjunto de problemas planteados, mediante una propuesta estratégica y operativa que determina las habilidades blandas y las complementarias a ser desarrolladas o fortalecidas en forma transversal dentro de las asignaturas de un plan de estudio, de tal manera que mediante una propuesta de gestión podamos plantear una respuesta al “cómo” aplicar dichas habilidades y técnicas dentro del plan de estudios.

*Educación en ciencias, matemáticas y tecnología*



11:30-12:45	<b>SESIONES PARALELAS</b>
Aula 14	<p><b>Educación secundaria</b></p> <p><b>Educación secundaria en México: Los enfoques de enseñanza en español</b>                  Jose Luis Domínguez Aguirre, Jefe de Enseñanza, Dirección de Secundarias, Secretaría de Educación Pública, Monterrey, México                  Rogelio Reyes Reyes, Doctor, Escuela de Graduados, Escuela Normal Superior "Profr. Moisés Sáenz Garza", Monterrey, México                  En México, el enfoque por competencias en la asignatura de español establece que el alumno debe emplear su competencia comunicativa en el uso del lenguaje para comunicarse, como instrumento de aprendizaje y, por ende, para el desarrollo de otras disciplinas. Esta investigación tiene como objetivo identificar los enfoques de enseñanza utilizados por los docentes de secundaria del área de español, describirlos y analizarlos. Su importancia radica en la prioridad que representa el contenido en los programas de educación en el país. La metodología se basó en un enfoque cuantitativo y fue de corte descriptivo. La muestra se constituyó por 242 docentes de diversas zonas escolares en el Estado de Nuevo León, México. Para determinar el enfoque de enseñanza se utilizó el CEE de Prosser y Trigwell (1999), con la traducción y adaptación de Hernández (2010). Los resultados mostraron que el 48.63% de los docentes centran su enfoque de enseñanza en la transmisión de información y el 51.37% promueven el enfoque centrado en el cambio conceptual. Los hallazgos observan que mientras se incrementan los años de experiencia docente, la puntuación en el enfoque centrado en la transmisión disminuye, lo que en definitiva determina la práctica educativa de los participantes en el estudio.  <i>Medición y evaluación</i></p> <p><b>Microeconomía con e-teaming: Una metodología de enseñanza-aprendizaje desde la responsabilidad y los valores</b>                  Beatriz Montoya Lázaro, Universidad de Almería, España                  Amelia Victoria García Luengo, Matemáticas, Investigador/Universidad de Almería, Almería, España                  Laura Piedra Muñoz, Universidad de Almería, España                  El objetivo de esta comunicación consiste en explicar nuestra experiencia del e-teaming en la asignatura de Microeconomía impartida actualmente en el primer cuatrimestre de primero del Grado en Turismo en la Universidad de Almería. Los alumnos/as que cursan dicha asignatura tienen que adquirir las competencias para el ejercicio de la profesión para la que se preparan, ya que posiblemente ocupen cargos de responsabilidad como futuros gestores de empresas turísticas. Esta nueva metodología se presenta como elemento innovador en el desarrollo de competencias del alumno/a en el marco del Espacio Europeo de Educación Superior. Incluye metodologías que invitan a utilizar habilidades de razonamiento crítico, pretende proporcionar herramientas a los alumnos para fomentar valores éticos y humanos partir de distintos aprendizajes. Se persigue un aprendizaje ameno de la microeconomía unido a la interiorización de valores. La organización del trabajo se diseña a través de la WebCT, que es el Learning Management System de la Universidad de Almería, concretamente la Blackboard Learning y también a través de otras plataformas como Kahoot. Dicha metodología está en continua evolución y se retroalimenta con el feedback del alumnado y de los profesores implicados.  <i>Aprendizaje en la educación superior</i></p> <p><b>Desafíos de la política educativa curricular en Argentina: Una experiencia sobre el currículum de la Nueva Escuela Secundaria en la Ciudad de Buenos Aires</b>                  Martina Valentini, Universidad Nacional de Tres de Febrero, Buenos Aires, Argentina, Argentina                  Hablar de currículum en la actualidad implica no solo referirse a documentos oficiales que contienen los lineamientos generales para ser implementados en cada nivel del sistema educativo. Supone, además, comprender la complejidad de las lógicas de la política educativa, de la apropiación y recontextualización de las propuestas curriculares en cada una de las instituciones y las aulas. En este trabajo se intentará realizar un breve recorrido por las ideas de aquellos autores que se refieren a esta complejidad de las distancias entre lo escrito, la intencionalidad y la práctica, es decir, entre las prescripciones curriculares, la planificación institucional y las propuestas concretas de aula.  <i>Pedagogía y currículo</i></p>
12:45-13:45	<b>Almuerzo</b>

**Estudiantes, Sociedad, Universidad: Clave hermenéutica para la dialógica universitaria**

Fernando Gutierrez, Profesor/Coordinador, Carrera de Administración, Universidad Nacional de Costa Rica, Liberia, Costa Rica

Con esta ponencia deseo lograr desde la Universidad Nacional, Sede Regional Choroteaga, un apalancamiento hermenéutico en la dialógica universitaria con respecto al papel que desempeña el trío: Estudiantes, Universidad y Sociedad y, de esta forma, construir una visión amplia, cosmológica y consciente de conocimientos de la realidad de nuestro entorno, cultura y biodiversidad, que posibilite, fomente y genere una formación más sólida y fundamentada, de acuerdo con la realidad, que le permita a los estudiantes y a nosotros mismos, como profesores, tomar decisiones que impactarán positivamente la ejecutoria profesional y personal en nuestra cotidianidad, garantizando en todo momento igualdad de condiciones para nuestros egresados, independientemente del estrato social al que pertenezcan. Esta realidad social se constituye en sí misma, como una oportunidad para la identificación de acciones encaminadas al posicionamiento de la Universidad en la sociedad.

*Aprendizaje en la educación superior*

**Travesías o modos de proceder en el aula universitaria: Experiencias de diferencia en la formación de maestros**

Lucero Alexandra Ruiz Ortega, Coordinadora, Estudios en Educación Corporal, Universidad de Antioquia, Medellín, Antioquia, Colombia

Luz Elena Gallo, Profesora-Investigadora, Educación, Universidad de Antioquia, Medellín, Antioquia, Colombia

Indagar por los procedimientos del maestro es una investigación educativa con enfoque rizomático que, bajo una perspectiva inductiva, hace lecturas a textos y prácticas de maestros de la Universidad de Antioquia (Colombia). La educación como experiencias de diferencia es una educación que cobra sentido para la vida (un saber que pasa por nosotros); se implica en la multiplicidad de sentidos; no le interesa el “deber ser” ni las teorías afirmativas y prescriptivas; se interesa en favorecer las singularidades; no sugiere la reproducción de lo mismo sino la repetición de lo diferente; considera al ser humano en potencia, abierto, vulnerable, sensible y expuesto; evita conceptos que clasifican, jerarquizan, homogenizan y generalizan. Una Educación desde la diferencia pone al sujeto en perspectiva de creación, inquietud y movimiento, permite lo heterogéneo, múltiple, diverso y nuevo. La investigación muestra unas heterodidácticas que no reconoce modelos, sino trayectos que se tejen a partir de las metáforas, la aventura, el cuento, la parábola, el juego, la tragedia, la poética, lo sensible, el goce, los repentismos, la incertidumbre, la inquietud, la variedad, las revelaciones, las pasiones y las formas de hacer presencia en el aula.

*Pedagogía y currículo*

**La formación del profesorado frente a los nativos digitales en las aulas universitarias : Universidad Autónoma de Sinaloa, México**

Paulina Saiz Aguilar, Profesor e Investigador de Tiempo Completo, Facultad de Ciencias Económicas, Administrativas y Tecnológicas, Universidad Autónoma de Sinaloa

Mario Soto Velázquez, Director, Facultad de Ciencias Económicas, Administrativas y Tecnológicas, Universidad Autónoma de Sinaloa, Guamúchil, Sinaloa, México

Carlos Alberto López Iribe, Profesor, Facultad de Ciencias Económicas, Administrativas y Tecnológicas, Universidad Autónoma de Sinaloa, Guamúchil, Sinaloa, México

José Isidoro Rodríguez Espinosa, Secretario Académico, Facultad de Ciencias Económicas, Administrativas y Tecnológicas, Universidad Autónoma de Sinaloa, Guamúchil, Sinaloa, México

El presente informe muestra los resultados de un trabajo de investigación acerca de los retos que tienen las Instituciones de Educación Superior en México respecto a la formación de sus docentes ante la llegada de los nativos digitales a los campus universitarios. Sin duda, el principal desafío para hacer frente a esta situación es la formación que tienen y requieren los docentes que atienden a los estudiantes de la llamada generación milenial, por lo que se ha delimitado el presente trabajo para mostrar las acciones que la Universidad Autónoma de Sinaloa lleva a cabo para hacer frente a esta situación. Para ello, se ha dado seguimiento a una serie de cursos de capacitación brindados al personal docente de la UAS y como han impactado en los diferentes programas educativos de la universidad; específicamente, en la oferta educativa de la Facultad de Ciencias Económicas, Administrativas y Tecnológicas (FCEAT). La metodología que se utilizó fue el modelo mixto. Por un lado se observó el comportamiento del profesorado en los diferentes cursos de capacitación-certificación impartidos durante todo el ciclo escolar 2016-2017 a través del registro de sus actividades en la plataforma virtual de la facultad; y por otro lado, se analizaron algunas opiniones a través de entrevistas de profesores que participaron en dicha capacitación. Los resultados muestran el interés que los profesores tienen en el uso y manejo de las herramientas tecnológicas, que para los nativos digitales no representan ninguna dificultad y que para ellos todavía son un gran reto.

*Tecnologías en el aprendizaje*

**Coordinación y asesoramiento para la innovación en un proceso múltiple de Investigación-Acción en la Universidad**

Maria Mercedes Blanchard, Profesora Titular, Departamento de Didáctica y Teoría, Universidad Autónoma de Madrid, Madrid, España

Maria Dolores Muzas, Asesora, Edeinn, Centros Educativos, Vitoria, España

Nuestra comunicación muestra el trabajo realizado con cuatro investigaciones que pretenden contribuir a desarrollar un proceso de innovación en la Universidad. En las 4 investigaciones se plantean focos temáticos desde procesos de Investigación-Acción que mutuamente se complementan y que, desde un análisis sistémico, se ponen al servicio del cambio transformacional de la Institución Universitaria, trabajando con 4 colectivos de profesorado de facultades distintas. La modalidad cualitativa de estas investigaciones se realiza con la metodología de la Investigación-Acción, en donde se están llevando a cabo tres ciclos que culminarán en: una innovación en el enfoque educativo con la introducción de una herramienta, Los Proyectos de Aprendizaje, que facilitan la inclusión de todos los estudiantes en el proceso de aprendizaje que realizan; una innovación metodológica para el aula, que se concreta en la elaboración de Proyectos de Aprendizaje; una innovación en la Acción Tutorial y la elaboración de un Plan de Acción Tutorial; y un cambio teórico-práctico en la evaluación del desempeño de los docentes. Dichas innovaciones van precedidas de procesos de formación teórico-prácticos realizados con cada uno de los grupos de profesores implicados dentro de la institución universitaria.

*Aprendizaje en la educación superior*



**Agencias de viajes de la teoría a la práctica: Modelo de Kolb**

Carolina Rivas, Docente, Turismo Histórico Cultural, Universidad Central del Ecuador

Myriam Angel, Docente, Matemáticas, Universidad Central del Ecuador, Quito, Ecuador

Esta investigación relaciona las variables estilo de aprendizaje y modelo de Kolb aplicado en la asignatura de Agencia de Viajes en los estudiantes de sexto semestre de la carrera de Turismo Histórico Cultural de la Universidad Central del Ecuador. Agencia de Viajes es una asignatura que permite al estudiante adquirir una base conceptual y practicar por medio de la intermediación de servicios turísticos, la operacionalización de viajes y la creación de emprendimientos turísticos; Se utilizó el modelo de Kolb, ya que su círculo declara que el estudiante pasa por cuatro fases: conceptualización, observación, experimentación y experiencia. Es un estudio correlacional. Se trabajó en forma paralela y por cada concepto adquirido se diseñó la estructura de emprendimientos propios de cada estudiante (estudiante teórico-pragmático). Además es una investigación acción, ya que el alumno realizó su ejercicio práctico y pudo experimentar las habilidades y destrezas adquiridas en el aula (estudiante reflexivo-activo). Los resultados obtenidos de la práctica comprueban que el estudiante se siente satisfecho en el momento de tener una experiencia concreta. Considera que el modelo es dinámico y podría aplicarse en otras asignaturas a fin de que el proceso de interaprendizaje sea de calidad y calidez, como se evidencia en el cuadro de resultados y archivos fotográfico.

*Aprendizaje en la educación superior*

**El aprendizaje de la Arquitectura y el Urbanismo en la educación superior: Un caso de estudio en la Universidad Univates en Brasil**

Laura Costa, Profesora, Arquitectura y Urbanismo, UNIVATES, Rio Grande do Sul, Brasil

Jamile Weizenmann, Profesora, Arquitectura y Urbanismo, Universidad Univates, Lajeado, Rio Grande do Sul, Brasil

El Curso de Arquitectura y Urbanismo en la Universidad de Vale do Taquari -UNIVATES-, con el objetivo de calificar los procesos de enseñanza y aprendizaje para formar mejores profesionales en Arquitectura, tiene una estructura curricular integrada organizada en cinco etapas de aprendizaje. A lo largo de estas etapas, los alumnos enfrentan desafíos de proyectos de complejidades progresivas y los profesores utilizan diferentes estrategias metodológicas que implican en la problematización y la reflexión constante sobre el rol profesional. La innovación en el proceso de enseñanza de la Institución es el PROCADI, un Programa de Inserción de Graduados en el taller de proyecto. Los graduados que participan en PROCADI aportan sus experiencias externas y establecen relaciones cercanas a los estudiantes. Además, este programa no solo califica el aprendizaje de Arquitectura, sino que también permite al graduado desarrollar habilidades que son fundamentales para convertirse en un futuro maestro. Generalmente, el graduado que llega a este programa es un ex-alumno muy interesado en seguir la carrera de profesor en educación superior. Por lo tanto, este programa funciona como un medio de motivación a la formación de nuevos docentes en el campo de la enseñanza de la arquitectura en Brasil y la construcción de habilidades para trabajar en la educación superior, con el objetivo de mejorar los profesionales del mañana. Este trabajo tiene como objetivo presentar el caso de la enseñanza en el curso de Arquitectura en UNIVATES, la relación de estrategias de aprendizaje y el rendimiento del graduado en el taller del proyecto.

*Aprendizaje en la educación superior*

**Clínica jurídica: Apuesta didáctica para la formación investigadora de abogados en un escenario pedagógico transmisionista**

Jorge Eduardo Vasquez Santamaria, Medellín, Docente Investigador, Fundación Universitaria Autónoma de las Américas, Antioquia, Colombia

Desde la pregunta ¿cuáles reconfiguraciones epistemológicas deben realizarse a la línea de investigación en Derecho, Conflicto e Internacionalización a partir de las trayectorias del grupo de investigaciones Orbis Iuris de la Facultad de Derecho de la Fundación Universitaria Autónoma de las Américas? se determinan las razones a partir de las cuales la clínica jurídica se postula como una apuesta didáctica armónica con la función sustantiva de la investigación en el Derecho para la formación de sus profesionales. Se describe la clínica jurídica como una ruta metodológica innovadora para futuras trayectorias investigativas, tanto del grupo Orbis Iuris como de otras colectividades adscritas a la investigación en Ciencias Sociales que quieran hacer de ella una modalidad didáctica para promover la formación investigativa. Para ello se propuso un diseño investigativo cimentado en el paradigma cualitativo en el que se asumió como eje articulador el estudio de casos aplicado a la experiencia del grupo Orbis Iuris, frente al cual, gracias al acercamiento fenomenológico, fue posible la generación de construcciones de alto valor en la voz de sus actores, dando también preponderancia a la investigación documental, situada inicialmente en la categoría “clínica jurídica” por su carácter general y holístico.

*Aprendizaje en la educación superior*

**Graduados de la Escuela de Ciencias de la Educación de la Universidad Estatal a Distancia (UNED) de Costa Rica: Análisis de evaluación de la percepción de graduados de la ECE**

Aurora Trujillo Cotera, Asesora, -, Universidad Nacional a Distancia, San José, Costa Rica

Ariana Acon Matamoros, Profesora, Ingeniería Informática, Universidad Estatal a Distancia, San José, Costa Rica

Para el desarrollo de esta investigación se aplicó una encuesta a los graduados de la Escuela de Ciencias de la Educación de las carreras de Diplomado, Bachillerato y Licenciatura en Educación Preescolar, General Básica I y II Ciclos y Educación Especial. Se procedió a recolectar la percepción de los graduados con relación al grado de satisfacción en aspectos como la interacción y asesoría de los docentes con los estudiantes, la información oportuna, al desarrollo del proceso enseñanza aprendizaje, la calidad de los servicios ofrecidos por dependencias y funcionarios, la infraestructura y equipamiento en el centro universitario y la satisfacción con la carrera escogida. Entre los resultados obtenidos, se identificó un patrón similar sin diferencia de la carrera, producto de la cultura heredada de la Escuela de Educación de la UNED. El propósito general es señalar las fortalezas y las necesidades de mejora con el fin de asegurar el mejoramiento continuo para brindar un servicio de calidad al estudiante.

*Medición y evaluación*

**El filtro afectivo, clave pedagógica para la enseñanza del árabe como lengua extranjera**

Catalina Cheng Lin, Estudiante, Universidad de Granada, Granada, España

Hasta fechas muy recientes, el panorama de la enseñanza del árabe como lengua extranjera ha ido cambiando gracias a factores muy diversos y como consecuencia más inmediata está la presencia de una mayor preocupación por la ‘calidad’ didáctica de la misma. No obstante, los esfuerzos, ya sean investigativos como instructivos, se han centrado exclusivamente en el plano lingüístico y cognitivo, relegando los aspectos afectivos a un segundo plano del proceso de aprendizaje. A este respecto, el objetivo del presente trabajo de investigación es tratar de, por un lado, conocer la forma en que las variables afectivas pueden llegar a incidir en dicho proceso mediante el análisis de algunas investigaciones desarrolladas en las últimas décadas sobre la materia tratada en cuestión, y, por otro lado, observar en qué medida los docentes pueden contribuir a que el proceso enseñanza/aprendizaje llegue a ser más eficiente y efectivo con la realización de un trabajo de campo basado en los cuestionarios elaborados sobre el grado de influencia de las variables afectivas en los alumnos universitarios.

*Pedagogía y currículo, Medición y evaluación, Alfabetización y aprendizaje de idiomas*

**Proceso de enseñanza y de aprendizaje de una lengua extranjera: Un asunto de identidad**

Ricardo Castañeda Nieto, Docente, Departamento de Lenguas Extranjeras, Universidad Nacional de Colombia, Bogotá, Colombia

A raíz de la ausencia de políticas lingüísticas locales de lengua extranjera, se ha venido fomentando, desde tiempos inmemoriales, mediante el anclaje de modelos de aprendizaje concebidos en países líderes en el saber científico y humanístico, competencias lingüísticas ajenas a la realidad del aprendiz de la periferia. En oposición a tal procedimiento, la presente exposición persigue como objetivo conferir el justo valor a la especificidad en la transmisión de una lengua extranjera en virtud de la variabilidad de los contextos socioculturales, de los planes de estudio y de objetivos institucionales. Para efectos de definir una política lingüística, la presente propuesta plantea como recurso metodológico privilegiado el despliegue de la creatividad en el aprendizaje que promueva la expresión de lo propio en lengua extranjera, que ponga en claro decididamente la condición de desarraigo en que se halla la lengua extranjera como asunto de estudio en el extranjero, y que, de paso, conceda también identidad a la institución donde se llevan a cabo los procesos de su enseñanza y de su aprendizaje.

*Aprendizaje en la educación superior*

**Toma de consciencia y competencia intercultural en el aula de lenguas: colaboración reflexiva y crítica de los asistentes nativos del idioma francés**

Emily Adele Marzin, Profesora, Departamento de Lenguas, Universidad de Guanajuato, Guanajuato, México

Krisztina Zimányi, Profesora, Departamento de Lenguas, Universidad de Guanajuato, Guanajuato, México

Aprender una lengua extranjera significa descubrir creencias y valores ajenos a nuestro idioma materno. La construcción de una identidad cultural es un proceso en el cual los individuos se definen en un contexto social (Knutson y Kramsch 2006). La enseñanza del conocimiento intercultural enriquece el bagaje lingüístico del aprendiz de segundas lenguas (Peterson, 2003 y Wurzel 2004), ayuda a entender cómo su cultura está percibida y reduce, idealmente, la intervención de los estereotipos (Holliday, 2010). Desarrollado por delegaciones gubernamentales, el programa de asistentes de lenguas (British Council, CIEP, etc), provee la presencia de un hablante nativo en una institución pública de nivel universitario. Un transmisor cultural quien posee una visión actualizada y específica de su cultura. El asistente se dispone, por medio de actividades pedagógicas y lúdicas, a vivir una experiencia profesional y humana durante un año escolar. El objetivo de nuestro trabajo, es el de brindar al practicante un acompañamiento profesional (Schön, 1983 y Howard, 2003) con el apoyo pedagógico del maestro para poder transmitir al aprendiz las herramientas lingüísticas y culturales que le permitirán ser espectador y actor en la nueva comunidad.

*Identidad y diversidad en los estudiantes*

**Adquisición de Tiempo y Aspecto en narrativas escritas por parte de estudiantes norteamericanos de español como L2 y Lengua de Herencia (LH)**

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La adquisición y uso de los tiempos del pretérito indefinido (PRET) e imperfecto (IMP) en español constituyen uno de los campos más investigados en la adquisición de segundas lenguas (ASL), ya que la adquisición de dicho contraste resulta una tarea ardua para la mayoría de los aprendices de español. El propósito del presente estudio es doble: por una parte, hacer un análisis contrastivo del sistema tempo-aspectual del inglés y del español y, por otra, predecir las áreas de dificultad con las que los hablantes nativos de inglés y hablantes de herencia española tropiezan durante el proceso de aprendizaje de los tiempos verbales del pasado del español. Nuestro análisis se basa en un corpus de datos de lengua escrita extraído a partir de una prueba de redacción que hemos administrado a los dos grupos de estudiantes universitarios de nivel intermedio, de edades comprendidas entre 18 y 25 años, inscritos en un curso de gramática avanzada de español de una universidad estadounidense. Además de la prueba de redacción, para realizar nuestro análisis nos hemos valido de dos herramientas más: 1) una evaluación diagnóstica para verificar el nivel de competencia de ELE de los informantes y 2) un cuestionario (background questionnaire) sobre la experiencia previa con el español y sobre otros datos personales, como la edad, género, conocimientos de otros idiomas, etc. Los resultados preliminares muestran cómo difiere la producción escrita de los dos grupos en cuestión, tanto cuantitativa como cualitativamente, y revelan la influencia interlingüística en la interlengua de los aprendientes.

*Aprendizaje en la educación superior*



**Las prácticas pedagógicas y la incorporación de las tecnologías de la información y la comunicación en el aula: Una experiencia del Área de Ciencias Naturales en la Educación Básica Secundaria**

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Francisco Alonso Chica, Docente investigador, -, Universidad Santo Tomás, Bogotá, Colombia

Luis Alberto García González, Docente investigador, Escuela Tecnológica, Instituto Técnico Central, Bogotá, Colombia

La incorporación de las TIC en el aula plantea diversas transformaciones en las prácticas pedagógicas. Se tuvo como propósito analizar el proceso de articulación de las TIC —en particular de la Plataforma digital Moodle— y su impacto en las prácticas pedagógicas de los docentes del Área de Ciencias Naturales, en la educación básica secundaria de la Escuela Tecnológica Instituto Técnico Central. La metodología se basó en una investigación cualitativa, en la cual se aplicó una encuesta diagnóstica con la escala de Likert, observación de clases, grupos focales, entrevista semiestructurada y la aplicación de una matriz al currículo. Se seleccionó una población de docentes y estudiantes de las asignaturas de química, física y biología pertenecientes a los grados 6°, 7° y 8°. Se realizó una triangulación de los resultados obtenidos para identificar las convergencias y divergencias. Los resultados evidencian que la reflexión docente es un factor determinante en la transformación de las prácticas pedagógicas. Se muestran cambios significativos en la didáctica, la comunicación y la evaluación y en el desarrollo de la autonomía, el aprendizaje cooperativo de los estudiantes y la creatividad del docente. En algunos casos se presentaron dificultades para configurar nuevas rutas de aprendizaje desde la mediación de las TIC con el conocimiento. El estudio muestra la necesidad de incluir la mediación de las TIC en las demás áreas académicas y en el Proyecto Educativo Institucional que dé respuesta a la formulación de una política institucional que permita la incorporación de nuevos escenarios educativos y estilos de enseñanza.

*Tecnologías en el aprendizaje*

**Huella Pragmática: ¿Brecha en el Aprendizaje de Lenguas Extranjeras?**

Luz Janeth Ospina Montoya, Spanish Faculty, Modern Languages, University of Lethbridge, Lethbridge, Canadá

Se partió de la hipótesis de que la intervención pedagógica (IP) mediada por las nuevas tecnologías resultaría favorable en el desarrollo de la competencia pragmática (CP) de alumnos universitarios de español como lengua extranjera en un medio anglofónico. A partir de la aplicación de un cuestionario para elicitación de actos de habla, antes de y después de una intervención pedagógica, se observó un mejor despliegue de la competencia pragmática. La presencia de la huella pragmática fue indicadora de la necesidad de subsanar esta brecha pedagógica, ya que poca atención se le ha dado tanto en la investigación como en la docencia de lenguas segundas y/o extranjeras. Los resultados indican un progreso favorable de la CP a partir de la (IP), implementando nuevas tecnologías como parte de una propuesta pedagógica post-método, en la que el docente-investigador articula elementos teórico-metodológicos fruto de indagación científica y de su experiencia docente. Se concluye la necesidad de desarrollar la CP desde niveles iniciales, a partir de la intervención pedagógica, esto orientando al alumno hacia la concatenación entre elementos pragmáticos y gramaticales, y además usando efectivamente las nuevas tecnologías como facilitadoras del aprendizaje activo y significativo, para que así los aprendices logren comunicarse efectivamente.

*Pedagogía y currículo, Aprendizaje en la educación superior, Tecnologías en el aprendizaje, Alfabetización y aprendizaje de idiomas*

**Tecnología como medio de aprendizaje en odontología: La percepción de los actores**

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Jorge Alejandro Fernández Pérez, Coordinador del programa de doctorado en Investigación e Innovación Educativa, Facultad de Filosofía y Letras, Benemérita Universidad Autónoma de Puebla, Puebla, México

Benjamín Gutiérrez Gutiérrez, Profesor Investigador, Programa de Licenciatura en el Enseñanza del Inglés, RECALE, Puebla, México

La investigación que se presenta es de carácter cualitativo, donde la referencia teórica se incorpora con la opinión de los cirujanos dentales considerados líderes dentro de la profesión. El estudio se realizó en dos etapas, donde la primera parte consistió en un trabajo documental, que se hizo a través de una búsqueda bibliográfica sobre temas relacionados con la Sociología del Trabajo, la Flexibilidad, las Habilidades Profesionales y la Profesión Dental. La segunda fase correspondió al trabajo de campo, en donde, para la obtención de datos, se determinó utilizar como instrumento metodológico la entrevista a profundidad, con la intención de recuperar información de los profesionistas miembros de la profesión odontológica. Los resultados muestran que el tema de la tecnología dentro de esta profesión ha sido muy importante porque en base a ella se ha marcado el desarrollo de la formación y de la práctica profesional, la cual se ha caracterizado por apearse siempre a los adelantos técnicos y científicos, situación que ha distinguido a sus egresados por su constante adquisición y actualización de los conocimientos para el manejo de las nuevas tecnologías y su aplicación inmediata.

*Tecnologías en el aprendizaje*

**Diversidad de estudiantes en un mundo digital y multicultural: El caso de una universidad intercultural de México**

Francisco Javier Guzmán Games, Estudiante, Doctorado, Benemérita Universidad Autónoma de Puebla, Nezahualcóyotl, México

Marco A. Velazquez Albo, Decano, Colegio de Historia, Benemérita Universidad Autónoma de Puebla, Puebla, México

Doce universidades interculturales están operando en México. Se ubican en regiones indígenas de este país de Norteamérica. Por lo tanto, el objetivo es analizar la diversidad de los estudiantes de la "Universidad Veracruzana Intercultural de Grandes Montañas" en el contexto de un mundo digital y multicultural. En otras palabras, el problema de la interculturalidad y la digitalización se reconoce en la construcción de la identidad de los estudiantes que forman parte de un proyecto educativo destinado a garantizar el desarrollo de comunidades marginadas y el acceso de personas de origen "indígena" a la educación superior. Sin embargo, en el estado de conocimiento que se ha consultado, las nociones de interculturalidad y digitalización están disociadas, por lo que es fundamental construir una perspectiva educativa que las articule para proponer estrategias didácticas con pertinencia cultural y justicia social. Ha sido necesario estudiar las prácticas y experiencias de los estudiantes de diferentes orígenes sociales y culturales en torno al fenómeno tecnológico a través del método etnográfico para obtener datos empíricos sobre la dinámica de la enseñanza y el aprendizaje donde están inmersos. En conclusión, ha habido una falta de integración entre el conocimiento digital global y el conocimiento cultural nativo.

*Identidad y diversidad en los estudiantes*



**Estrategia de enseñanza para la promoción de aprendizaje significativo: El estudio de casos en el Grado de Educación Infantil**

Carmen Enrique Mirón, Profesora Titular, Química Inorgánica, Universidad de Granada, Granada, España

María José Molina García, Profesora, Departamento de Didáctica de la Lengua y la Literatura, Universidad de Granada, Melilla, España

Uno de los objetivos fundamentales que persigue el proceso educativo es integrar la teoría y la práctica a través de la aplicación de estrategias de enseñanza y de aprendizaje que conecten eficazmente el conocimiento con el mundo real. La presentación de una situación real como base para la reflexión y el aprendizaje permite alcanzar este objetivo, por lo que ha sido utilizada desde tiempos remotos. Así, el planteamiento de un caso se convierte en una oportunidad de aprendizaje significativo y trascendente. La experiencia se ha realizado con alumnos de segundo curso del Grado de Educación Infantil del Campus de Melilla (Universidad de Granada) que, distribuidos en pequeños grupos (5-6 alumnos/as), han trabajado en diferentes casos. Los ejes sobre los que se ha construido la experiencia han sido la búsqueda y organización de información, el diseño del informe final y su exposición oral, así como la respuesta educativa ofrecida a cada caso concreto, para los cuales los estudiantes han desarrollado habilidades relacionadas con análisis y síntesis de la información, pensamiento crítico, trabajo en equipo y toma de decisiones, además de otras actitudes como la innovación y la creatividad. Para la evaluación y seguimiento del trabajo se han elaborado instrumentos ad hoc.

*Aprendizaje en la educación superior*

**Educación de los niños desde el feto hasta los 4 años**

Zélia Anastácio, Profesora/investigadora, Instituto de Educación, Universidade do Minho, Braga, Portugal

Theodomiro Gama Júnior, Investigador, Instituto de Educación, Universidade do Minho, Braga, Portugal

La educación es un proceso cognitivo inductor de la evolución humana que se extiende a lo largo de la vida desde la etapa intrauterina. Cualquier sistema de educación adoptado debe priorizar la dignidad del ser humano para acentuar los valores morales y éticos que le son intrínsecos. Hace ya mucho tiempo que sabemos que el modelo educativo universal y natural en el entorno familiar comienza temprano con la madre durante el embarazo, a través de los sentidos humanos simbióticos relacionados con el feto. La investigación de la neurociencia sobre el funcionamiento cognitivo del cerebro, a confirmar ciertos resultados previamente planteadas por la psicología de la educación infantil -especialmente con respecto a lo que fue absuelto a través de los sentidos humanos de la vista y del oído, así como gran parte de la educación transmitida a través de la integración entre la convivencia social y el entorno físico, hasta los cuatro años- revela que la cultura enseñada y atentamente aprendida difícilmente se modificará durante toda la vida. Sin embargo, el sistema de educación formal de los niños ha subvalorado la enseñanza y aprendizaje del niño y aún está por entender y actuar sobre la educación durante la fase embrionaria de vida en el vientre. Así, con este trabajo científico basado en una revisión de la literatura sobre la materia, se pretende a estimular una reflexión breve sobre el comienzo de una educación infantil innovadora que cumple con la edad desde el feto hasta la edad de cuatro años.

*Aprendizaje en la educación preescolar*

**Prácticas Pedagógicas interculturales**

Andrea Cristina Fariás Delano, Académico, Facultad de Educación, Universidad Bernardo O'Higgins, Santiago, Chile

Este trabajo da cuenta del proceso de generación de herramientas y prácticas pedagógicas en contextos educativos interculturales a través de un Proyecto de vinculación con el medio de la Escuela de Educación Inicial de la Universidad Bernardo O'Higgins y el Jardín Infantil Guillermo Videla en Santiago de Chile. La iniciativa se basa en la necesidad de apoyar la labor de las instituciones en nuevas realidades educativas de forma sistemática y de acuerdo a sus propias necesidades. Como resultado se obtiene una propuesta de trabajo que respeta criterios de coconstrucción, generación de prácticas de autoaprendizaje para la comunidad educativa y contextualización de las estrategias implementadas en contextos de interculturalidad.

*Organización educativa y liderazgo*

15:40-16:55

**SESIONES PARALELAS**

Aula 4

**Enseñanza de adultos**

**Método vivencial de adultos: La narrativa oral como didáctica**

Jesús Moisés Lara Coronado, Universidad Austral de Chile, Puerto Montt, Chile

Nuestra propuesta de tema se fundamentó en la metodología socio-histórica y de ésta usamos, específicamente, la narrativa oral como recurso didáctico. Por medio de la oralidad se creó un método para la enseñanza de la lectoescritura para adultos mayores, el cual está basado principalmente en la narrativa oral de las experiencias de estas personas. Por esta razón el relato se considera un pilar fundamental dentro de esta estrategia, ya que es usado no tan solo para conversar o conocer al individuo, sino también para que el adulto que está exteriorizando nos enseñe sus habilidades, su experticia, su conocimiento. Con los relatos escuchados (por los monitores) se escogen ideas que sean significativas (para el adulto) para el que está compartiendo sus vivencias, posteriormente el adulto mayor las escribe pictográficamente con todos los recursos que posea, dibujos, letras que él conoce, y además le otorga significado. Luego viene una etapa en la que el adulto mayor compara y constata lo escrito y finalmente reescribe analíticamente (tema que se explicará en la presentación). En suma, queremos compartir dos años de experiencia utilizando este sistema de enseñanza con adultos mayores en la ciudad de Puerto Montt, Chile.

*Aprendizaje en adultos, comunitario y profesional*

**Aprendizajes en adultos, comunitarios y profesionales: La formulación de planes de desarrollo comunales con los actores locales en Costa Rica**

Rita María Gamboa Conejo

Priscilla Mena García, Académica, Escuela de Planificación y Promoción Social, Universidad Nacional de Costa Rica, Heredia, Costa Rica

Desde sus orígenes en 1974, la Escuela de Planificación y Promoción Social de la Universidad Nacional planteo como uno de sus bastiones el compromiso con los sectores más vulnerables socialmente. Por ende ellos han sido el grupo meta en los proyectos de extensión universitaria que a través del tiempo se han promovido como una forma de contribuir en su transformación social. Mediante el uso de metodologías participativas con la integración de los grupos organizados localmente, así como la institucionalidad, se ha trabajado por propuestas de desarrollo integradoras, con una visión de futuro articulada, tal es el caso del Plan de Desarrollo Cantonal Participativo con Equidad de Género de Santa Ana 2018-2028, como la más reciente experiencia en este ámbito, desde el quehacer universitario. Estos procesos buscan promover capacidades y aprendizajes en los actores comunitarios, como una forma de educación no formal pero que les dota de herramientas técnicas y de trabajo para la formulación, promoción y ejecución de las propuestas estratégicas de desarrollo de sus comunidades. No hay imposición, su sustento es un diálogo de saberes entre los actores locales, institucionales y universitarios, cuyo fin es la generación de capacidades de diferente naturaleza en los participantes, desde una perspectiva crítica. Es una relación entre los aprendizajes técnicos y la experiencia de vida. En la educación comunitaria lo importante es el nutrirse de los saberes del otro y su aplicación a la realidad cotidiana. Este trabajo aborda la generación de capacidades y aprendizajes, desde la extensión universitaria, como educación comunitaria.

*Aprendizaje en adultos, comunitario y profesional*

**Centro Integral Educativo Córdoba Montessori: Cruz roja educativa**

Lucía Irene Mengo, Profesora Asistente, Facultad de Ciencias de la Comunicación, Universidad Nacional de Córdoba, Córdoba, Córdoba, Argentina

Pablo Rubén Tenaglia, Becario Doctoral - Profesor Asistente, Escuela de Ciencias de la Información, Universidad Nacional de Córdoba, Córdoba, Argentina

Rosa Liliana Vargas, Directora Titular, Supervisora nivel secundario, Ministerio de Educación de la Provincia de Córdoba, Córdoba, Córdoba, Argentina

En esta ponencia demostraremos los altos beneficios que tanto niños y jóvenes, junto al grupo familiar, están obteniendo con la puesta en marcha de un proceso educativo basado en la filosofía montessoriana. El Centro Integral Educativo Córdoba Montessori nace en el 2008 con el objetivo de acercar a la comunidad cordobesa una propuesta alternativa de cómo el alumno puede apropiarse y construir saberes desde otra mirada?, pues, desde que María Montessori había vivido en la Argentina en 1927 y formado grandes maestros, se ha perdido su huella debido a la azarosa historia Argentina. Recuperada la democracia en 1983, nuestra cultura comienza un lento proceso de transformación con un nuevo sentido, afianzar la república como sistema de vida. El sistema educativo y sus actores (entre ellos, los docentes) son los que presentan mayores resistencias a modificar la manera de educar, convirtiéndose las escuelas, mayoritariamente, en lugares de resistencia al cambio, promoviendo, inconscientemente, acciones que terminan expulsando a los niños y jóvenes del sistema. Tanto es así que comenzaron a llegar niños y jóvenes heridos psicológicamente y hasta físicamente de escuelas con sistema educativo tradicional. Nuestra investigación se basa en los relatos de los alumnos y sus familias, las experiencias vividas, la decisión de un cambio, la elección de nuestro centro y el desarrollo actual de esos mismos actores.

*Pedagogía y currículo*

**Propuestas gráficas para el diagnóstico de patrones atípicos de respuesta**

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M. Dolors Riba, Catedrática, Departament de Psicobiologia i de Metodologia de les Ciències de la Salut, Universitat Autònoma de Barcelona, Barcelona, España

El conjunto de respuestas, correctas o incorrectas, de un estudiante en una prueba de evaluación da lugar a un patrón de respuestas que ofrece más información sobre su nivel de conocimientos que su calificación calculada como suma de respuestas correctas. Las calificaciones suelen interpretarse en términos de conocimientos evaluados que el estudiante domina, entendiéndose de forma tácita que si ese conocimiento no es total, el estudiante debería dominar mejor las materias fáciles y mostrar poco dominio de las difíciles. De esta forma, las respuestas incorrectas a preguntas fáciles y correctas a preguntas difíciles se consideran patrones atípicos de respuesta (PAR). Una calificación que proceda de un PAR no proporciona una información fidedigna del nivel de conocimientos del alumno evaluado. La manera concreta en que se distribuyen los aciertos y errores con respecto a los diferentes niveles de dificultad de la prueba da lugar a distintos tipos de PAR. La existencia de numerosos índices analíticos facilita la detección de los PAR pero ninguno de ellos permite diferenciar sus tipologías. Con el objetivo de facilitar la identificación de dichas tipologías presentamos diferentes propuestas gráficas basadas en la representación de la cantidad de respuestas individuales inesperadas y del nivel de dificultad de la prueba donde este tipo de respuestas se acumulan más. La propuesta se ilustra con el análisis de las respuestas de 74 estudiantes universitarios a una prueba de conocimientos de 20 ítems. Finalmente, se discute la aportación de la propuesta a la mejora de la validez de las evaluaciones.

*Medición y evaluación*

**Los procesos de autoevaluación y acreditación y su impacto en los aprendizajes: El caso de la Escuela de Planificación y Promoción Social, UNA, Costa Rica**

Miguel Céspedes Araya, Investigador, Escuela de Planificación y Promoción Social, Universidad Nacional de Costa Rica, Heredia, Costa Rica

En Costa Rica, los procesos de autoevaluación y acreditación de las carreras para la formación de profesionales son coordinados y dirigidos por el Sistema Nacional de Acreditación de la Educación Superior (SINAES), entidad rectora a nivel nacional. En definición del SINAES, la autoevaluación es un proceso de reflexión participativa y activa que se plantea a sí misma la carrera, desde donde estudia, explora, analiza, diagnostica, verifica, describe y valora su propia realidad en cada una de sus estructuras: orgánica, académica y administrativa. Dicho proceso es constante y atemporal, ya que es una práctica que debe interiorizarse como parte fundamental de la gestión académica que realizan las carreras universitarias. En este contexto, la Universidad Nacional de Costa Rica inicia los procesos de acreditación de las carreras que imparte desde el año 2000, contando a la fecha con 20 carreras acreditadas. El presente estudio pretende mostrar la experiencia de evaluación, mejoramiento y acreditación que desarrolló la carrera de Bachillerato y Licenciatura en Planificación Económica y Social de la Universidad Nacional durante cinco años, así como el impacto generado en el nivel docente, administrativo, estudiantil y empleador, como receptores de los futuros profesionales, con sello de acreditación.

*Aprendizaje en la educación superior*

**Los mensajes sociales de la calidad en la formación de investigadores: El caso de la mención honorífica**

Blanca Estela Gutiérrez Barba, Profesor-investigador, Centro Interdisciplinario de Investigaciones y Estudios sobre Medio Ambiente y Desarrollo, Instituto Politécnico Nacional, Ciudad de México, México

La calidad de los programas que forman investigadores considera la productividad de la planta docente, reconocimientos a los investigadores, infraestructura, tasa de graduación, entre otros criterios. Si bien son válidos para evaluar los programas académicos, no son suficientes. La tesis como un producto de aprendizaje guarda características que se capitalizan en el reconocimiento (mención honorífica, cum laude, magna cum laude) a la investigación (tesis), al investigador en formación (tesista) y al investigador que lo forma (director, asesor de tesis). Dicho reconocimiento adquiere significado de calidad entre la comunidad académica y la sociedad. A través de datos estadísticos de otorgamiento de dicho reconocimiento y un cuestionario aplicado a comunidades académicas, el presente trabajo tiene como propósito analizar las variables que inciden en el otorgamiento y discurrir sobre su valor como criterio de calidad en la formación de investigadores. Se encontró que la normativa está concentrada en el promedio (9.0-9.5) en acuerdo unánime y subjetivo sobre la excepcionalidad, brillantez o excelencia del trabajo y la exposición oral. Las comunidades académicas consideran que la principal característica es la sobresalencia del trabajo y que la variable que más influye en el otorgamiento es las relaciones entre el staff.

*Medición y evaluación*



**La Última Reforma Educativa en Bolivia : ¿Qué cambios hay en la Educación Intercultural Bilingüe?** Francisco Alfaro, Profesor asociado, School of International Liberal Studies, Universidad Chukyo, Nagoya, Japón

En Bolivia se han desarrollado numerosos esfuerzos orientados a la aplicación de nuevos enfoques que respondan a la realidad lingüística y cultural en el campo educativo. Es evidente que en países plurilingües y multiculturales con una considerable presencia indígena como Bolivia, México, Guatemala, Ecuador y Perú este tema se haya convertido en un reto importante y urgente. Así mismo es importante mencionar que el proceso de implementación de políticas educativas en este ámbito no ha sido estático y ha sufrido cambios drásticos y radicales en los últimos años. El objetivo del presente estudio es identificar cuáles son los cambios más importantes que se establecen a partir de la última reforma educativa Ley de Educación 070 aprobada en el año 2010, y cómo estos cambios inciden en la práctica docente en las escuelas. Para cumplir con los objetivos, hubo una parte de revisión documental y también una investigación de campo en la ciudad de La Paz y Cochabamba en febrero de 2017. El mismo consistió en realizar entrevistas a representantes de la Universidad Mayor de San Simón, funcionarios del Ministerio de Educación y de diferentes Unidades de la Dirección Departamental de Educación de Cochabamba. Como parte de los resultados más relevantes se pueden mencionar los siguientes: Cambios radicales en el nombre y concepción de la educación bilingüe, la práctica relacionada a los aspectos técnico-pedagógicos, los libros de texto, la participación social, la formación de maestros, la organización curricular, el modelo educativo y finalmente los nuevos aportes de la ley educativa vigente.

*Identidad y diversidad en los estudiantes*

**Tecnologías Digitales y Nativos Digitales en el nuevo Marco de Educación Europeo: Estudio de Casos en España**

Juan Pablo Fernández Abuín, Doctor en Educación, Universidad Autónoma de Barcelona, Barcelona, Galicia, España

En el presente informe, se muestran los resultados de una investigación cualitativa basada en el estudio de casos (Merriam, 1998), desarrollada en centros de Educación Secundaria de la comunidad autónoma gallega (2013-2017). En ella, el objetivo principal es investigar el proceso de integración de las Tecnologías de la Información y Comunicación en las prácticas de enseñanza y aprendizaje en alumnos de Educación Secundaria y cómo contribuyen a la adquisición de la competencia digital, tan importante y estrechamente vinculada al resto de competencias clave, en este nuevo ecosistema digital del siglo XXI, siguiendo la propuesta de la Unión Europea en el marco del proyecto DIGCOMP (Ferrari, 2013). Después del análisis de los datos obtenidos, observamos los cambios positivos que se manifiestan en el centro a nivel organizativo. No obstante, no se observa todavía el cambio metodológico significativo y deseable en la práctica docente diaria, corroborando otros estudios anteriores como el informe de la OCDE (2015) elaborado a partir de Talis 2013 (Teaching and Learning International Survey), que detalla cómo menos del 40% del profesorado de los países analizados utilizan las TIC como parte de su proceso de enseñanza.

*Tecnologías en el aprendizaje*

**Buen clima institucional en tiempos de austeridad y tumulto social: Variables y acciones**

Rosa Liliana Vargas, Directora Titular, Supervisora nivel secundario, Ministerio de Educación de la Provincia de Córdoba, Córdoba, Córdoba, Argentina

Pablo Rubén Tenaglia, Becario Doctoral - Profesor Asistente, Escuela de Ciencias de la Información, Universidad Nacional de Córdoba, Córdoba, Argentina

Lucía Irene Mengo, Profesora Asistente, Facultad de Ciencias de la Comunicación, Universidad Nacional de Córdoba, Córdoba, Córdoba, Argentina

Renee Isabel Mengo, Docente adjunta, Escuela Ciencias de la Información, Universidad Nacional de Córdoba, Córdoba, Argentina

El Ministerio de Educación de la Provincia de Córdoba (Argentina), en el marco de la política educativa, considera como una prioridad pedagógica el logro de un "buen clima escolar que favorezca los procesos de Enseñanza y Aprendizaje". De allí que las instituciones educativas deben buscar las herramientas necesarias para alcanzar el mismo, teniendo en cuenta que este favorece los aprendizajes y mejora los resultados académicos, respetando el contexto en el cual están inmersos con sus particularidades y características, a fin de lograr que toda la comunidad educativa construya colectivamente "saberes", en un territorio de encuentro. Las escuelas que se encuentran en zonas de variada vulnerabilidad (pobreza, falta de hábitos de trabajo, estudio, ausencia de tutores o progenitores, etc.) deben transitar nuevos desafíos: ¿Cómo lograr que sus alumnos aprendan? ¿Cómo responden estos docentes a esos alumnos "con necesidades básicas no cubiertas"? ¿Cómo lograr una educación de calidad que incluya a todos? Se plantean estrategias y acciones que dan la posibilidad de que todos puedan aprender porque todos son capaces de hacerlo en un buen clima escolar que favorece el entramado de realidades sociales en tiempo de austeridad.

*Organización educativa y liderazgo*

**Viernes, 22 de junio**

08:30-09:00	Mesa de inscripción abierta
09:00-09:15	Noticias del día—Dr. Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, Champaign, Estados Unidos
09:15-09:50	Sesión plenaria (en inglés)—Dr. Maria Petmesidou, Profesora Emérita de Políticas Sociales de la Universidad Demócrito (Grecia), Miembro de CROP/ISSC (Investigación comparada sobre la pobreza / Consejo Internacional de Ciencias Sociales bajo los auspicios de la UNESCO)
	<b>"Crisis and Austerity: A Painful Watershed for the Greek Welfare State"</b>
09:50-10:20	Charlas de jardín (en inglés)
	Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:20-10:30	Palabras de bienvenida
10:30-11:05	Sesión plenaria en español
	Gerardo Tunal Santiago, Universidad Autónoma Metropolitana - Unidad Xochimilco, México
	<b>"Las universidades públicas como reproductoras de desigualdad social"</b>
	Aunque en su constitución las Instituciones de Educación Superior Públicas velan por la democracia, la igualdad de oportunidades y se prioriza el desempeño a favor de la generación de un sistema educativo que eleve la calidad de los actores educativos, existe evidencia de que en sus estructuras axiológicas presentan niveles de iniquidad. Lo anterior no hace sino fortalecer que en cualquier tipo de organización se establece un sistema de estructuras jerárquicas de poder conflictivas en donde no sólo los individuos que ocupan un cargo elevado velan por un estatus quo particular, sino que también los miembros cercanos a dicho poder, coadyuvan a perpetuar un sistema que va en contra de la inclusión y acelera el detrimento de las capacidades, habilidades y conocimientos, no sólo de los que ocupan los estratos más bajos, sino incluso de aquellos que detentan el poder.
11:05-11:35	Charlas de jardín
	Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
11:35-12:35	Almuerzo



12:35-13:20	<b>SESIONES PARALELAS</b>
Aula 2	<b>Taller en español</b> <b>Reaprendiendo la evaluación formativa de los aprendizajes a través de la aplicación de estrategias de lectura: Esquemas conceptuales y comparación</b> Margarita Ercilia Aravena Gaete, Profesora, Departamento de Currículum, Asesoramiento y Tecnología, Pontificia Universidad Católica de Chile, Santiago, Chile Este taller tiene como objetivo principal recomendar a profesores dos estrategias de lecturas: el Mapa Conceptual y la Comparación, cuyos empleos en el proceso de enseñanza - aprendizaje facilitan o apoyan la comprensión de lectura de los dicentes, convirtiéndose en una herramienta educacional tanto para los alumnos como de los profesores. Estas estrategias también se han abordado en capacitaciones realizadas para profesores de colegios de zonas rurales, como también en aulas de enseñanza superior, cuya aplicación y resultados fueron exitosos. Se presenta la descripción, funcionalidad y estrategia de esta herramienta, y un ejemplo sencillo de su aplicación dentro de los contenidos de evaluación de los aprendizajes, cuyo aporte es a través de la evaluación formativa, con la finalidad de potenciar habilidades cognitivas de los estudiantes de todos los niveles de educación. Está dirigida, especialmente, a los profesores que deseen aplicar las estrategias de lectura como una actividad formativa dentro del proceso de enseñanza-aprendizaje. Además, estas ayudan a mejorar, paulatinamente, las habilidades y destrezas del alumnado para obtener un buen nivel de comprensión lectora, que es una competencia esencial para el aprendizaje. <i>Medición y evaluación</i>



12:35-13:20	<b>SESIONES PARALELAS</b>
Aula 4	<p data-bbox="242 210 469 239"><b>Pósteres en español</b></p> <p data-bbox="242 255 1281 284"><b>Integración en la Enseñanza de las Tecnologías con Actividades Físicas en la Tercera Edad</b></p> <p data-bbox="242 286 1465 329">Andrino Fernandes, Profesor, Departamento Académico de Salud y Servicios, Instituto Federal de Santa Catarina, Florianópolis, Santa Catarina, Brasil</p> <p data-bbox="242 331 1404 383">Adriana Durioux, Profesora, Departamento Académico de Lengua, Tecnología, Educación y Ciencia, Instituto Federal de Santa Catarina, Florianópolis, Santa Catarina, Brasil</p> <p data-bbox="242 385 1430 432">Fernanda Maria Baia Tenente, Becaria del Proyecto Salud y Ocio, Departamento Académico de Salud y Servicios, Instituto Federal de Santa Catarina, Florianópolis, Santa Catarina, Brasil</p> <p data-bbox="242 434 1492 678">El comportamiento de las personas en el mundo globalizado está inmerso en una sociedad caracterizada por la necesidad y utilización de las tecnologías de la información y la comunicación. Para una parte de la población - en especial la generación baby boomer - mantener la calidad de vida significa cuidar la salud a través, entre otros, de la actividad física y cognitiva. Entre las actividades cognitivas es importante destacar la necesidad y el involucramiento con computadoras, tabletas y smartphones para la convivencia social, incluso para el conocimiento que puede ser adquirido. Esta relación con las nuevas tecnologías no es tan cercana e inmediata y precisa de procesos pedagógicos para la adaptación (aprendizaje). En este sentido, el Proyecto Saúde e Lazer (Salud y Ocio), desarrollado en el Instituto Federal de Santa Catarina hace 15 años, cambia su propuesta con la intención de aumentar la calidad y satisfacción de sus alumnos más allá de las actividades físicas - gimnasia, juegos recreativos, estiramientos y danza de salón. En 2017, con 110 alumnos, talleres sobre el uso de tecnologías fueron incorporadas, como: Whatsapp, Navegación Internet, Correo Electrónico, Facebook y Procesamiento de Textos. Los resultados de este trabajo corroboran la necesidad de pensar en el aprendizaje continuo en la relación con las tecnologías y con la inclusión digital.</p> <p data-bbox="242 680 647 705"><i>Aprendizaje en adultos, comunitario y profesional</i></p> <p data-bbox="242 712 1026 741"><b>Dificultades de aprendizaje: Nuevo enfoque de actuación profesional</b></p> <p data-bbox="242 743 1070 768">Raquel de Alcântara, Profesor, Secretaría, Estado de Educação do Distrito Federal, Brasília, Brasil</p> <p data-bbox="242 770 1492 1010">Consiste en la presentación de un proyecto que está en desarrollo en la Red Pública de Enseñanza del Distrito Federal - Brasília, Brasil, con profesionales responsables para el acompañamiento de los estudiantes que presentaban dificultades de aprendizaje. Tiene una significativa relevancia por tratarse de un modelo teórico-metodológico de actuación frente a las cuestiones del no aprender, en oposición al modelo biomédico, que se apoyó en los presupuestos de la Teoría de la Subjetividad desde una perspectiva Cultural-Histórica, de González Rey. En el momento histórico en que la "patologización" y la consecuente medicalización de las dificultades de aprendizaje dominan cada vez más las representaciones sociales sobre la génesis y las formas de enfrentar esas dificultades, dicho modelo de actuación contribuyó al desarrollo de la capacidad de analizar los complejos procesos sociales, históricos y culturales que constituyen la producción de subjetividad individual y social que se establecen en las relaciones del día a día escolar. El trabajo parte de una perspectiva crítica de análisis, cuestionamientos y resignificación de modelos históricamente naturalizados de actuación, distanciándose de cualquier reduccionismo en la solución de esos problemas y fundamentando estrategias alternativas hacia la transformación individual y social.</p> <p data-bbox="242 1012 647 1037"><i>Aprendizaje en adultos, comunitario y profesional</i></p> <p data-bbox="242 1043 1492 1104"><b>Aspectos favorecedores y limitantes del proyecto de acompañamiento pedagógico: El caso del Liceo Experimental Bilingüe de Turrialba</b></p> <p data-bbox="242 1106 871 1131">Hannia León, Profesora, Universidad de Costa Rica, Turrialba, Costa Rica</p> <p data-bbox="242 1133 1492 1323">Como parte de un proyecto de acompañamiento pedagógico se sistematizó la experiencia realizada en un centro de educación secundaria pública para determinar aspectos favorecedores y limitantes de este tipo de estrategia de desarrollo profesional. La metodología empleada consideró el uso de preguntas estratégicas y generadoras acerca más al docente al auto-descubrimiento de las áreas de mejora y los compromisos a los que éste puede acceder. Y, en segundo lugar, el modelaje de estrategias directamente en el aula como método más efectivo que la explicación o demostración de éstas. En cuanto a las limitantes, se destaca la claridad en el rol del docente acompañante, la interpretación de los roles durante la ejecución de las propuestas y el tiempo para la implementación del proyecto. Se concluye que el éxito del acompañamiento pedagógico en un centro de este tipo reside en la elección de metas construidas en conjunto (dirección-acompañante-acompañado), y se resalta el papel fundamental de quien acompaña que su actuar deben ser consciente, abierto, y reflexivo, incluso antes de comenzar el proyecto.</p> <p data-bbox="242 1326 647 1350"><i>Aprendizaje en adultos, comunitario y profesional</i></p>



**La disminución de la deserción académica universitaria mediante el correcto manejo de las finanzas personales**

Juan Carlos Muñoz Vera, Profesor, Bogotá - Colombia, Universidad Cooperativa De Colombia

Esta investigación, que recoge el resultado de mi tesis de doctorado en educación, nace a resultas de una inquietud y vivencia personal. Al cursar los estudios de pregrado pude advertir que varios compañeros se retiraban de la universidad. Algunos cambiaban de carrera o de institución académica y otros decidían no continuar estudiando. Para este último ítem hay varias razones. Una de ellas era porque definitivamente no querían seguir estudiando, pero la gran mayoría era porque no tenían el dinero suficiente para seguir con sus estudios. En efecto, son muy pocos los estudiantes que pueden pagar el semestre sin pedir algún tipo de préstamo o financiación. En los casi siete años como docente se observó que el patrón de deserción es el mismo, y esto entristece bastante, porque son puertas que se van cerrando al crecimiento personal y económico, no ya a un ser humano, sino a toda una familia que está detrás de él o de ella. La presente investigación tiene como objetivo de estudio ayudar a disminuir la deserción académica universitaria mediante el buen manejo de finanzas personales. El tipo de diseño de investigación es una mezcla de investigación exploratoria, investigación documental e investigación de campo. Los métodos, técnicas e instrumentos utilizados fueron Análisis-Síntesis, Deductivo-Inductivo, Histórico-Lógico y Empírico. Las técnicas utilizadas fueron Observación, Entrevista, Encuesta y Triangulación.

*Aprendizaje en la educación superior*

**Condiciones básicas para la formación docente en alfabetización digital**

Jesús Samuel Gálvez, Profesor, Bachillerato Tecnológico, ISCEEM, Chiconcuac, México

El desarrollo de las denominadas “nuevas tecnologías” ha permitido tener un mayor acceso a la información y su integración a procesos educativos ha sido un proceso que no ha cumplido con las expectativas. No es suficiente con dotar a una escuela con acceso a internet, más factores inciden en el éxito de la inclusión de la tecnología en la educación. La conformación de sociedades del conocimiento requiere habilidades y actitudes orientadas a la colaboración, diseño, y comunicación. Es necesario considerar los aportes de la neurociencia al ámbito educativo. Las ciencias cognitivas proporcionan una reconceptualización de los procesos de aprendizaje, por lo que todo agente educativo debe estar al tanto de estos avances, requisito para la innovación pedagógica. Las exigencias a los docentes como principales responsables del éxito académico de los estudiantes sobrepasan las capacidades de un docente tradicional. La presente investigación analiza la formación docente en el nivel del bachillerato tecnológico con el objetivo de comprender la construcción de las condiciones básicas para la alfabetización digital mediante la investigación cualitativa con enfoque etnometodológico como base. Su finalidad es la interpretación y comprensión de los sentidos y significados que estructuran el escenario educativo de la institución de nivel medio superior del Estado de México.

*Tecnologías en el aprendizaje*

**La evaluación de la enseñanza del cálculo mediante recursos tecnológicos**

Erick Radai Rojas Maldonado, Profesor e Investigador, Biotecnología, Universidad Michoacana de San Nicolás de Hidalgo, Morelia, Michoacán, México

El presente trabajo de investigación se centra en proponer y evaluar el aprendizaje del concepto de límite a través de una serie de secuencias didácticas de manera alternativa a la que actualmente se enseña por la definición de Cauchy. Se diseñó un modelo metodológico en entornos virtuales que integra un conjunto de elementos coherentes que favorece el aprendizaje y promueve el desarrollo de competencias específicas en los estudiantes, utilizando la tecnología para su comprensión y desarrollo. Este proyecto fue aplicado en el Colegio Primitivo y Nacional de San Nicolás de Hidalgo, en el bachillerato de ingeniería y arquitectura, mediante la metodología de investigación-acción. Se seleccionaron evaluaciones de periodos anteriores donde la enseñanza se produjo bajo un esquema tradicional. Se procedió a su instrucción en el semestre 2015/2016. Se aplicó estadística no paramétrica para obtener conclusiones respecto de las variables en consideración y así establecer criterios de validación. El resultado fue una ligera mejora en el aprovechamiento; sin embargo, se manifestaron actitudes del estudiante referentes al interés de aprender.

*Educación en ciencias, matemáticas y tecnología*

**Iniciando la mirada en Política Científica en la cátedra de Metodología de la Investigación**

Vivian Aurelia Minnaard, Profesora, Departamento de Ciencias, Instituto Superior de Formación Docente N° 19, Buenos Aires, Mar del Plata, Argentina

Mg Claudia Minnaard, Profesora Titular, Departamento de Ciencias Básicas, Facultad de Ingeniería - UNLZ, Buenos Aires, Mar del Plata, Argentina  
Iniciar el pensamiento de los alumnos que ingresan en las aulas de cátedra de Metodología de la Investigación por primera vez exige que los docentes reflexionen sobre cómo contextualizar la misma en la Ciencia de Hoy, más concretamente, en la Política Científica y sus estrategias. Se plantea como objetivo analizar las representaciones de los alumnos sobre aspectos de Política Científica en la cátedra de Metodología de la Investigación de la Licenciatura en Nutrición, Fonoaudiología y Kinesiología durante el mes de mayo de 2017 con la mirada sistémica del autor del sujeto análisis. La investigación se desarrolla en forma descriptiva de corte transversal. La muestra no probabilística por conveniencia está formada por 52 alumnos de la Licenciatura en Nutrición, Kinesiología y Fonoaudiología. El abordaje de temáticas asociadas a la Política Científica favorece y permite entender en el contexto de la gesta de investigaciones y esto cobra sentido en el semillero que constituye una materia como Metodología de la Investigación que brinda el andamiaje para decisiones en las vidas de los futuros profesionales.

*Aprendizaje en la educación superior*

12:35-13:20

**SESIONES PARALELAS****Creencias de los maestros de primaria: Educación en Ciencias y Ciencias Sociales sobre la búsqueda de información en línea**

Mario Roberto Quintanilla Gatica, Pontificia Universidad Católica de Chile

Ibañez Astroza Verónica

Sarduy Labarrere Alberto

Favaro Carol Joglar

Cabrera Giovanni, Universidad del Valle, Colombia

Sormunen Eero

Marja Vauras

Norbert Erdmann

El presente estudio corresponde a los resultados de la primera etapa investigativa de un proyecto chileno-finlandés que tiene como objetivo comprender los procesos de desarrollo del pensamiento científico de los maestros de escuela primaria en diferentes contextos educativos y culturas. En este sentido, el propósito de la investigación hará énfasis en la identificación y caracterización de las creencias de los docentes de primaria en diferentes dimensiones (epistemológicas, didácticas, psicológicas, culturales y cognitivas) sobre cómo representan la búsqueda de información especializada en línea, para comprender los procesos de enseñanza y aprendizaje de la ciencia. El enfoque investigativo fue cualitativo de tipo exploratorio-descriptivo. Los resultados que se presentan corresponden a la primera etapa de dicho proyecto, en el cual hemos identificado que es un desafío promover profesores competentes en ciencias a través de un enfoque multidisciplinario de desarrollo profesional basado en la comprensión de la lectura, la autorregulación del aprendizaje y las decisiones pedagógicas basadas en la teoría.

*Tecnologías en el aprendizaje***Coeducando infantes: La pertinencia educativa a través de la corresponsabilidad de agentes**

Silvia Erendira Muñoz Ortiz, Asistente de Investigación, Ciencias Sociales y Políticas, Universidad Iberoamericana, Ciudad de México, Xochimilco, México

La apuesta que se hizo sobre la educación formal universal para poder disminuir la desigualdad social ha quedado rebasada frente a las injusticias sociales producto de la mala distribución de la riqueza. Además, este tipo de educación tiende a ser dirigida por intereses estatales a nivel nacional y en muchas ocasiones estos conocimientos carecen de pertinencia social. En este póster se expone una propuesta de educación corresponsable, en la que la educación formal institucional se hace de forma corresponsable con la familia nuclear, la familia extensa y con la comunidad propia del infante. Así, la correspondencia educativa no solo es una suma de agentes, sino también una agregación de aprendizajes que al ser propios de su espacio se vuelven más pertinentes para ir formándolos como potenciales adultos recíproco con su comunidad. Esta exposición no busca dar las pautas educativas universales, que se puedan replicar tajantemente en otros espacios, ya que la pertinencia se logra justo con la observación de las particularidades de cada microsociedad. Este trabajo es producto de una investigación doctoral realizada entre 2014 y 2018, en la región de la Montaña de Texcoco ubicada en el Estado de México. Esta zona se caracteriza por tener reminiscencias indígenas con una historia de marginación vivida hasta tiempos recientes, con la particularidad de haber incursionado en nuevas actividades económicas como la profesionalización como músicos de cámara y ornamentación floral, lo que ha permitido cambiar sus circunstancias gracias al tipo de educación corresponsable que tienen.

*Tema destacado 2018: La educación en un tiempo de austeridad y tumulto social***Competencias digitales identificadas en estudiantes de educación básica**

Cabrera Giovanni, Universidad del Valle, Colombia

Mario Roberto Quintanilla Gatica, Pontificia Universidad Católica de Chile

Ibañez Astroza Verónica

Sarduy Labarrere Alberto

Carol Joglar

Sormunen Eero

Marja Vauras

Norbert Erdmann

El presente estudio corresponde a los resultados de un estudio transversal derivado del Proyecto AKA EDU 03 que involucra a tres universidades finlandesas y dos universidades chilenas. Se optó por una investigación cualitativa de tipo exploratorio - descriptivo. Se aplicó un cuestionario a niños y niñas de quinto a octavo básico de cuatro instituciones educativas de Santiago de Chile. Para el procesamiento del análisis se estudiaron sus respuestas con el propósito de identificar las competencias digitales que se evidencian cuando indagan online a través de servicios albergados en la Internet. Concluimos que es fundamental potenciar el desarrollo de la búsqueda, evaluación y síntesis de la información en el proceso de enseñanza que se orienta en el aula, de esta manera, se da paso a los nuevos requerimientos de alfabetización tecnológica en el cual están enfocados las estrategias y políticas educativas.

*Tecnologías en el aprendizaje***Uso de aulas virtuales portátiles para disminuir la brecha digital en comunidades marginadas: Aplicación en escuelas del norte de Aguascalientes, México**

Ricardo Lara Colón, Profesor, Departamento de Ciencias Básicas, Instituto Tecnológico de Pabellón de Arteaga, Pabellón de Arteaga, México

En el campo mexicano, la mayoría de las familias cuentan con al menos un miembro que emigra a los Estados Unidos de América buscando mejores oportunidades. Entre los bienes que envían a sus familias se encuentran artículos electrónicos, que no pueden aprovecharse completamente por lo limitado de las comunicaciones de la zona rural. Se propone el aprovechamiento de dispositivos electrónicos (teléfonos inteligentes y tabletas digitales) para potenciar la educación de niños y adolescentes en las áreas rurales de norte del estado mexicano de Aguascalientes. Se aplicó un instrumento para analizar la aceptación del uso de la tecnología por parte de docentes y alumnos, así como la mejora en la percepción del aprendizaje en el aula. Los hallazgos muestran que a pesar de que la educación en línea no es usada en educación básica los maestros aceptan que mediante esta innovación puede mejorar las condiciones de enseñanza y de su contexto educativo.

*Tecnologías en el aprendizaje*

12:35-13:20

**SESIONES PARALELAS**

**Aula 8**

**Exposición de Innovaciones**

**Programa de Inclusión Social: Detectives del Arte**

Rosa de los Ángeles Fernández Lagar, Directora, Entramados, Oviedo, España

Carlos García Junco, Profesor, Universidad de Oviedo, Oviedo, Asturias, España

El Museo de Bellas Artes de Asturias es el marco social y cultural en el que se desarrolla desde hace cuatro cursos escolares el programa artístico-inclusivo Detectives del Arte, creado por Rosa de los Ángeles Fernández Lagar. Este programa consiste en visitas guiadas al Museo para niños y niñas con autismo acompañados de otros niños y niñas y en este último curso por sus familias. Tras la visita se realiza una propuesta creativa en el taller del Museo en la que se plasma la creatividad o se activa en una actividad relacionada con la temática de la sesión. Todo ello se realiza con una estructuración clara, información por medio de apoyos visuales, materiales visuales para que los detectives investiguen. Desde un primer momento se ha obtenido una alta afluencia de niños y niñas y un alto grado de participación y satisfacción tras las sesiones. Eso se ha reflejado en las imágenes tomadas durante la misma, las verbalizaciones de los niños y niñas con lenguaje y las familias. En cuanto a los resultados inclusivos, señalamos que las interacciones entre todos los niños y niñas participantes han sido notables, el clima de respeto y entendimiento por la neurodiversidad exquisito y el desarrollo en el Museo de Bellas Artes ha facilitado un contexto social magnífico que ha abierto las puertas hacia nuevas experiencias a todos los niños y niñas participantes.

*Identidad y diversidad en los estudiantes*

**Jugando con la literatura: Gamificación y aprendizaje basado en juegos en el Grado de Educación Primaria**

Concepción Torres Begines, Titular de Escuela Universitaria, Didáctica de la Lengua y la Literatura, Universidad de Osuna, Osuna, España  
 Esta propuesta se basa en un proyecto de innovación educativa llevado a cabo en la Escuela Universitaria de Osuna (Sevilla, España) durante el curso 2017/2018 en un aula de 4º del Grado de Educación Primaria para la asignatura de Literatura Española. La experiencia se basó en la adquisición de los contenidos teóricos por parte del alumnado mediante la creación de un juego de mesa para Educación Primaria. Para conseguirlo, se dividió la asignatura en diferentes sesiones, comenzando con algunas nociones de creatividad y dedicando el grueso a los elementos propios de los juegos de mesa: narrativa, dinámicas, mecánicas, elementos de juego, materiales, etc. A lo largo de las sesiones, los alumnos fueron adquiriendo las destrezas y habilidades necesarias para llevar a cabo el diseño. Además, la docente fue acompañando a los alumnos durante todo el proceso de elaboración del juego, verificando su carácter educativo y su contenido específico, centrado en los principales hitos de la Historia de la Literatura Española, incluyendo obras, autores, géneros y elementos retóricos. El resultado fue no solo un aprendizaje significativo de los contenidos conceptuales, consecuencia directa de tener que manejarlos y aplicarlos, sino también de los procedimentales con la adquisición de una metodología novedosa: el aprendizaje basado en juegos. Además, en clase se hizo uso de otras metodologías como la gamificación, mediante la evaluación con un sistema de retos que conllevaba una puntuación sumativa; el design thinking, con el diseño de un prototipo final, y el aprendizaje colaborativo, esencial para lograr el objetivo.

*Medición y evaluación*

**La enseñanza de temas socioambientales como estrategia para propiciar el pensamiento crítico en el futuro profesorado de primaria**

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 Mayra García Ruiz, Profesora-Investigadora, Área Académica 2, Universidad Pedagógica Nacional, Ciudad de México, México

El objetivo de esta investigación es desarrollar habilidades de Pensamiento Crítico (PC) mediante la enseñanza de temas socio-ambientales a través del enfoque CTSA en veinte futuros profesores de primaria. Se aplicaron dos tipos de instrumentos: 1) El instrumento de intervención didáctica referente a las secuencias de enseñanza-aprendizaje (SEAs) sobre temáticas socio-ambientales, con actividades para desarrollar destrezas de PC. 2) El instrumento de evaluación de la mejora fue el Test de Halpern adaptado para situaciones ambientales. El diseño fue cuasi-experimental pre-test/SEA/post-test (datos analizados a través de una t-test). En las situaciones de análisis de argumentos, hubo un incremento en el promedio de respuestas después de la aplicación de la propuesta. Esta habilidad se fortaleció mediante la realización de dos de las SEAs. En la primera, evocando otros tiempos, nos centramos principalmente en la comprensión de algunos aspectos de la Naturaleza de la ciencia y del ambiente desde una mirada compleja y holística. La segunda, análisis del ciclo de vida de productos de uso cotidiano priorizó identificar los hábitos de consumo personal y el reconocimiento del impacto ambiental debido al consumismo. Los resultados muestran que los estudiantes mejoran la calidad de las ideas presentadas y logran discernir entre un hecho, una opinión y un argumento razonado después de haber participado en la intervención. Esta propuesta permitió a los futuros docentes fomentar una conciencia, responsabilidad y colaboración ambiental, y los alentó a tomar acciones para mejorar el bienestar de la ciudadanía y el ambiente.

*Aprendizaje en la educación superior*

**Curriculum: Acción creativa del curriculum vívido**

Carmen. G. Burgos Videla, Investigadora, Universidad de Atacama, Copiapo, Chile

Acción creativa constituye una categoría que proviene de la teoría de la acción social, desde la epistemología de las Ciencias Sociales.

Específicamente revisamos los planteamientos de Hans Joas con la teoría de la creatividad de la acción y Javier Cristiano. Ambos que constituyen el punto de partida para abrir el horizonte de la interpretación y andamiaje conceptual emergente de esta investigación. El grueso de esta investigación en cuanto al método y teoría, se fundamenta en Alfred Schütz, en el mundo de la vida, que para este caso se le llamó el mundo áulico. Es importante destacar que el objeto de estudio fue la acción creativa emergente del curriculum vívido de profesores en ejercicio. De esta manera, se llevó la acción creativa al campo educativo y pedagógico. Ahí con los sujetos de la investigación, profesores y alumnos, se observó, analizó e interpretó su emergencia. En ese ir y venir se fueron construyendo andamiajes conceptuales que se concretan en la categoría acción creativa del curriculum vívido. Se presentará el proceso de construcción y la posibilidad que se desprende de la categoría en tanto teórica, conceptual y analítica para coadyuvar en procesos de re-adequación curricular. Es nuestro interés abrir la discusión frente a ello.

*Pedagogía y currículo*

**Propuesta de política pública para aminorar la deserción escolar en el Estado de Nuevo León**

Jesús Osorio Calderón, Investigador, Instituto de Investigaciones Sociales, Universidad Autónoma de Nuevo León, Nuevo León, México

Héctor Azael Hernández Moreno, Nuevo León, Secretaría de Educación Pública, Director, Monterrey, Nuevo León, México

El tema es la deserción escolar en la transición de educación básica a media superior en la cual los estudiantes abandonan sus estudios por cuestiones económicas, sociales y culturales, entre otras. Estas posturas son abordadas desde el poder y control, como lo indican las posturas de Bourdieu y Foucault, y el modo en que se implementa en los planes y programas de estudios y reformas educativas, además de las becas estudiantiles, que no son suficiente apoyo económico para solventar los gastos de los estudiantes. La deserción escolar en la sociedad mexicana, concretamente dentro del estado de Nuevo León, producen efectos tales como que los estudiantes pertenecen a organizaciones delictivas, el narcotráfico, los robos o la situación de niñas, entre otros. Estos problemas nos muestran que la educación tiene consecuencias sociales y que las implementaciones legales, acuerdos y reformas educativas no logran solventar la deserción escolar. La investigación se basa en la recolección de instrumentos como encuestas y entrevistas, las cuales nos muestran información relevante como las cuestiones económicas, culturales, políticas y sociales que afectan a los estudiantes en el contexto mexicano y que también se ve afectada culturalmente por la ideología de E.U.A., ya que existe la migración al extranjero en busca de mejores oportunidades de empleo, educación y cultura: los dreamers como alternativa a los estudiantes desertores de la educación y que buscan posibilidades en un país que cuenta con mejores oportunidades de empleo y educación.

*Tema destacado 2018: La educación en un tiempo de austeridad y tumulto social*

**Uso de la gamificación en el aprendizaje de los estudiantes**

Lina Higuera-Rodríguez, Contratada FPU, Didáctica y Organización Escolar, Universidad de Granada, Granada, España  
 Esta investigación surge del interés de conocer el uso de la gamificación en las aulas de la etapa de Educación Primaria. Estrategia formativa por excelencia, encontramos en el juego una herramienta clave y eficaz para el educador que puede llegar a ser de ayuda en todos los niveles educativos. Entendemos el juego como estrategia didáctica que facilita una pedagogía activa frente a un aprendizaje pasivo y verbalista. Además, mejora los procesos intelectuales y afectivos, el intercambio de actitudes y puntos de vista, la participación activa, el trabajo colectivo, la creatividad y la imaginación. Por lo tanto, el objetivo de este estudio es analizar experiencias educativas en la etapa de Educación Primaria, donde el uso de la gamificación se haga presente y destacar sus características fundamentales. Para ello, se realiza un estudio descriptivo-interpretativo de diferentes prácticas educativas donde se involucre al alumnado, se capte su atención y se logre su participación siguiendo principios lúdicos. Se pretende recoger diferentes visiones que ofrezcan posibilidades para el desarrollo de propuestas de enseñanza y aprendizaje centradas en los procesos constructivos de los alumnos. Nos parece interesante analizar, por un lado, qué modalidades de juegos educativos son los que se utilizan en el aula, y por otro lado, cuáles son las finalidades que se les dan a estos juegos en las diferentes asignaturas.

*Pedagogía y currículo*

**Análisis descriptivo del proceso de escritura científica del alumnado de Doctorado de la Universidad de Extremadura**

María Jesús Fernández, Profesora, Ciencias de la Educación, Universidad de Extremadura, Badajoz, España  
 María Teresa Becerra Traver, Universidad de Extremadura, España

El presente trabajo tiene como objetivo realizar un análisis descriptivo del proceso de escritura del alumnado de Doctorado de la UEx. Los participantes fueron 30 estudiantes de doctorado de diversas áreas (social, biomédico, humanístico y científico-técnico). La recogida de datos se llevó a cabo a través de un cuestionario amplio. Los resultados mostraron que cerca de un 15% de los participantes consideran que tienen dificultades para escribir textos científicos (pósters, comunicaciones y artículos). Menos de un 50% cumple con el proceso de escritura prescrito por los autores tradicionales (planificación, textualización y evaluación) y más de un 70% considera que al escribir un texto lo más complicado es aportar coherencia y cohesión. Finalmente, se discuten las conclusiones y limitaciones del estudio.

*Aprendizaje en la educación superior*

**Conocimiento profesional docente específico sobre el concepto escolar de Internet: Una Construcción de profesores de Tecnología e Informática.**

Jorge Mario Ortega Iglesias, Docente, Facultad de Ciencias de la Educación, Universidad del Magdalena, Santa Marta, Magdalena, Colombia  
 Rolando Escorcia Caballero, Docente Tiempo Completo, Facultad Ciencias de la Educación, Universidad del Magdalena, Santa Marta, Magdalena, Colombia

Gerardo Andrés Perafán Echeverri, Docente, Universidad Pedagógica Nacional, Bogotá, Colombia

Esta investigación tiene como propósito caracterizar e interpretar el conocimiento profesional específico construido por profesores de tecnología e informática sobre el concepto escolar de internet, pretendiendo develar la red de sentidos, que, desde el contexto escolar, estos maestros han atribuido durante la enseñanza de esta categoría específica. Metodológicamente, se corresponde con un estudio de caso múltiple, de carácter interpretativo, que contó con la participación de dos profesores de tecnología e informática con más de 15 años de experiencia docente. Las técnicas utilizadas fueron: observación participante con registro de audio y video, estimulación del recuerdo, entrevista semiestructurada y análisis de contenido de documentos institucionales. Este estudio implica la resignificación de la imagen del profesor, asumiéndolo como un sujeto productor de sentidos escolares, que también aporta a la consolidación del saber disciplinar escolar relacionado con la tecnología e informática. El concepto escolar de internet que enseñan estos maestros incorpora sentidos de estos profesores, producto de su desarrollo profesional como docente de tecnología e informática y su participación en el mundo de la vida escolar. Este concepto se configura desde una perspectiva integradora, ya que la estructura de conocimiento del profesor es compleja y se alimenta de diferentes tipos de saber.

*Pedagogía y currículo*

**Un instrumento para analizar la construcción de la Identidad Profesional Docente en la formación inicial: La escala S-TPI**

Elisa Pérez Gracia, Researcher, Educación, Universidad de Córdoba, Córdoba, España  
 Rocio Serrano, Docente, Universidad de Córdoba, España

El nuevo perfil profesional del docente suscita un debate sobre las competencias que dichos profesionales deben adquirir y desarrollar a lo largo de su periodo formativo, así como la necesidad de orientar tal formación hacia la construcción de la Identidad Profesional Docente (IPD) para que se sientan más identificados y comprometidos con su profesión. Esta ponencia describe el proceso de diseño y validación de una escala para el análisis del desarrollo de la IPD. La escala se aplicó a 563 docentes en el proceso de formación inicial. Las propiedades psicométricas se obtuvieron a partir del análisis de contenido, validez y fiabilidad del constructo. La escala está compuesta por un total de 31 ítems agrupados en cuatro dimensiones: comprensión de la IPD, desarrollo de la IPD en distintos niveles educativos, la IPD en comparación con otros profesionales y factores influyentes en el desarrollo de la IPD. Los resultados muestran altos niveles de validez y fiabilidad por lo que podría contribuir a mejorar la formación docente inicial y la calidad de la educación.

*Aprendizaje en la educación superior*

12:35-13:20

**SESIONES PARALELAS**

Aula 13

**Ponencias virtuales breves****Actividad multicultural como estrategia para el conocimiento, aceptación e integración entre los estudiantes de primer semestre de ingeniería ambiental y sanitaria**

Lizeth Molina, Docente, Universidad de la Salle, Bogotá, Colombia

El conocimiento, la aceptación y la integración multicultural son fundamentales para la coexistencia pacífica y deben ser consideradas como una oportunidad para el aprendizaje y el crecimiento social. Se diseña una actividad con el objetivo de promover el conocimiento, la aceptación y la integración entre los estudiantes que inician su formación como Ingenieros Ambientales y Sanitarios con el fin de fomentar el respeto, la inclusión y la apropiación cultural, ambiental y profesional. Se justifica la actividad en problemáticas identificadas como el clasismo, racismo, exclusión, discriminación, y desconocimiento de la riqueza cultural y las problemáticas ambientales del país. Una vez realizada la actividad se evaluaron criterios de cumplimiento de los objetivos concluyendo que la promoción desde los espacios académicos de actividades multiculturales favorecen el conocimiento en los estudiantes de la diversidad cultural que los rodea y en la que estarán inmersos a lo largo de su carrera y de su ejercicio profesional; se mejoran las relaciones, se crean ambientes académicos favorables y se evitan los conflictos por diferencias culturales convirtiéndose en espacios de diálogo y comunicación donde se fomenta el conocimiento, respeto y aceptación entre diversos colectivos socioculturales tan necesarios para la mejora de la convivencia en la nueva sociedad de la globalización.

*Identidad y diversidad en los estudiantes***Los asesores como promotores de mejora y de líderes educativos**

Beatriz Barrero Fernández, Profesora, Grupo FORCE, Universidad de Granada, Melilla, España

Los asesores educativos son un gran apoyo para los centros a nivel general: acompañando a los equipos directivos a asumir nuevas propuestas; formando al profesorado ante los obstáculos del día a día; favoreciendo los vínculos con otras instituciones sociales/locales como ONGs, Ayuntamientos, Servicios Sociales, etc.; implicando a las familias a ser partícipes de proyectos educativos; y dando respuestas a las necesidades de los alumnos. En definitiva, el asesor es un promotor de liderazgo distribuido, pues favorece la implicación de todos los agentes escolares en la mejora de los centros. La investigación que se presenta ha tenido lugar a lo largo de cuatro cursos académicos, a través de los cuales se ha recogido un modelo de asesoramiento apoyado en planteamientos teóricos de Hopkins, Bisquerra, Martínez Garrido, Krischesky y García Barrera, Lago y Onrubia. Se han recopilado un total de 24 entrevistas a un mismo orientador para mostrar cómo es el trabajo con los colegios de educación Infantil y Primaria. De forma complementaria se han realizado cuatro grupos de discusión (uno por cada centro de influencia) y una entrevista al inspector de zona, con la idea de indagar en la percepción de los receptores de la labor asesora. Los resultados ponen en evidencia que otro tipo de acompañamiento es posible, que lo orientadores deben actuar desde la colaboración, el fomento de la visión crítica, la dinamización de propuestas y la promoción de líderes educativos, pues, como se demuestra en la investigación, los beneficios son considerables.

*Organización educativa y liderazgo***La conformación y construcción de la identidad profesional de los docentes en formación de la Escuela Normal de Ecatepec**

Cosme Esparza, Asesor de tesis, Escuela Normal de Ecatepec Investigación, Ecatepec de Morelos, México

Rosa Fidela Fragoso Galbray, Docente, Ecatepec, Escuela Normal, Ecatepec de Morelos, México

Martha Rocio Conchas Gaytan, Docente, Ecatepec, Escuela Normal, Ecatepec de Morelos, México

La presente ponencia se realizó partiendo tanto del informe de investigación como del análisis de los resultados. Se ofrece una visión epistemológica de la identidad profesional docente desde el paradigma cualitativo, considerando a la identidad profesional como un concepto compuesto que se ha tornado fundamental cuando los alumnos están a punto de enfrentarse a la realidad de su profesión. Convenientemente, se retoma el concepto de vocación ante las predicciones de los alumnos respecto a las condiciones reales, aunado a los rasgos del perfil de egreso de educación normal, competencias, habilidades y conocimientos, con los cuales el docente en formación debe contar para desarrollarse tanto personal como profesionalmente. Las nuevas concepciones acerca de lo que es la identidad, la investigación y responsabilidad son conceptos que parecen alejarse de los normalistas, pero fundamentales para transformar en aras del futuro y el bienestar colectivo e individual. El objetivo de la ponencia es construir el concepto de identidad profesional de los estudiantes de la licenciatura en educación a partir de la competencia profesional del plan de estudios 2012 de la Escuela Normal de Ecatepec.

*Identidad y diversidad en los estudiantes***Subjetivaciones infantiles en contexto de pobreza: Muerte y destructividad**

Muriel Armijo Cabrera, Candidata a Doctora, Santiago de Chile, Universidad Alberto Hurtado, Santiago Centro, Región Metropolitana de Santiago, Chile

En el marco de la Ley de Inclusión (20.845/2015) que promueve la mixtura social de los estudiantes chilenos, se indaga una escuela subvencionada en contexto de pobreza que ha promovido esta mixtura desde su creación en 1980, al ser gratuita y sin selección. Se busca entender cómo se despliegan los procesos de inclusión/exclusión social de las niñas y los niños en este escenario de marginalidad. ¿Qué significa entonces incluir? ¿Cuáles son las fronteras de identidad y diferencia en la escuela? ¿Cómo se producen las subjetivaciones infantiles? La teoría psicoanalítica postula la existencia de una dimensión inconsciente de la experiencia humana donde se despliegan los procesos de subjetivación. Estos consistirían en una separación entre la subjetividad y la objetividad desde un núcleo inicial, un área transicional que mantiene separados y vinculados a la vez, el mundo interno y la realidad externa compartida. Una etapa necesaria a esta elaboración es la utilización del objeto, proceso de destrucción del objeto para poder utilizarlo, solamente si éste es capaz de sobrevivir sin represalias. Se realiza una etnografía escolar visual e interpretativa durante 7 meses, desplazando la mirada desde el mundo de los adultos hacia las subjetivaciones infantiles. La investigación de campo, las producciones visuales infantiles y las entrevistas de grupos de niños evidencian la importancia de la destrucción y la muerte en la configuración de identidades y diferencias. Los procesos de subjetivación infantil en contexto de pobreza estarían determinados por la experiencia de la muerte y el desafío de destrucción del otro.

*Identidad y diversidad en los estudiantes*



**Heterogeneidad como puerta de entrada a nuevos saberes: Un reto institucional**

Adriana Silvia Di Deo, Profesora, Educación Secundaria, Buenos Aires, Argentina

La homogeneización histórica ha dejado la impronta del aprendizaje tipificado y despersonalizado. Los profesores han sido formados para unificar en tiempo contenidos, lo cual llevó a la pérdida de la singularidad en el aprendizaje. El presente estudio se centra en la emergencia que a diario deben afrontar los docentes con niños y familias muy lejanas a la concepción convencional de familia. Constituciones familiares reivindicando los roles parentales más allá del género, por lo tanto, la escuela ha tenido cambios profundos en su estructura. Se propone una reflexión acerca de la adecuación de las prácticas docentes en el aula y la diversidad en las estrategias. Para ello y como ejercicio reflexivo sobre la propia práctica, se considera necesario replantearse qué se les ofrece a los alumnos para que aprendan, cómo se les orienta en el aula y cómo y con qué parámetros se les evalúa. El objetivo del presente trabajo es plantear la necesidad de apoyar las prácticas docentes sobre datos objetivos generando estadísticas que colaboren en la orientación y toma de decisiones de estrategias pedagógicas. Se presentará un caso concreto en un grupo de 5° año con orientación en Ciencias Naturales de un colegio de gestión privada en Buenos Aires.

*Identidad y diversidad en los estudiantes*

**Cambio sistémico en la acreditación de un programa académico universitario**

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Alejandro Higuera Zimbrón, Profesor investigador, Facultad de Arquitectura y Diseño, Universidad Autónoma del Estado de México, Toluca, México

La presentación de este trabajo surge de la necesidad de detectar las acciones que realiza el programa académico (PA) de la Licenciatura en Diseño Gráfico (LDG) de una Universidad mexicana para someterse a un proceso de evaluación ante un organismo acreditador. El propósito de este estudio fue desarrollar una propuesta de teoría de cambio sistémico, enfocada en un cambio significativo. Por tanto, se determinó una perspectiva metodológica de corte cualitativo-descriptivo, apoyada del método de estudio de caso. Se aplicó como instrumento la guía de entrevista, así como la consulta de literatura científica y estudios empíricos, constatando la existencia de la problemática señalada. La muestra estuvo conformada por dos profesores del PA: el coordinador de evaluación y el presidente de academia. Para analizar la información de las entrevistas se usó la técnica de análisis de contenido, con relación al contenido de las variables en estudio. Finalmente, los resultados revelaron y confirmaron la ausencia de una sistematización de la información, cultura organizacional y planeación estratégica en el PA. Por consiguiente, se recomendó aplicar la teoría de cambio de Segne (2006), enfocada en un cambio significativo, que posibilitaría el logro de la acreditación del programa académico.

*Organización educativa y liderazgo*

**Desarrollo endógeno socioeducativo: Una propuesta para la Innovación Educativa en zonas afectadas por la violencia**

David Arturo Ospina Ramírez, Docente investigador, Universidad Católica de Manizales, Manizales, Colombia

El presente trabajo hace parte de una investigación denominada "La educación como acción vinculante para la construcción de paz en Colombia" llevada a cabo en El Congal, una comunidad golpeada por el conflicto armado interno y que se vio obligada a desplazarse durante casi 20 años, pero que en la actualidad ha decidido retornar. La investigación ha indagado por las maneras en que la comunidad ha logrado salir adelante y construir paz a partir de la conformación de una pequeña escuela rural en la que todos han trabajado colaborativamente para reconstruirla y generar opciones de vida en el campo. Nos centramos principalmente en el reconocimiento de la relación triangular entre desarrollo endógeno, educación y construcción de paz, partiendo de los hallazgos investigativos que han permitido analizar que entre estos tres conceptos existe una relación intrínseca en la reconstrucción de comunidades sobrevivientes de la guerra que hoy están retornando a sus territorios para resignificarlos. La investigación, que ha empleado un enfoque metodológico cualitativo de tipo analítico y reflexivo, ha encontrado en las voces de la comunidad fortalezas, recursos propios y potencialidades para construir un nuevo futuro lejano de la violencia desde la restitución de sus tierras, los principios del desarrollo endógeno y ejercicios de reconstrucción de la memoria.

*Organización educativa y liderazgo, Aprendizaje en adultos, comunitario y profesional, Identidad y diversidad en los estudiantes*

**Formación investigativa de la educación superior: Fortalecimiento y gestión estratégica**

Catalina Fajardo Rangel, Investigadora, Grupo de Investigación en Fotoquímica y Fotobiología, Universidad Autónoma del Caribe

William A. Vallejo Lozada, Docente Asociado, Universidad del Atlántico, Colombia

La evolución de la educación superior en las últimas décadas ha permitido fortalecer el propósito educativo involucrando de forma activa a todos sus actores, de tal manera que las políticas de medición y excelencia forman parte de los principales objetivos actuales de las IES, quienes se someten a procesos de medición para obtener los altos estándares de calidad. Dentro de estas políticas educativas de la Instituciones de Educación Superior, se encuentran parámetros evaluativos que registran, miden y califican la gestión educativa, como parte de entregar a la comunidad educativa las garantías de una formación integral. Dentro de estos indicativos se encuentra la investigación, por ejemplo, que es un lineamiento a nivel nacional que considera en gran parte que la comunidad estudiantil forma parte activa en conjunto con los docentes en carrera, debido al desarrollo de diferentes investigaciones que hacen parte de la culminación de su formación profesional. Surge entonces la necesidad de fortalecer esta participación de los estudiantes que desarrollan labores investigativas dentro de las IES, que pertenecen a grupos de investigación y que enriquecen en gran parte estos indicadores de calidad, desdibujando los límites de su participación como un paso esporádico para el desarrollo de una investigación en particular, encontrando estrategias para el fortalecimiento de su formación integral donde se les permita ser gestores activos de la labor investigativa que les haga partícipes conscientes de los procesos por los cuales son medidos y que contribuyen a la evolución de las IES.

*Organización educativa y liderazgo*

12:35-13:20

**SESIONES PARALELAS**

Aula 14

**Ponencias virtuales breves****Las redes sociales y su influencia el rendimiento académico en estudiantes de educación superior**

Gladys Lagos, Docente Titular, Universidad de Guayaquil, Carrera de Informática, Universidad Agraria del Ecuador, Facultad de Medicina Veterinaria

El avance de las tecnologías digitales e Internet ha provocado que la sociedad del conocimiento se mueva hacia un contexto digital basado en conexiones. El conocimiento hoy en día está en red. Este avance se ve reflejado cada vez en las universidades del Ecuador por lo que la presente investigación tiene como objetivo analizar la influencia de las redes sociales en el rendimiento académico en los estudiantes universitarios de primero a cuarto semestre de Medicina Veterinaria de la Universidad Agraria del Ecuador, Facultad de Medicina Veterinaria y Zootecnia. Esta investigación presenta un enfoque cuantitativo y utiliza un diseño exploratorio descriptivo utilizando como instrumentos para la recolección y análisis de datos la encuesta y la revisión documental, con la participación de 300 estudiantes y 50 docentes a quienes se les aplicó una encuesta estructurada de 25 preguntas con 25 ítems. Los resultados obtenidos mostraron los principales usos de las redes sociales entre los estudiantes: Comunicación 58%, manejo de información 42%. Como desventajas señaladas hubo, entre otras, distracción y no uso académico. Las ventajas mencionadas fueron la gratuidad de las redes sociales, la rapidez en la comunicación y acceso a la información. Se demostró entonces que las redes sociales, el Internet y las tecnologías de la información y comunicación tienen gran potencial pedagógico para mejorar el rendimiento académico; sin embargo, es importante ampliar las investigaciones y fomentar normas que regulen la adecuada incorporación al proceso educativo universitario, específicamente en la enseñanza de la medicina veterinaria.

*Tecnologías en el aprendizaje*

**Software libre para lectura y escritura en niños con discapacidad intelectual en el programa psicopedagógico de la Facultad de Estudios Superiores Aragón**

Arcelia Bernal Díaz, Académico, Ingeniería, Universidad Nacional Autónoma de México, Coyoacán, México DF, México

Maria Teresa Barron Tirado, Profesora, Xochimilco, Universidad Nacional Autónoma de México, México, DF, México

Miguel Saúl Angeles Alcántara, Estudiante, División de Estudios de Posgrado de la Maestría en Pedagogía, Universidad Nacional Autónoma de México, Coyoacán, DF, México

José Alfredo Romero Vargas, Estudiante, Facultad de Estudios Superiores Aragón, Universidad Nacional Autónoma de México, Coyoacán, DF, México

Octavio Díaz Hernández, Profesor Asociado, Facultad de Estudios Superiores Aragón, UNAM, Coyoacán, México

Claudia Leticia Peña Testa, Profesora, Universidad Nacional Autónoma de México, Coyoacán, México

Los nuevos diseños de software educativos aplicados a la educación especial permiten establecer estrategias educativas para facilitar el aprendizaje de los niños con discapacidad Intelectual. Esta investigación construye una visión integradora del ámbito Pedagógico y la Ingeniería en Computación. Al diseñar software libre permite crear programas interactivos en el idioma propio del país. El proyecto forma parte de un proceso incluyente en el que se pretende responder a las necesidades especiales de los niños con discapacidad intelectual. Se diseñó un software libre para computadora que pretende inducir el desarrollo de las capacidades sensorio motoras y de lecto-escritura en las que frecuentemente se presentan problemas de desarrollo en los niños con discapacidad Intelectual. A través de las diferentes aplicaciones (sonidos, colores, imágenes, complementos de palabras, memorización, entre otros) el niño interactúa mediante juegos para agilizar el proceso de lectura-escritura y así desarrollar su proceso de aprendizaje. Se realiza un estudio cuantitativo, se presentan los avances del aprendizaje sensorio motor de los niños con discapacidad intelectual del software desarrollado. El software se instaló y es utilizado en las computadoras del Programa Psicopedagógico de la Facultad de Estudios Superiores Aragón.

*Tecnologías en el aprendizaje*

**Aprender de tus pasiones: Gestión de un curso masivo de aprendizaje invertido**

Elvia Garduño Teliz, Profesora Investigadora, Integrante Cuerpo Académico y Comisión General de Reforma Universitaria, Escuela Superior Ciencias de la Educación, Iguala de la Independencia, Guerrero, México

El aprendizaje como un proceso de cambio personal debe tener sentido y significado para el alumno. En consecuencia, a lo que un estudiante puede y debe aprender se añadiría a lo que quiere aprender. En esta propuesta, aprender de manera invertida es explorar las propias pasiones, construir rutas, comunidades y ambientes personales hasta lograr una estrategia de aprendizaje personalizada. El objetivo de este trabajo es presentar la gestión tecno-pedagógica de un curso masivo en línea sobre el aprendizaje invertido. La gestión del curso se llevó a cabo en las fases de diseño, producción, ejecución didáctica, seguimiento y evaluación, utilizando un modelo tecno-pedagógico inédito denominado IDEA. El modelo consta de elementos, dimensiones y fases en las que se integran la tecnología, la pedagogía y la didáctica para el logro de intenciones formativas. Desde el conectivismo, la teoría sociocultural y las inteligencias múltiples tanto el curso como el modelo IDEA proporcionan procesos de autogestión y colaboración para la formación de conexiones de aprendizaje entre personas y aplicaciones web. Las evidencias de aprendizaje demuestran participaciones favorables con respecto a la gestión del MOOC que contrastan con el empoderamiento demostrado en la gestión de su aprendizaje.

*Tecnologías en el aprendizaje*

**Generando e intercambiando conocimiento en el aula a través de la tecnología: Proyecto Gestionando Personas**

Paloma Martínez Hague, Profesora, Facultad de Gestión, Pontificia Universidad Católica del Perú, Lima, Perú

El objetivo principal del proyecto Gestionando Personas es generar aprendizaje bidireccional continuo, significativo y colaborativo, hacia y desde los estudiantes, profesores y profesionales de la gestión de personas. Estos espacios virtuales se utilizaron como una estrategia de enseñanza-aprendizaje. Como estrategia de aprendizaje, Gestionando Personas tiene un grupo abierto de Facebook donde los estudiantes son responsables de crear y compartir recursos relacionados con la gestión de personas. Esto se fomenta mediante actividades programadas y evaluadas para individuos y grupos en cursos de gestión de personas en la Facultad de Gestión y Alta Dirección de la Pontificia Universidad Católica del Perú. Los mejores recursos de los estudiantes son elegidos por los profesores de los cursos para ser compartidos en la Fan Page de Facebook y la página web. Esto constituye un reconocimiento al trabajo de los estudiantes y una fuente de motivación. Como estrategia de enseñanza, los espacios virtuales son utilizados por los profesores del curso y otros profesionales de gestión de personas para generar y compartir conocimiento e información.

*Tecnologías en el aprendizaje*



12:35-13:20	<b>SESIONES PARALELAS</b>
	<p><b>Ventajas y desventajas de la Flipped Classroom como ambiente virtual de aprendizaje: Percepción del alumnado del Máster de Educación Secundaria en la especialidad de Lengua Castellana y de Español como lengua extranjera</b></p> <p>Juan Lucas Oniev Lopez, Profesor, Didáctica de la Lengua y la Literatura, Universidad de Málaga, Alora, Málaga, España          Concepción Torres Begines, Titular de Escuela Universitaria, Didáctica de la Lengua y la Literatura, Universidad de Osuna, Osuna, España</p> <p>La Flipped Classroom o clase invertida es una metodología o recurso didáctico en el que, indiferentemente de la materia o asignatura, el vídeo, así como otros recursos multimedia, audiovisuales e hipertextos, son utilizados como herramientas educativas fuera del aula, de manera que el tiempo en clase sea utilizado en trabajar en equipo, resolver dudas y poner en práctica los conocimientos adquiridos. Recientemente hemos realizado una investigación con estudiantes del Máster de Profesorado de Secundaria, los cuales en sus prácticas utilizaron la clase invertida como parte de su proyecto didáctico. Tras la realización del mismo, les pasamos un cuestionario con el que pretendíamos conocer su percepción sobre las ventajas y desventajas de la Flipped Classroom. También debían valorar el proceso de realización y el resultado final. Los datos obtenidos en dicha investigación muestran que es necesaria una amplia formación en dicha metodología, así como en el uso de las TIC y edición de vídeo. A pesar de ser para la mayoría de los estudiantes una metodología motivadora, expusieron en el cuestionario una gran variedad de temores e inseguridades que podrían impedir que gran parte de ellos la utilizaran en un futuro próximo.</p> <p><i>Tecnologías en el aprendizaje</i></p> <p><b>El uso de las tecnologías de la información y la comunicación para el desarrollo del pensamiento artístico</b></p> <p>Irma Fuentes Mata, Investigadora/Docente, Bellas Artes, Universidad Autónoma de Querétaro, Queretaro, Queretaro, México</p> <p>Las tecnologías de información y comunicación han estado presentes desde el inicio de la formación en estudiantes del grado o la licenciatura en arte. En la mayoría de los casos, pertenecen a una generación que nació con las tecnologías desarrolladas, ya sea en sus procesos escolares o en la convivencia cotidiana con las TICs. Los nativos digitales que estudian arte en Querétaro, México, recurren a aprendizajes no estructurados en las redes sociales e internet, donde navegan constantemente y lo hacen “como peces en el agua”. Van más allá de lo que sus profesores les enseñan e investigan en la búsqueda de su propia propuesta artística. La metodología para estructurar la ponencia partió de un estudio diagnóstico de los usos de la web realizado a estudiantes de Artes Visuales en Querétaro, México. Se analizan y caracterizan algunos de los sitios web a los que recurren para el proceso de aprendizaje y construcción de su pensamiento artístico. Entre los resultados preliminares se puede apreciar que los estudiantes pasan más de 16 horas frente a las pantallas de sus móviles, ordenadores, presentaciones digitales, tabletas y otros dispositivos. Recurren a las redes sociales y consultan sitios generales y especializados para construir su pensamiento artístico. Tienen acceso a información e imágenes de manera global, pero requieren de discriminación y concentración para su propia construcción creativa. La discusión se centra en el riesgo de la unificación y estandarización al consultar sitios comunes y la falta de generar una propuesta propia y un pensamiento artístico más complejo.</p> <p><i>Tecnologías en el aprendizaje</i></p> <p><b>¿Qué tan apropiadamente reportaron los autores el Coeficiente del Alfa de Cronbach?: Evaluación de confiabilidad</b></p> <p>Hector Fracisco Ponce, Profesor Investigador, Instituto de Ciencias Sociales y Administración, Universidad Autónoma de Ciudad Juárez, Ciudad Juárez, México</p> <p>Este estudio evaluó el uso del Coeficiente del Alfa de Cronbach en una muestra de artículos publicados desde el año 2000-2017 (n = 111) por cuatro revistas científicas mexicanas enfocadas en la educación. La metodología consistió en extraer información de la muestra para compararla con ciertos criterios sugeridos en la psicometría. Los resultados mostraron que la mayoría de los autores no usaron apropiadamente este coeficiente. La falta de una interpretación adecuada puede llevar a conclusiones erróneas acerca del concepto de la confiabilidad.</p> <p><i>Medición y evaluación</i></p>
13:20-13:35	<b>Pausa</b>

13:35-14:50

**SESIONES PARALELAS**

Aula 2

**Educación y prácticas inclusivas****Prácticas profesionalizantes y el desarrollo de la propia ciudadanía: Miradas y experiencias desde la terapia ocupacional**

Denise Díaz, Profesora/Terapeuta, Centro de Formación Integral, Escuela Especial CREI, San Martín, Buenos Aires, Argentina

Analia Matus, Maestra integradora laboral/Terapeuta Ocupacional, Centro de Formación Integral, Escuela Especial CREI, San Martín, Buenos Aires, Argentina

Las prácticas profesionalizantes se llevan a cabo en el Centro de formación integral (CFI) de la escuela especial CREI para Jóvenes y Adolescentes con discapacidad intelectual. Establecen la implementación de pasantías en prácticas de trabajo normalizado; así como la inclusión en talleres y cursos oficiales en Centros de Formación Profesional (CFP) del Municipio de San Martín. Este proyecto está respaldado por las leyes y normativas educativas vigentes a nivel provincial, nacional e internacional. Los objetivos son: 1- Compartir el modo de acción del Terapeuta Ocupacional en el CFI dentro del programa mencionado; 2- Describir las características de las prácticas profesionalizantes y el resultado sobre los alumnos. Las prácticas profesionalizantes son estrategias educativas que contribuyen a la trayectoria formativa del estudiante con experiencias in situ (que no son reproducibles en el aula); permitiendo el acceso a nuevos aprendizajes vinculados a diferentes redes socio-productivas de su comunidad.

Constituyen también una oportunidad única para poner en práctica la construcción de su propia ciudadanía, entendida como una forma de estar en el mundo con otros, como sujeto de derechos y responsabilidades.

*Aprendizaje en adultos, comunitario y profesional***Pedagogía invisible en el entrenamiento deportivo de niños con síndrome de Down**

C Digna Dionisia Pérez Bravo, Docente Investigadora, Facultad de Ciencias de la Educación, Universidad Nacional de Chimborazo, Riobamba, Chimborazo, Ecuador

Jorge Alberto Rassa Parra, Director, Centro de Educación Física, Deporte y Recreación, Universidad Nacional del Chimborazo, Riobamba, Chimborazo, Ecuador

Issac Pérez Vargas, Docente, Ciencias de Cultura Física, Universidad Nacional de Chimborazo, Riobamba, Ecuador

Sor Natalia Brizuela Camacho, Docente, Educación Básica a Distancia, Universidad Técnica Particular de Loja, Loja, Ecuador

El presente trabajo investigativo tiene como objetivo identificar la influencia de la Pedagogía Invisible en el entrenamiento deportivo de los niños con síndrome de Down de edad escolar con cualidades deportivas en el Cantón Riobamba, Ecuador. Así mismo, buscamos reflexionar sobre un sistema de cualidades pedagógicas que no están incluidas de manera explícita en los currículos escolares, pero son necesarias para que los profesores o entrenadores especializados en el entrenamiento deportivo apliquen este tipo de paradigma pedagógico desde una visión actual y, de esa manera, mantengan la atención y el nivel competitivo en el deporte de los niños con esta patología. En este sentido, todo el personal docente que entrene deportivamente a este tipo de niño debe de conocer las características generales y significativas de esta alternativa pedagógica y, así, promover el desarrollo de las habilidades para la competencia del deporte de estos niños y niñas. La metodología utilizada fue a través del estudio y análisis de artículos, tesis de maestrías y diplomados con criterios emitidos por diversos autores, así como experiencias desarrolladas en el ámbito internacional, las cuales han contribuido al desarrollo de la pedagogía en general. Se emplearon métodos del nivel teórico como Inductivo-Deductivo y Analítico-Sintético.

*Pedagogía y currículo***¿A qué jugamos?: Inclusión del alumnado con TEA en el tiempo de recreo en centros escolares**

Carlos García Junco, Profesor, Universidad de Oviedo, Oviedo, Asturias, España

Rosa de los Ángeles Fernández Lagar, Directora, Entramados, Oviedo, España

El proyecto ¿A qué jugamos? se crea con el objetivo de desarrollar y aumentar las habilidades sociales y comunicativas en el alumnado con TEA debido a las situaciones de aislamiento observadas durante las actividades educativas compartidas con sus iguales, especialmente en los períodos de recreo. Las dificultades comunicativas y en habilidades sociales que presenta este alumnado, sumado a sus dificultades académicas, hacen que sean niños con altos porcentajes de fracaso escolar, además de sumarse otros factores de riesgo social: la exclusión social y el acoso escolar o bullying. Mediante la introducción de diversos juegos y apoyos en el recreo, se busca revertir la situación de aislamiento que sufren diariamente niños y niñas durante su jornada educativa, aumentando de manera gradual los tiempos de interacción positiva de los mismos. Utilizando la metodología observacional se crea un sistema de registro de conductas observadas durante los recreos, con el objetivo de registrar y evaluar las conductas del alumnado con TEA durante el programa de inclusión educativa. Los resultados obtenidos han sido muy satisfactorios, demostrando que la introducción de juegos en el recreo aumenta los tiempos de juego y de interacción positiva en el alumnado con TEA, así como en el resto del alumnado que presenta dificultades de relación y/o conductas disruptivas. El trabajo contiene un estudio de caso real de cuatro fases (ABAB) con un alumno con TEA de 10 años de edad que se encuentra escolarizado en el colegio La Inmaculada de Oviedo. Los resultados demuestran la importancia de la intervención en los recreos, observándose que los tiempos de interacción positiva aumentan durante el desarrollo del proyecto, a la vez que inversamente proporcionalmente disminuyen los tiempos de aislamiento o de interacción negativa registrados previamente a la introducción del programa.

*Identidad y diversidad en los estudiantes*

13:35-14:50

**SESIONES PARALELAS**

Aula 4

**Ingenierías y enseñanza****Aprendizaje basado en Proyectos: Un caso aplicado**

Juan Herrera, Profesor, Departamento de Ingeniería, Universidad de Santiago de Chile, Chile

Actualmente los requerimientos solicitados a los profesionales son más exigentes a las necesidades de las labores productivas, por ende, las competencias son un aspecto relevante a destacar. Es aquí donde los procesos de enseñanza-aprendizaje (PEA), deben estar orientados al tipo de profesional que debemos formar y a las competencias a desarrollar. Para el caso de la formación de ingenieros, una de las mayores capacidades que debe desarrollarse, es la ingeniería de proyecto. El presente trabajo aborda un caso particular que está orientado a la formación de ingenieros en Automatización de Procesos Industriales. Para tal efecto, se ha considerado una asignatura, Instrumentación de Procesos Industriales, donde se consideran tres secciones, la teoría, un taller de proyecto y un laboratorio. Esta asignatura es dictada por dos académicos, donde se aplica una metodología del PEA basada en proyectos. Aquí los académicos juegan el rol del Ingeniero Jefe, Ingeniero Consultor, Ingeniero de Campo. Los alumnos por su parte son los desarrolladores del proyecto e implementadores de parte de la ingeniería. Para lo cual se crea de manera ficticia un modelo de empresa de proyecto donde el conjunto Profesor-Alumno son los participantes.

*Aprendizaje en la educación superior*

**Aplicación del Plan de Mejora de la Investigación en la producción científica de los estudiantes de Ingeniería de Transportes - UNFV**

Violeta Leonor Romero Carrion, Profesora Investigadora, Facultad de Ingeniería Industrial y de Sistemas, Universidad Nacional Federico Villarreal, Lima, Perú

Arminda Tirado Rengifo, Profesora, Facultad de Ciencias Naturales y Matemáticas, Universidad Nacional Federico Villarreal, Lima, Perú

El objetivo de esta investigación fue determinar los efectos de la aplicación del Plan de Mejora de la Investigación en el incremento de la producción científica de los estudiantes de Ingeniería de Transportes. Se trata de una investigación aplicada, de nivel explicativo y diseño cuasi-experimental, cuyo tratamiento fue el Plan de Mejora de la Investigación, que abordó la capacitación en uso de normas APA, elaboración de Proyectos y redacción del informe final (paper). El cuestionario de 20 preguntas se aplicó al mismo grupo de 36 estudiantes, antes y después del tratamiento. Los efectos del plan de mejora aplicado se evidencian en mayor número de proyectos presentados, "papers" aprobados y la difusión de los resultados mediante "poster". En suma, se incrementa la producción científica de dichos estudiantes, lo que corroboró la hipótesis formulada por el investigador en un alto nivel de significancia. Se recomienda seguir fortaleciendo las competencias investigativas de los estudiantes, el manejo de diversas lenguas extranjeras, mayor uso de las TICs y propiciar estancias en centros de investigación.

*Aprendizaje en la educación superior*

**Metodología de enseñanza-aprendizaje basada en aprendizaje reverso en Ingeniería**

Manuel Vega, Profesor, Ingeniería Eléctrica, Universidad de Santiago de Chile, Chile

La metodología tradicional de enseñanza-aprendizaje basada en clases lectivas, continúa usándose en muchas carreras de ingeniería en América Latina y en otras partes del mundo. En esta metodología, los profesores hablan a los estudiantes para transmitir el conocimiento y éstos, en una actitud esencialmente pasiva, escuchan y toman notas. Con la irrupción de internet y los teléfonos celulares, los estudiantes tienen hoy día acceso inmediato al conocimiento a través de artículos y libros electrónicos, así como también a través de videos didácticos, libres de costo. Actualmente, muchos profesores se quejan de que sus alumnos asisten poco a clases y aquellos que lo hacen, están muchas veces distraídos, leyendo o enviando mensajes a través de sus teléfonos móviles. En este trabajo, se presenta la experiencia lograda al aplicar durante los últimos tres semestres la metodología de aprendizaje reverso en un curso de ingeniería. Se presenta el diseño del mismo, sus características, los principales requerimientos para su implementación, así como también su evaluación. El aprendizaje activo permite que el proceso de enseñanza-aprendizaje esté centrado en el estudiante y no en el profesor. El aprendizaje reverso es una de las metodologías activas que permite un mayor involucramiento de los estudiantes en su propio proceso de aprendizaje.

*Tecnologías en el aprendizaje*

13:35-14:50

**SESIONES PARALELAS**

Aula 6

**Oralidad, psicoanálisis y prácticas educativas****Entre el goce y el deseo: ¿Qué enseña el profesor? ¿Qué aprende el alumno?**

Hugo Torres Salazar, Profesor e investigador, Departamento de Historia, Facultad de Filosofía y Letras, Universidad de Guadalajara, Ciudad de México, México

Tomaremos del discurso psicoanalítico, particularmente de la clínica lacaniana, los términos de goce y deseo, para “poner en escena” el malestar que se produce en las aulas en que se enseña historia, y que surge en la relación con el “gran otro”: el maestro. “El Otro es el lugar donde se sitúa la cadena del significante que rige todo lo que, del sujeto, podrá hacerse presente, es el campo de ese ser viviente donde el sujeto tiene que aparecer” (Lacan, 1995:p. 212). Estas relaciones se permean en el discurso del enseñante y gobiernan todo el entramado social que se desarrolla, se vive e institucionaliza en la escuela. Como ejemplos para presentar este tipo de relaciones, ofrecemos narrativas, discursos y palabras de estudiantes que, a través de sus relatos, expresan vivencias escolares con sus maestros de historia. Para reconocer el ambiente de aprendizaje, el tipo de vínculo entre el par pedagógico y la aplicación y práctica de la didáctica en la enseñanza de la historia, debemos hacer una clara distinción entre los términos goce y deseo-placer, ya que aunque ambos parecen semejantes, son radicalmente distintos y tienen consecuencias muy diferentes en la enseñanza. En el proceso de enseñar el docente no está consciente de que vierte en los estudiantes sus fobia y filias, pero lo que es de mayor trascendencia es que conforma y constituye a sus alumnos, como aprendices y como seres humanos, desde y con su mirada, desde y con su discurso, y ambos lo posicionan entre dos vértices, el goce y el deseo.

*Aprendizaje en la educación superior*

**Andamiajes que potencian la oralidad en niños menores de cuatro años en el marco de una propuesta de mentorazgo a maestras de educación infantil**

Claudia Marcela Rincon Wilches, Docente, Facultad de Educación, Universidad Pedagógica Nacional de Colombia, Bogotá, Colombia

El propósito del estudio es socializar avances de una investigación cualitativa en el campo de la oralidad y de la primera infancia en Bogotá, Colombia, avalada por la Universidad Autónoma de Barcelona. Se busca caracterizar los usos orales de niños menores de cuatro años y las mediaciones que los promueven en el trabajo pedagógico realizado por maestras de la Escuela Maternal de la Universidad Pedagógica Nacional (Colombia), así como reconocer la importancia de un adulto cualificado que potencie estos aprendizajes tempranos de la lengua materna y el papel de la investigación en la formación continua de los maestros principiantes en el marco de una propuesta de mentorazgo. Los insumos de la investigación provienen de entrevistas semiestructuradas, registros en video de las clases con los niños y conversatorios entre las maestras y la mentora. Según el estudio de antecedentes, el campo de la oralidad con niños menores de cuatro años ha sido poco abordado en la investigación a nivel pedagógico, el rol del maestro se reduce a los cuidados asistenciales y se desconoce su papel como mediador. Los hallazgos identifican como andamiajes el préstamo de conciencia a través de la voz de la maestra en contextos conversacionales y el juego.

*Aprendizaje en la educación preescolar*

**Currículo, Arte y Prácticas educativas**

Angelica Angelica Vier Munhoz, Profesora, Centro de Ciências Humanas e Sociais, Centro Universitário Univates, Lajeado, Brasil

El objetivo del presente estudio es investigar el currículo en espacios escolares y no escolares y sus relaciones con los movimientos escolarizados y no escolarizados, tomando como referencia teórica la corriente filosófica postestructuralista en cabeza de autores como Deleuze & Guattari y Foucault, además de las teorizaciones curriculares de autores como Sandra Corazza, Tomaz Tadeu, Alfredo Veiga Neto, entre otros. El campo empírico de esta investigación está compuesto por espacios escolares (formales) y no escolares (no formales). Para esta propuesta interesa la aproximación con dos museos de arte (espacios no escolares), a partir de los cuales se problematiza: ¿De qué modo los espacios de arte producen prácticas curriculares, permeadas por los procesos de enseñanza y aprendizaje? Esperase que estando tales espacios impregnados por el arte, sean capaces de producir relocalizaciones, renunciando a las fijaciones que de algún modo son establecidas por los currículos de estas instituciones. Por medio de una red de actividades desarrolladas a manera de laboratorios de mediadores, visitas mediadas, talleres, construcción de materiales didácticos, encuentros para mediadores, diálogos y seminarios, los dos museos manifiestan, en sus propuestas, un deseo de articulación entre temas pertinentes a los campos educativo y artístico.

*Pedagogía y currículo*

13:35-14:50

**SESIONES PARALELAS**

Aula 11

**Estilos de enseñanza en la Educación Física****El educador físico y sus estilos de enseñanza: Estilos de enseñanza**

Flor Del Carmen Montes Rodríguez, Docente, Escuela Normal "Miguel F. Martínez" Centenaria y Benemérita, Monterrey, Nuevo León, México  
Arturo Pérez Patiño, Catedrático, Escuela Normal "Miguel F. Martínez", Monterrey, Nuevo León, México

Sandra Nelly Martínez Cantú, Maestra, Escuela Normal "Miguel F. Martínez", Monterrey, Nuevo León, México

El presente trabajo sintetiza una investigación exploratoria descriptiva realizada en el Nivel Básico de Primaria. En ella participan educadores físicos de dos zonas escolares de una Supervisión de Educación Física del sistema transferido en el municipio de San Nicolás de los Garza, Nuevo León, México. Los objetivos primordiales de la investigación son: el primero es analizar los estilos de enseñanza que se aprecian en los educadores físicos de las zonas participantes. Además, se pretende identificar la interacción entre los estilos de enseñanza de los docentes de educación física y su influencia en el desempeño académico en los alumnos. Teniendo en cuenta que el estudio exploratorio descriptivo permite viajar a través de la indagación, con esta perspectiva se trata de enriquecer la práctica docente a través de la observación en dos sentidos: la observación guiada por una serie de indicadores y la observación libre a partir de los hechos descritos en un registro anecdótico. De esta manera se puede afirmar que los profesores de educación básica deben tener la obligación de realizar una práctica educativa rica en estilos de enseñanza para que el aprendizaje resulte un laboratorio experimental para el alumnado, y de esta forma puedan recibir una clase de educación física dinámica, analítica, reflexiva y crítica, que tenga un verdadero significado dentro de los lineamientos que marcan las competencias para la vida. Como resultado se obtuvo una propuesta de intervención para la mejora de los estilos de enseñanza en la educación física.

*Pedagogía y currículo*

**Estrategia de Aprendizaje para el desarrollo de competencias emocionales desde la Educación Física**

John Roberto Morales Fiallos, Docente, Centro de Educación Física, Deportes y Recreación, Universidad Nacional de Chimborazo, Ambato, Ecuador

Manuel Antonio Cuij Sains, Docente, Centro de Educación Física, Deportes y Recreación, Universidad Nacional de Chimborazo, Riobamba, Ecuador

Jorge Alberto Rassa Parra, Director, Centro de Educación Física, Deporte y Recreación, Universidad Nacional del Chimborazo, Riobamba, Chimborazo, Ecuador

El desarrollo de competencias emocionales pretende dar respuesta a un conjunto de necesidades sociales insatisfechas por la educación formal y contribuir de forma decisiva a la adquisición de habilidades físicas, motrices, afectivas y sociales, a través de la vivenciación de juegos y dinámicas grupales e individuales para interiorizar experiencias emocionales que orienten la identificación, control y autogestión adecuada de emociones para la resolución responsable de problemas en la edad escolar. Por ello, se propone centrar la Educación Física a partir de tres dimensiones: mental a través de sentimientos, la emocional por medio de sentimientos y emociones y la física a través de la acción motriz como estrategia de aprendizaje y así influir directamente en la mejora de competencias emocionales. La metodología es eminentemente práctica y lúdica, se establecen relaciones de sociabilización y conocimiento de uno mismo, tanto del cuerpo como de la personalidad, límites y habilidades de trabajo en grupo. La técnica de enseñanza es el uso de la indagación porque requiere de mayor implicación cognitiva al momento de realizar los juegos. Asimismo, se utilizaron recursos metodológicos y didácticos para crear climas positivos que fomenten el aprendizaje colaborativo.

*Pedagogía y currículo*

**Escuela y familia de manos dadas en la búsqueda del éxito escolar en la Educación Infantil**

Susiane Maria Bampi, Professora de Educação Infantil, Educação, Prefeitura Municipal, Rio Grande do Sul, Brasil

Mirain Engênia Meneg Poletto, Estudante, Pós-graduação, Universidade Federal Fronteira Sul, Rio Grande do Sul, Brasil

Adriana Salete Loss, Profesora, Educação, Universidad Federal de la Frontera Sur, Rio Grande do Sul, Brasil

Siendo la familia el primer grupo social del niño, sus interacciones socio-afectivas, el modo de vida y las relaciones existentes en este grupo son primordiales en el proceso de formación y construcción de una identidad, influenciando en el modo de cada uno de aprender y construir su proceso de aprendizaje. En la asociación entre familia y escuela se articulan acciones y se establecen vínculos, teniendo ganancias significativas para el aprendizaje del niño. Schargel evidencia que "las asociaciones exitosas ven el aprovechamiento del estudiante como una responsabilidad compartida, desempeñando un importante papel en el soporte al aprendizaje de los niños". Con base en estos supuestos el presente trabajo comenzará con enfoques relativos a la relación entre familia y escuela en el éxito escolar del niño durante la primera infancia, contextualizando la importancia de la participación de la familia en el proceso de aprendizaje, además de cuestionar el trabajo de la escuela para fortalecer la participación de la familia finalizándolo con el relato del trabajo del Equipo de Apoyo en una Escuela pública de Educación Infantil.

*Aprendizaje en la educación preescolar*

13:35-14:50	<b>SESIONES PARALELAS</b>
Aula 13	<p data-bbox="244 208 501 237"><b>Escritura y creatividad</b></p> <p data-bbox="244 255 1495 315"><b>Las Implicaciones del diseño emergente en la Innovación social : Una experiencia con el proyecto tramando de la Universidad Nacional de Colombia</b></p> <p data-bbox="244 315 1350 342">John Porras Rivera, Estudiante auxiliar, Diseño Industrial, Universidad Nacional de Colombia, Guacari, Valle del Cauca, Colombia</p> <p data-bbox="244 342 469 367">Freddy Alexander Cabrera</p> <p data-bbox="244 367 453 392">Ibet Adriana Castellanos</p> <p data-bbox="244 392 389 416">Felipe Rodríguez</p> <p data-bbox="244 416 1461 609">En la Universidad Nacional de Colombia, sede Palmira, se evidenciaron una serie de espacios que han sido olvidados por parte de la comunidad universitaria, al punto de ser relegados, perdiendo apropiación e importancia dentro del campus. Esto sumado al desinterés de la comunidad universitaria para reconocer estos espacios de concertación e intercambio de saberes. Nuestra postura se fijó en criterios que, vistos desde el enfoque del diseño industrial, pudiesen proponer el desarrollo de análisis de todos los factores que influyen en la comunidad universitaria, con objetivos claramente planteados como la construcción del tejido social de la comunidad universitaria, el aprovechamiento del tiempo libre y la apropiación de estos espacios en los que se pueda lograr transferencia de diferentes estados del conocimiento, dando paso a la colaboración e interdisciplinariedad por parte de líderes emergentes que de manera conjunta desarrollaron soluciones coherentes que se acogieron y potencializaron la participación de manera creativa, consolidando el diseño emergente con un papel fundamental en la innovación social.</p> <p data-bbox="244 609 526 636"><i>Organización educativa y liderazgo</i></p> <p data-bbox="244 645 1334 674"><b>Incidencia del proyecto pedagógico de aula en las competencias lectoescritoras: Estudio de caso</b></p> <p data-bbox="244 674 1270 698">Mariu María Eugenia Ortiz Tovar, Docente, Institución Educativa Winnipeg sede Charguayaco, Pitalito, Huila, Colombia</p> <p data-bbox="244 698 1495 938">En las últimas décadas la escuela ha aunado esfuerzos para lograr que los estudiantes lean y escriban mejor. Sin embargo, los estudios realizados revelan una creciente preocupación por el bajo nivel en el desempeño de la competencia lectoescritora. Por tal razón, la presente investigación tuvo como objetivo evaluar la incidencia de la implementación de un proyecto pedagógico de aula en las competencias de lectoescritura, una alternativa a la enseñanza tradicional porque permite que el estudiante sea partícipe y constructor de su conocimiento. Una de sus propuestas es que no se imponga al estudiante lo que debe hacer, sino que se estimule y encamine su indagación a través de la mediación del docente como facilitador de las estrategias trabajadas. El método de la investigación fue de tipo mixto, con elementos cuantitativos y cualitativos, tomando un enfoque de investigación-acción, utilizando como técnica de recolección de la información los semanarios de campo, portafolios de productos parciales, análisis de productos finales y encuestas. Los resultados evidencian que el proyecto se perfila como una herramienta versátil dentro de los procesos académicos de los estudiantes y docentes, puesto que permite observar el impacto que tiene sobre una población, y al mismo tiempo sobre el proyecto mismo.</p> <p data-bbox="244 938 416 965"><i>Pedagogía y currículo</i></p> <p data-bbox="244 974 1149 1003"><b>La creatividad y su devenir a través de las producciones escritas de adolescentes</b></p> <p data-bbox="244 1003 1023 1028">Elizabeth Ponce De Leon, Docente, Ciencias de la Educación, CERPSW, Colonia, Uruguay</p> <p data-bbox="244 1028 1495 1296">La investigación tiene como objetivo indagar, a través de la metodología cualitativa, el decurso de los procesos creativos y sus vinculaciones con los textos escritos, partiendo de situaciones de escolarización dentro del cambio curricular como principal innovación, de la Transformación de la Educación Media Superior (TEMS). El Bachillerato de las Artes y la Comunicación es una propuesta innovadora, cuya población estudiantil se compone de adolescentes entre 15 y 19 años. Su enfoque consiste en la formación por competencias. Para autores como Corvalán, la Creatividad es una competencia. Para otros, como Behares, la creatividad no es una competencia y no puede ser enseñada. Según Garbarino, el adolescente, a partir del lugar que ocupa el cuerpo cambiado, instala la apertura a un nuevo espacio en el que existe la posibilidad de desarrollar una exquisita capacidad creadora. La finalidad de esta investigación es interpretar el trayecto y las vicisitudes de la creatividad en los textos escritos de los adolescentes en un Bachillerato que pone el énfasis en las Artes y la Comunicación. Por lo tanto, en relación al marco teórico, se abordan como ejes fundamentales la Enseñanza de las Artes, la creatividad, la adolescencia como etapa del desarrollo evolutivo en la que se da la posibilidad de crear, y el cambio curricular innovador implementado en el proceso de Transformación de la Educación Media Superior, que introduce la propuesta de formación por competencias y las características y vinculaciones entre la lengua oral y la lengua escrita.</p> <p data-bbox="244 1296 416 1323"><i>Pedagogía y currículo</i></p>

13:35-14:50

## SESIONES PARALELAS

Aula 14

## Competencias matemáticas y sus aplicaciones

**Sección áurea en el diseño arquitectónico: Desafío a la arquitectura áurea**

Miguel Ángel Reza Urueta, Docente, Universidad Autónoma del Estado de Morelos, México

El “conocimiento” científico y tecnológico han sido, entre otros, herramientas claves en la transformación social, cultural, política y económica de cualquier civilización. En este sentido, la sección áurea tuvo una notable consideración como conocimiento aplicado en el diseño de la arquitectura griega y posteriormente romana. Esta última se conoce a través del tratado de Vitruvio mismo que ha tenido una influencia en épocas posteriores que van desde el renacimiento, el neoclásico hasta nuestros días. Todos ellos se fundan en la sección áurea en la arquitectura. Una de las demostraciones más recurrentes sobre la “sección aurea”, lejos de la creación humana, son las proporciones que guardan algunos cuerpos de la naturaleza. Sendos libros, películas y documentales han abordado el tema. Esta herramienta tecnológica (sección áurea) dentro de la enseñanza de la arquitectura tiene un lugar importante en los planes y programas de estudio para la formación de arquitectos que requieren de un conjunto de saberes y conocimientos teóricos y prácticos que les permita desarrollarse profesionalmente. Este trabajo de investigación propone y desarrolla de manera original una discusión sobre la importancia de la “sección áurea” dentro de la formación académica del arquitecto.

*Tecnologías en el aprendizaje*

**Competencias en matemáticas de estudiantes de Licenciatura en Pedagogía Infantil**

Liliana María López Vasquez, Docente, Antioquia, Corporación Universitaria Minuto de Dios, Antioquía, Colombia

Maria Erica Meneses Castañeda, Docente investigadora, Antioquía, Corporación Universitaria Minuto de Dios, Antioquía, Colombia

Este estudio surge con el ánimo de evaluar las competencias matemáticas en los estudiantes del Programa de Licenciatura en Pedagogía Infantil adscrito a la Facultad de Educación Virtual Distancia de la Sede Bello de la corporación Universitaria Minuto de Dios. La investigación que se desarrolló es de enfoque cuantitativo por cuanto se buscaba medir a través de pruebas de conocimiento una muestra de estudiantes del programa de Licenciatura en Pedagogía Infantil de los últimos semestres. Los resultados indican que los futuros maestros no son competentes en matemáticas, pues se esperaba que por la naturaleza de la prueba sacaran entre 90% y 100% de aciertos, pero se evidenció que 71 de los participantes obtuvieron resultados por debajo de 90 y 19 en el rango esperado.

*Educación en ciencias, matemáticas y tecnología*



**Redefinición del Proceso Evaluativo desde Textuall: Diseño de un Sistema Digital para la Evaluación de Textos Académicos**

Artevic Holgueras Galán, Profesor Doctor, Departamento de Español, Universidad del Norte, Barranquilla, Colombia

La atención de la Universidad del Norte al desarrollo de las competencias comunicativas de su comunidad académica origina la creación de Textuall, una web-app para la evaluación de textos académicos cuya fundamentación conceptual, diseño y desarrollo permite realizar una reflexión teórica acerca de la evaluación, estableciendo relaciones entre los axiomas constitutivos de Textuall y la depuración de sus componentes realizada en las dos iteraciones implementadas. La discusión académica en torno a la evaluación se aglutina en aproximaciones difícilmente reconciliables asentadas en premisas a priori antitéticas: sumativa o formativa, impresionista o analítica, y cualitativa o cuantitativa. La articulación de estos pares dialécticos condensa uno de los propósitos del software y se concreta a través de los modos de evaluación secuenciados en él. La evaluación se concibe como una actividad no meramente interpretativa o analítica, sino también generativa. De este axioma resulta la noción de evento textual, una pieza de información que ata un fragmento del texto analizado a datos codificados por el evaluador. La ordenación sistemática de datos masivos en reportes tratados mediante técnicas de minería de datos permite evaluar el impacto de la intervención a través de la medición longitudinal y transversal. Si entendemos el aprendizaje como cambio, la evaluación se concibe como la estimación y medida del cambio. De este modo, la evaluación es una herramienta que legitima y valida (o cuestiona y ajusta) las prácticas de las instituciones educativas y, por tanto, se postula como una herramienta de metaaprendizaje.

*Medición y evaluación*

**Clasificación de las instituciones públicas de educación superior en Colombia : Una aplicación del análisis de datos envoltante con datos negativos**

Delimiro Alberto Visbal Cadavid, Profesor Asociado, Programa de Ingeniería Industrial, Universidad del Magdalena

Francisco Guijarro, Profesor titular, Universidad Politécnica de Valencia, Valencia, España

Mónica Martínez-Gómez, Profesor asociado, Universidad Politécnica de Valencia, Valencia, España

La asignación de los recursos estatales a las Universidades Estatales Colombianas (UEC) en el período comprendido entre los años 2003-2014 estuvo basada en estudios de eficiencia técnica mediante Fronteras Estocásticas, utilizando para ello un conjunto de 29 indicadores de gestión desarrollados por el Ministerio de Educación Nacional de Colombia (MEN) de manera concertada con el Sistema de Universidades del Estado (SUE). Sin embargo, a partir del año 2015 se considera una nueva propuesta metodológica que involucra 13 indicadores, a partir de los cuales se determina para cada UEC el Índice de Progreso de la Educación Superior (IPES). La nueva propuesta busca medir el avance alcanzado por las instituciones en temas de acceso, calidad y logro. En el presente trabajo se pretende contrastar los resultados obtenidos por la metodología empleada por el MEN con nuestro enfoque basado en Análisis Envoltante de Datos (DEA). En particular, se utiliza el modelo aditivo para discriminar entre universidades eficientes e ineficientes. Luego procedemos a utilizar el modelo propuesto por Rezaeiani y Foroughi para realizar el ranking de las instituciones eficientes. El ranking de las instituciones ineficientes se realiza determinando para cada una de estas un puntaje de eficiencia basado en holguras. Los datos utilizados corresponden a los indicadores que utiliza el MEN para determinar el IPES del año 2015 al año 2016. Dado que el modelo utilizado determina la máxima eficiencia posible dados los resultados de cada universidad, podemos afirmar que ninguna de estas puede considerarse mal evaluada.

*Medición y evaluación*

**Análisis de las estrategias de enseñanza-aprendizaje y métodos de evaluación en contextos de educación superior:: El caso de la licenciatura en Ciencias de la Educación de la UABC y de la Facultad de Educación de la UCM**

Dr. Patricio Henriquez, Profesor Investigador, Licenciatura en Ciencias Educativas, Universidad Autónoma de Baja California, Ensenada, Baja California Norte, México

El presente proyecto de investigación tiene como propósito principal analizar de manera comprensiva las estrategias de enseñanza que utilizan actualmente los docentes del nivel educativo superior adscritos a licenciaturas/facultades de educación, así como también los métodos de evaluación del aprendizaje que utilizan en su práctica académica. Además, se interesa en explorar cuáles son las estrategias de aprendizaje que los docentes intentan promover/fomentar en sus estudiantes. El estudio pretende comparar dos contextos educativos distintos: el caso de la licenciatura en Ciencias de la Educación de la Universidad Autónoma de Baja California (UABC), campus Ensenada, y de la Facultad de Educación de la Universidad Complutense de Madrid (UCM). Para esto se entrevistaron en profundidad a 18 docentes de la UCM y 6 docentes de la UABC, a partir de lo cual se establecieron los análisis cualitativos de la información. En total, se identificaron 3 dimensiones, 6 subdimensiones y 18 categorías de análisis.

*Pedagogía y currículo*

Viernes, 22 de junio

14:55-16:35	<p><b>Mesa redonda en inglés</b></p> <p>Se describe una intervención educativa multimodal de veinte años, relativa a los niños de la minoría musulmana en Tracia, una provincia del noreste de Grecia. Inmersa en el conflicto greco-turco, esta minoría territorial ha sufrido políticas opresivas, ha padecido marginación y, hasta hace veinte años, ha permanecido virtualmente sin educación, con escaso conocimiento de la lengua griega y, consecuentemente, sin voz.</p> <p>La intervención corre en paralelo con la educación formal relativa a la enseñanza de griego como segundo idioma, el desarrollo de materiales educativos, clases compensatorias, formación docente y trabajo extensivo con la comunidad. Es una tarea compleja, puesto que se desarrolla en medio de intereses políticos antagónicos fuertemente arraigados. Asume la noción de que una comunidad democrática socialmente cohesionada se basa en el potencial de promover las aportaciones mutuas y la ciudadanía, así como la mejora de la acción escolar.</p> <p>Situados en el fértil cruce entre la teoría basada en la práctica y la práctica teóricamente orientada, los investigadores de campo narran su larga experiencia de trabajo con los niños de la minoría y sus comunidades. La lectura y la escritura como actos sociales se complementan con otros modos de comunicación, incluyendo oral, visual, auditiva, gestual y espacial. La supervisión a los profesores busca capacitar al profesorado para mejorar la instrucción de estudiantes lingüística y culturalmente diversos, así como fomentar el cultivo de prácticas reflexivas. Las clases de griego para mujeres van inextricablemente unidas con su emancipación. Los desplazamientos cotidianos de unidades móviles aplican una pedagogía de alfabetización a los niños residentes en lugares aislados. Todas las prácticas educativas pretenden, en último término, reforzar la agencia y desafiar las representaciones hegemónicas que sirven para el mantenimiento del orden social establecido.</p> <p><b>Coordinadora</b> Thalia Dragonas, Profesora de Psicología social, Universidad Nacional y Kapodistriaca de Atenas.</p> <p><b>Participantes</b> Iriní Asimakopoulou, Profesor de Enseñanza Secundaria, MA en Educación y Derechos Humanos, miembro del proyecto “Integración y Educación de Niños Musulmanes” Chara Dafermou, Profesor Asistente en educación para la primera infancia y aproximaciones docentes, Universidad Nacional y Kapodistriaca de Atenas. Anastasia Demetriou, Profesora de Enseñanza Secundaria, MA en Educación y Derechos Humanos, 5º de Enseñanza Primaria (Korydallos), miembro del proyecto “Integración y Educación de Niños Musulmanes” Olga Katsiani, trabajadora social, miembro del proyecto “Integración y Educación de Niños Musulmanes” Victoria Lagopoulou, Profesora de Enseñanza Secundaria, MA en Educación y Derechos Humanos, 1º de Enseñanza Primaria (Alimos), miembro del proyecto “Integración y Educación de Niños Musulmanes” Maria Zografaki, Profesora de Enseñanza Secundaria, Doctorada en Sociología de la Educación, 2º de Enseñanza Secundaria (Nea Moudania), miembro del proyecto “Integración y Educación de Niños Musulmanes”</p>
16:35-16:50	<p><b>Final de las sesiones</b></p>



**Sábado, 23 de junio**

08:30-09:00	Mesa de inscripción abierta
09:00-09:15	Noticias del día—Dr. Phillip Kalantzis-Cope, Jefe de Ciencias Sociales, Common Ground Research Networks, Champaign, Estados Unidos
09:15-09:50	Sesión plenaria en inglés—Dr. Alexandra Androussou, Profesora asociada, Departamento de Educación en la Infancia Temprana, Universidad de Atenas, Grecia
	"Learning Through the Experience of Refugee Education"
09:50-10:20	Charlas de jardín y pausa para el café
	Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.



10:20-11:35

## SESIONES PARALELAS

Aula 2

## Matemáticas y física

**Aprendizaje de los fenómenos ondulatorios por medio de la aplicación de trabajos prácticos de campo y de laboratorio en la enseñanza de la física: Estudio de caso**

Dora Magaly García Ibarra, Maestrante, Facultad de Educación, Universidad Surcolombiana, Rivera, Colombia

La Física es una de las áreas de conocimiento que aparentemente a los estudiantes poco les motiva debido a que muchas veces no la comprenden, ya que se ha basado en una enseñanza tradicional no contextualizada. Por tal razón la presente investigación tuvo como objetivo contribuir al aprendizaje de los fenómenos ondulatorios por medio de trabajos prácticos de laboratorio y de campo, para aportar de manera significativa en el proceso de aprendizaje, en la generación de habilidades y aptitudes científicas que contribuyan a la solución de problemas del contexto. El método de la investigación fue de tipo mixto, con elementos cuantitativos y cualitativos, tomando un enfoque de investigación-acción, utilizando como técnica de recolección de la información el cuestionario, el análisis de contenido y el diario de campo. Los resultados evidencian que en el cuestionario inicial la mayoría de los estudiantes presentaron ideas reducidas en cuanto a conceptos, funcionamiento, características y tipos de ondas; sin embargo, en el cuestionario final identificaron los fenómenos de la reflexión, refracción e interferencia presentes en la naturaleza. Además, incluyeron explicaciones respecto a la formación de los fenómenos naturales a partir de elementos conceptuales científicamente más elaborados.

*Educación en ciencias, matemáticas y tecnología***Matemáticas en la educación ingenieril: Una realidad**

Edgar Serna M., Profesor, Facultad de Ingenierías, Universidad Autónoma Latinoamericana, Medellín, Antioquia, Colombia

Alexei Serna A., Investigador, Facultad de Ciencias Básicas e Ingeniería, Corporación Universitaria Remington, Medellín, Antioquia, Colombia

La ingeniería es un arte y una ciencia en la que se necesita utilizar la imaginación, el ingenio y la lógica para diseñar y construir productos; y en este siglo se requieren ingenieros con un mayor conocimiento transdisciplinar y con mejores habilidades, destrezas y capacidades especializadas para hacerlo. Pero, debido a que se desempeñan en diversos campos y a que las empresas solicitan diversos perfiles, no todos demandan la misma profundidad e igual conocimiento de las ciencias y las matemáticas. Por otro lado, el desarrollo y uso de las áreas de TI han transformado las especialidades y necesidades empresariales en ingeniería, y crearon oportunidades en áreas relacionadas, tanto en la forma en que adquieren o desarrollan habilidades sus estudiantes, como en la manera de aplicarlas. En este nuevo escenario se presenta mucho debate sobre qué habilidades matemáticas deben desarrollar los ingenieros, cómo y cuándo enseñarla, y si todas las disciplinas consideradas ingenieriles necesitan el mismo volumen. Con el objetivo de aportar a este debate, investigadores del MIT y de California State University, en los Estados Unidos, y de la Universidad Autónoma Latinoamericana en Colombia, realizaron una investigación colaborativa para responder algunas inquietudes relacionadas, especialmente para determinar la necesidad de las matemáticas en los programas de ingeniería.

*Educación en ciencias, matemáticas y tecnología***Lectura de textos auténticos: Posibilidad entre las Ciencias y la Tecnología**

Sonia Gomez, Docente, Universidad Industrial de Santander, Bucaramanga, Colombia

Los resultados arrojados por las pruebas internacionales, como PISA, no han sido favorables para Colombia; pero sí han sido motivo de análisis constantes y de propuestas de todo tipo para el fortalecimiento de la lectura en niños y jóvenes de instituciones públicas y privadas. Sin embargo, la Escuela Rural siempre ha permanecido en desventaja. Múltiples factores mantienen a los niños campesinos lejos del acceso a textos auténticos; por tanto, la lectura en la Escuela se torna repetitiva y mecánica alrededor de "guías" para la resolución de ejercicios de clase; copia, a vez, de viejos libros de texto. La asignatura de Ciencias Naturales no se escapa de esta dura realidad. En este contexto, estudiantes de licenciatura emprenden una propuesta de investigación cualitativa, con diseño metodológico de investigación acción, que, a partir de los resultados de un diagnóstico, formulan una propuesta de lectura con enfoque de equidad y acceso al conocimiento, de una revista de ciencias electrónica para niños. Los resultados se relacionan directamente con la formación de maestros noveles y en ejercicio, una didáctica para la lectura de textos electrónicos con contenido científico. De esta forma se concluye que una educación de excelencia no es exclusiva de los centros urbanos.

*Educación en ciencias, matemáticas y tecnología*

**Autorreferencias profesionales****Autopercepción docente sobre las competencias digitales y la mediación pedagógica aplicadas en la elaboración de materiales didácticos de la Cátedra de Administración de la Universidad Estatal a Distancia (UNED)**

Gabriela Garita González, Editora académica, Universidad Estatal a Distancia Programa de materiales didácticos educativos, San José, Costa Rica  
 Jose Eduardo Gutierrez Duran, Cordinador, Cátedra de Administración e investigador de la Escuela Ciencias de la Administración, Universidad Estatal a Distancia, San José, Costa Rica

Vicente Godoy Sandoval, Profesor, Escuela de Ciencias de la Administración, Universidad Estatal a Distancia, San José, Costa Rica

Este artículo explora la autopercepción de los docentes de la Cátedra de Administración de la Escuela de Ciencias de la Administración (ECA), vinculada al Programa de Producción de Material Escrito (PROMADE) de la Dirección de Producción de Materiales Didácticos (DPMD) de la Universidad Estatal a Distancia de Costa Rica. El interés está centrado en cuantificar el nivel de desarrollo alcanzado por los docentes en mediación pedagógica y las competencias digitales. Ambas les permiten enfrentarse a los cambios tecnológicos y de comunicación para integrarlos a los procesos de aprendizaje y de esta manera aplicar un conjunto de habilidades en la elaboración de materiales didácticos. Esta investigación es de enfoque cualitativo del tipo no experimental exploratorio. Los cuestionarios mostraron el nivel de madurez de los docentes y las oportunidades de mejora en la capacitación continua en las disciplinas de tecnología, comunicación y mediación pedagógica. La recolección de los datos estableció aquellos elementos que reflejan la calidad en la elaboración de los materiales didácticos, igualmente establece las habilidades requeridas en los docentes bajo la modalidad a distancia. Los resultados positivos permiten el cumplimiento de los alcances de los lineamientos del plan estratégico relacionados en promover la capacitación docente, la elaboración de materiales digitales con actividades académicas mediadas por TIC, para asignaturas híbridas o 100% virtuales en la plataforma de trabajo institucional Moodle.

*Tecnologías en el aprendizaje*

**La autoformación del profesional de la educación y la formación: Un procedimiento de desarrollo personal, social y profesional**

Adriana Salete Loss, Profesora, Postgrado Profesional en Educación, Universidad Federal de la Frontera Sur, Erechim, Brasil

Ana Paula Viana Caetano, Profesora, Educación, Instituto de Educação da Universidade de Lisboa - IE/ULisboa, Lisboa, Portugal

El trabajo presenta el estudio investigativo sobre el desarrollo de las dimensiones personal, social y profesional del educador, con la intención de identificar, en las vivencias de autoformación, los procesos formativos que contribuyen a su desarrollo, desde la perspectiva de la construcción ética en las diferentes relaciones. El estudio tuvo como marco teórico las reflexiones acerca de la formación de profesores. Así, desde una investigación bajo el enfoque cualitativo, de carácter descriptivo-interpretativo y a partir de la metodología de investigación-formación, proponemos la autoformación de los participantes para la búsqueda del desarrollo personal, social y profesional. El estudio empírico tuvo como público objetivo a profesores, educadores y estudiantes de Pedagogía en la Universidade Federal da Fronteira Sul (UFFS), así como a estudiantes y diplomados de los másters del Instituto de Educação da Universidade de Lisboa (IE-UL). La recogida de datos se dio en los encuentros organizados en talleres o sesiones de autoformación estructuradas en tres módulos, titulados así: conciencia de sí, conciencia de la relación con el otro, y conciencia profesional. Los talleres fueron constituidos con actividades con situaciones de autoconocimiento, de estudios, de reflexión y de expresión a partir de diferentes lenguajes: narrativas orales y escritas, movimientos del cuerpo a partir de la danza, teatro, dibujo, poesía y juegos, así como con juegos cooperativos. Los resultados de la investigación revelaron que los trabajos pedagógicos de autoformación permitieron a los participantes la ampliación de la conciencia en las dimensiones personal, social y profesional.

*Pedagogía y currículo*

**Conformación de academias universitarias: Fundamento y base para una pertinente función universitaria**

Jose Antonio Anaya Roa, Profesor investigador, Universidad Autonoma Chapingo, Texcoco, México

Alejandra Romahn De la Vega, Profesora, Escuela Normal Teotihuacan

Las universidades latinoamericanas conciben su progreso al incrementar cuantitativamente programas académicos e infraestructuras demandantes de recursos financieros y humanos, creando jurisdicciones feudales de corte político más que académico. Para Ornelas, buena parte de los problemas de la educación superior latinoamericana derivan de sus bases estructurales. Fragmentar la profesión agronómica en 26 carreras independientes, como en la Universidad [Agrícola] Autónoma Chapingo, UACH, es atentar contra el conocimiento y empoderar 18 departamentos feudales con funcionamiento autónomo, obstaculizando el avance integral de una universidad. El foco del trabajo consiste en escudriñar interrelaciones, encuentros y desencuentros en el devenir histórico-social del vínculo académico-administrativo de la UACH en 161 años, fusionando horizontes en el tiempo como metódica convertida en camino para relacionar, ya no solamente el pasado, sino entre el pasado, el presente y el futuro, mostrando, según Gadamer, la situación en la que nos encontramos frente a la situación que queremos comprender. Los sistemas universitarios presentan articulaciones endógenas y exógenas. Por su complejidad emplearemos el modelo intraorganizacional de Jaffe, analizando las interacciones desde los interiorizadores, como metódica macrosociológica, donde los propios actores captan la realidad tal como la ven, la viven y la construyen. Se presenta el Modelo Divisional-Matricial como estructura soportada en Academias Universitaria para garantizar una función académica interdisciplinaria. El Modelo Curricular Vertical presenta alto grado de flexibilidad: permite al alumno elegir la modalidad de egreso de acuerdo a sus preferencias, disciplinar o integral, mediante la selección apropiada de sus materias, sus profesores y sus horarios.

*Organización educativa y liderazgo*

10:20-11:35

## SESIONES PARALELAS

Aula 6

## Liderazgo y comunicación

**Liderazgo distribuido y aprendizaje de la matemática en escuelas primarias: Una investigación cuantitativa**

Pablo Alfonso Lopez Alfaro, Académico, Facultad de Ciencias Sociales, Departamento de Educación, Universidad de Chile, Santiago, Chile  
Verónica Gallegos, Académica, Facultad de Ciencias Sociales, Departamento de Educación, Universidad de Chile, Santiago, Chile  
Esta investigación tiene como finalidad estimar la incidencia que tiene el liderazgo distribuido en los aprendizajes de la matemática de estudiantes de escuelas primarias pertenecientes a grupos socioeconómicos vulnerables. El estudio es cuantitativo e incluyó las respuestas de 782 docentes de 69 escuelas que obtuvieron un puntaje igual o superior al promedio nacional durante dos períodos consecutivos en la prueba del Sistema de Medición de la Calidad de la Educación (Simce). Entre los hallazgos tenemos que el liderazgo distribuido promueve un impacto positivo en la mejora de la escuela, esencialmente por la mayor participación de los docentes en la toma de decisiones y la cooperación de los equipos de liderazgo. Entre las implicancias del estudio se busca estimular a los docentes y directivos docentes a continuar realizando prácticas de liderazgo distribuido, como la participación en la toma de decisiones y la cooperación, ya que sus efectos existen y se pueden conocer; además, los invitamos a apreciar las posibilidades que tienen en la escuela con miras a lograr la transformación del trabajo individual al trabajo cooperativo y participativo.

*Organización educativa y liderazgo***Estudio del liderazgo en el equipo directivo de un centro educativo: Diagnóstico inicial y propuesta de mejora en un centro de Educación Secundaria Obligatoria**

Cristina Cruz González, Contratada FPU, Didáctica y Organización Escolar, Universidad de Granada, Granada, España  
Purificación Salmeron-Vilchez, Profesora, Departamento de Métodos de Investigación y Diagnóstico en Educación, Universidad de Granada, Granada, España

Este estudio se centra en la temática de liderazgo pedagógico en el equipo directivo y de cómo desde el trabajo conjunto con el orientador/a educativo/a, se pueden promover distintas formas organización y actuación que conlleven a una mejora educativa. El trabajo constará de una primera parte, en la que realizará una fundamentación teórica a cerca de los principales puntos clave de la temática a tratar, esta fundamentación a su vez se divide en un marco conceptual, legislativo y organizativo. Tras ello, se desarrolla un diagnóstico inicial de un centro de Educación Secundaria Obligatoria de la capital de Granada, en el que se ha pretendido en un primer momento, conocer en qué medida se aproxima la dirección escolar hacia un liderazgo directivo exitoso, y tras ello, proponer a través de un análisis de su labor directiva, ciertas orientaciones para la mejora, promovidas y dirigidas desde el papel de orientador/a educativo/a de un instituto.

*Organización educativa y liderazgo***Estrategia de comunicación de la carrera de Educación Comercial implementada por la Escuela de Secretariado Profesional, periodo 2015-2016 para el fortalecimiento de la vinculación entre la universidad, estudiantes y comunidad profesional**

Fabian Arce Soto, Profesor, Facultad de Ciencias Sociales, Universidad Nacional de Costa Rica  
La presente investigación se centró en analizar la estrategia de comunicación de la carrera de Educación Comercial implementada por la Escuela de Secretariado Profesional de la Universidad Nacional de Costa Rica, periodo 2015-2016 para el fortalecimiento de la vinculación entre la universidad, la comunidad estudiantil y la profesional en el área. Específicamente se buscó: a) diagnosticar las acciones asociadas a los procesos de comunicación implementados por la Escuela de Secretariado Profesional en favor de la vinculación de la carrera de Educación Comercial a lo interno y externo de la unidad académica, b) determinar las alternativas de comunicación que tiene la Escuela de Secretariado Profesional con respecto a la carrera en Educación Comercial y c) diseñar un sistema de seguimiento y control de las acciones estratégicas que apoyan los procesos de comunicación de la carrera en Educación Comercial. Entre los hallazgos más significativos está la comparativa entre las acciones de comunicación promovidas por la Escuela de Secretariado Profesional desarrolladas en el periodo de estudio y el deseado, la vinculación de la carrera en Educación Comercial con la población estudiantil y profesional. Lo anterior fue posible debido a una profunda indagación de campo, en donde las voces de los actores del proceso de gestión educativa (fuera y dentro del escenario universitario) fueron analizadas.

*Organización educativa y liderazgo*

10:20-11:35

**SESIONES PARALELAS**

Aula 11

**La cuestión colombiana****Educación en derechos humanos para una cultura de paz: A propósito de la implementación de la Cátedra de la Paz en Colombia**

César Augusto Agudelo Gómez, Maestrante, Educación en Derechos Humanos, CREFAL, Colombia

Hay varios antecedentes que direccionan las propuestas curriculares para aportar al deseo colectivo de cese de conflicto armado en el país, construyendo un ciudadano crítico, propositivo y respetuoso de los derechos humanos mediante la implementación de una "Cátedra de la paz". La Ley 1732 de 2014 establece su carácter obligatorio en todas las instituciones educativas del país. El Decreto 1038 de 2015 la reglamenta y establece como temas centrales para su diseño: a) Cultura de la paz, b) Educación para la paz y c) Educación para el Desarrollo sostenible. Se presenta como resultado una metodología de aprendizaje universitario fundamentado en las expresiones artísticas y culturales para fortalecer las dimensiones del saber, hacer y ser, ya que dicha cátedra se orientaría en todos los niveles educativos, conservando la Universidad su respectiva "autonomía universitaria" para implementarla en virtud del Artículo 69 de la Constitución Política; mientras que para el sistema escolar de básica primaria, secundaria y media, si bien se habla en el artículo 77 de la Ley 115 de 1994 de la "autonomía escolar", se espera una producción en términos de "normativa curricular" como son los Lineamientos curriculares, los Estándares Básicos de Competencias; Derechos Básicos de Aprendizaje y las Guías de Orientación para que la Cátedra se articule al currículo. Se concluye con que la formación de ciudadanía debe prescindir de enfoques pedagógicos donde priman los contenidos sobre la puesta en práctica de dichos conocimientos. Así se opta por los aportes pedagógicos y metodológicos de la EDH.

*Pedagogía y currículo***Mujer empoderada nunca será violentada: Análisis del fortalecimiento del acceso de la Mujer rural y de procedencia rural a la educación superior como mecanismo de prevención de las violencias y promoción de los derechos humanos**

Castiblanco Aldana July Patricia, Orientadora Escolar, Bogotá, Secretaria de Educación de Bogotá, Bogotá, Colombia

Al reflexionar usando las categorías de Mujer, Ruralidad y Acceso a la Educación Superior se busca realizar una aportación a la de-construcción de las culturas patriarcales y de otras realidades que alimentan el incremento y reproducción de las violencias de género en Colombia. Se trata de problematizar sobre las oportunidades y el acceso al sistema de educación superior para las mujeres que viven en el entorno rural o, que tiene origen rural pero que se trasladaron al entorno urbano, que tal y como se sostiene en el presente trabajo, constituiría un mecanismo concreto relacionado con el empoderamiento y con el reconocimiento y fortalecimiento de sus derechos humanos. No obstante, se entiende que este acceso a la educación superior para las mujeres rurales o de origen rural es, sin embargo, tan sólo uno de los mecanismos que podrían contrarrestar las distintas formas que toma la violencia de género, junto con otras medidas construidas desde las mismas comunidades o que se llevan a cabo en el marco de los programas de gobierno o de la labor de organizaciones de la sociedad civil e incluso de instituciones internacionales que operan en el país.

*Tema destacado 2018: La educación en un tiempo de austeridad y tumulto social***Alteridad desde la creación de personajes: Una perspectiva pedagógica**

Luisa Fernanda García, Estudiante, Universidad de Antioquia, Medellín, Colombia

La presente investigación educativa pretende analizar la alteridad a partir del proceso de creación de personajes pedagógicos desde la obra del pedagogo teatral Konstantin Stanislavki. El estudio se realiza desde el 2017 en contextos de aula universitaria (Universidad de Antioquia-Colombia). El proceso de creación de personajes pedagógicos implica una relación de alteridad entre el actor y su personaje, pero no se reduce a solo este ámbito, sino que se ocupa del propio ser humano más allá del profesor y los estudiantes. Los rastros que nos dicen de la alteridad surgen cuando se trata de experimentar en el aula a partir de la escritura biográfica, la narrativa, la conversación, las corpografías educativas, el epistolario y, de lo que Stanislavki denomina, "circunstancias dadas" (el dibujo, el cine, la literatura y la música). Para que surja la alteridad se requieren unas condiciones de posibilidad como el habla, la escucha, la mirada, la intuición y la imaginación, elementos que tienen que ver con la preparación del actor/maestro/estudiante. Por tanto, este proceso de alteridad se concibe como una perspectiva pedagógica que puede ser aplicada en diferentes contextos escolares como escuelas, colegios y universidades.

*Aprendizaje en la educación superior*



10:20-11:35	<b>SESIONES PARALELAS</b>
Aula 13	<p><b>El aprendizaje y la experiencia</b></p> <p><b>Aula Experiencial: Un nuevo espacio de aprendizaje</b>  Omar Muñoz Sánchez, Coordinador grupo Epilión, Universidad Pontificia Bolivariana  Claudia Ines Velez-Ochoa, Investigador Epilión, Facultad de Publicidad, Universidad Pontificia Bolivariana, Medellín, Colombia  Nuevos descubrimientos inducen al progreso, asociados a situaciones estratégicas y perfectamente asumibles. En educación, el cambio planificado en los procesos genera óptimos resultados. El aula es el contexto en el que se desarrolla el proceso de enseñanza-aprendizaje y es un espacio de transformación. Si bien han cambiado mucho las formas de enseñanza, es posible determinar que el espacio áulico ha transitado de ser un lugar en el que simplemente se transmitían conocimientos de docente a estudiantes a un verdadero espacio de aprendizaje y transformación en el que los alumnos se han convertido en el centro de la clase y el rol del docente resulta clave para el buen desarrollo de la misma. Por lo anterior, el proyecto denominado Aula experiencial trata de diseñar espacios que faciliten la gestión académica, didáctica y lúdica, mejorando los procesos formativos para renovar el aprendizaje y su productividad.  <i>Aprendizaje en la educación superior</i></p> <p><b>Aprendizaje de competencias investigativas mediante la sistematización de experiencias: Un estudio de caso</b>  Jorge Alejandro Fernández Pérez, Coordinador del programa de doctorado en Investigación e Innovación Educativa, Facultad de Filosofía y Letras, Benemérita Universidad Autónoma de Puebla, Puebla, México  Guadalupe Barajas Arroyo, Profesora Investigadora, Facultad de Filosofía y Letras, Benemérita Universidad Autónoma de Puebla, Puebla, México  Dulce María Carolina Flores Olvera, Profesora Investigadora, Facultad de Filosofía y Letras, Benemérita Universidad Autónoma de Puebla, Puebla, México  Profa. Hadi Santillana Romero, Estudiante, Facultad de Filosofía y Letras, Benemérita Universidad Autónoma de Puebla, Puebla, México  Esta investigación se basa en el enfoque socio-crítico vinculado a la investigación en acción, cuyo objeto de estudio es la práctica educativa, que incluye comportamientos observables y los significados e interpretaciones que esta práctica ha asociado con quienes los realizan. En este contexto, se presenta una experiencia didáctica de rasgo participativo, que utilizó como contexto el Modelo de Desarrollo de Competencias Académicas y la Sistematización de Experiencias en un programa de doctorado, a través de un estudio que involucró la planificación, intervención y análisis con la intención de reflexionar sobre la práctica docente y el desarrollo de competencias investigativas, en el que se destacan algunas dimensiones como la práctica docente, las competencias investigativas, la reflexión dialógica y la evaluación en tres áreas: autoevaluación, heteroevaluación y co-evaluación.  <i>Aprendizaje en la educación superior</i></p> <p><b>Caracterización de las interacciones colaborativas en ambientes de e-learning considerando conductas grupales y habilidades de colaboración</b>  Rosanna Costaguta, Profesora, Departamento de Informática, Universidad Nacional de Santiago del Estero, Santiago del Estero, Argentina  En este artículo se presenta una investigación realizada para descubrir las características del comportamiento de los estudiantes que integran pequeños grupos colaborativos en ambientes de e-learning. Tal caracterización se realizó mediante un doble análisis de contenido de un conjunto de interacciones generadas en foros durante la dinámica de trabajo de grupos de estudiantes avanzados de Informática. Esta tarea fue realizada por dos psicopedagogos quienes primero codificaron las interacciones a nivel de conductas grupales y luego lo hicieron considerando las habilidades de colaboración. El posterior procesamiento de las interacciones analizadas permitió descubrir la existencia de algunas conductas grupales dominantes así como otras conductas evitadas por los estudiantes, y también permitió establecer cuáles son las habilidades de colaboración vinculadas con las conductas grupales manifestadas. El trabajo realizado aporta información relevante para que los docentes puedan desarrollar estrategias que potencien las aptitudes de los estudiantes de Informática hacia el trabajo colaborativo en entornos de ACSC, y también información útil para el futuro diseño de interfaces en entornos de ACSC dedicados al monitoreo de habilidades de colaboración y/o conductas grupales. Por todo lo expuesto, este trabajo resulta un aporte importante al conocimiento en el área del ACSC. En futuras investigaciones se buscará evaluar si los resultados obtenidos cambian, por ejemplo, analizando grupos universitarios pertenecientes a otras ciencias o con integrantes de otras edades, entre otras posibilidades.  <i>Tecnologías en el aprendizaje</i></p>
11:35-12:35	<b>Almuerzo</b>

12:35-14:15

## SESIONES PARALELAS

Aula 2

## Física y química

**Exploración aplicada en la enseñanza de la energía eólica**

Jonás Torres Montealbán, Catedrático C del Área de Física, Departamento de Preparatoria Agrícola, Universidad Autónoma Chapingo, Texcoco, Estado de México, México

Jorge Aguilar García, Profesor, Centro de Investigaciones Económicas, Sociales y Tecnológicas de la Agroindustria y la Agricultura Mundial, Universidad Autónoma Chapingo, Texcoco, México

Se describe el desarrollo y acoplamiento de un sistema de aerogeneración a pequeña escala para fines educativos. Se busca que los estudiantes de nivel preuniversitario estudien conceptos de física mediante el desarrollo de un aerogenerador. Partimos del diseño de un álabe para un aerogenerador de 500 Watts. El trabajo se estructuró en cuatro etapas: 1) Se fundamentó el dimensionamiento del álabe por medio de técnicas convencionales con referencia a la entrada de datos de velocidad del viento a diferentes alturas. Con esta información se determinaron parámetros para la simulación en SolidWorks. 2) Se imprimió el álabe en 3D, obteniéndose 100 cm de diámetro para el área de barrido; se fabricaron los tres álabes del aerogenerador en fibra de vidrio y se realizaron pruebas aerodinámicas en túnel de viento. 3) Se realizó el acoplamiento del sistema: rotor, generador, torre e instalación in situ. 4) Se midieron variables físicas para obtener el rendimiento global del aerogenerador propuesto.

Finalmente, la exploración aplicada de la energía eólica, logra ser una alternativa en el proceso de enseñanza y aprendizaje de conceptos de física.

*Educación en ciencias, matemáticas y tecnología*

**Estrategia didáctica ¿Es el agua un compuesto o un elemento? : Una propuesta de trabajo para el desarrollo de modelos explicativos sobre las reacciones químicas**

Rodrigo Castañeda Rivera, Profesor, A.C., Colegio Madrid, Madrid, España

Mariana Esquivelzeta Rabell, Profesora, Química, Universidad Nacional Autónoma de México

En esta investigación se desarrolló una secuencia didáctica utilizando la enseñanza basada en modelos. Los métodos de indagación e investigación son exitosos, incrementando la alfabetización científica de diversas poblaciones. La indagación basada en modelos involucra a los estudiantes en todas las prácticas científicas. Trabajando de manera colaborativa desarrollan su propio modelo explicativo para explicar el fenómeno estudiado. Partiendo de un evento experimental que funciona como fenómeno ancla se plantean una serie de actividades para mejorar y construir el modelo explicativo de los estudiantes de bachillerato en el marco del programa de estudios del CCH para Química I. Basándonos en una idea central que enfoca el diseño de la estrategia a través del análisis del fenómeno ancla (la explosión de un globo lleno de Hidrógeno), los alumnos generan un modelo explicativo haciendo uso de las evidencias que generan durante el desarrollo de esta secuencia revisando los diferentes modelos de la estructura de la materia, los tipos de materia, las interacciones y transformaciones estudiadas, así como las características cinéticas y termodinámicas de cada tipo de reacción. Estas evidencias se construyen alrededor de investigaciones bibliográficas, generación de representaciones funcionales, cátedras, videos interactivos y simulaciones virtuales de diferentes situaciones. Con esta estrategia se tomaron datos y observaciones de clase de las lecciones para llevar a cabo un análisis del diseño en el grupo de profesores y así identificar las mejoras en el aprendizaje del estudiante. Durante esta estrategia, los estudiantes se involucraron en todas las practicas científicas, específicamente en el modelado y la argumentación.

*Educación en ciencias, matemáticas y tecnología*

**Estrategia para aprender la tabla periódica a través de una actividad lúdica: La taza periódica**

Ma. de la Luz Mora Trujillo, Maestra, Educación Media Básica, Colegio de Bachilleres del Estado de Michoacan, Morelia, Michoacan, México

Maria De Los Angeles Juarez Perez, Docente, Colegio de Bachilleres del Estado de Michoacan, Acuitzio del canje, Michoacán, México

Al diseñar nuevas estrategias de aprendizaje acorde a las necesidades de nuestros estudiantes que muestran poco interés en el aprendizaje de las ciencias, nos corresponde a los docentes involucrarlos más en su aprendizaje a través de actividades lúdicas que despierten su interés de aprender ciencias. "La taza periódica", título que le dimos a esta estrategia de aprendizaje cuyo objetivo es lograr un aprendizaje significativo de la tabla periódica utilizando una actividad lúdica. Nuestra actividad consistió primeramente en una explicación e investigación de la tabla periódica por equipos, posteriormente a cada estudiante se le asignó un elemento químico del cual investigarían su uso, entregando como producto final su elemento plasmado en una taza de cerámica donde diseñen un dibujo y muestren el uso de dicho elemento, así como su símbolo y número atómico. Concluimos esta actividad con una exposición de todo lo elaborado formando la tabla periódica en la cual los alumnos participaron exponiendo las características de su elemento asignado. Los resultados obtenidos fueron satisfactorios, ya que aprendieron fácilmente la aplicación de los diferentes elementos químicos, logrando un aprendizaje significativo a través de una actividad lúdica. Para la evaluación aplicamos una rúbrica.

*Educación en ciencias, matemáticas y tecnología*

**Estrategia didáctica en el aprendizaje del modelo atómico: ¿Cómo funcionan los fuegos artificiales?**

Ana Guadalupe Navarrete, Docente, Química en Alimentos, Universidad Nacional Autónoma de México, Ciudad de México, México

Para que los alumnos se vean interesados en el aprendizaje del modelo atómico de Bohr, se elaboró una estrategia didáctica donde se hace uso de prácticas científicas para que pudieran representar y construir modelos y así llegar a una idea central propuesta. La primera actividad correspondió a una pregunta generadora: ¿Cómo funcionan los fuegos artificiales? A partir de ésta se llevaron a cabo una serie de lecciones consecuentes. Esta estrategia resultó motivadora para los estudiantes y tuvo como ventaja un mayor aprovechamiento de sus conocimientos, el cambio de ideas erróneas en esta área y la búsqueda de patrones para visualizar a la materia de una manera abstracta.

*Educación en ciencias, matemáticas y tecnología*



12:35-14:15

**SESIONES PARALELAS**

Aula 4

**Arte e imagen**

**Sobre cómo “abrir los ojos”: El teatro como herramienta socioeducativa en un contexto retante**

Belén Massó Guijarro, Contratada predoctoral FPU, Didáctica y Organización Escolar, Universidad de Granada, Granada, España

El objetivo del presente trabajo consiste en ofrecer el relato sobre una experiencia de educación a través del teatro desarrollada por la autora de la comunicación en el centro socio-educativo y laboral Lelikelén de la ciudad de Córdoba (Argentina) durante el periodo de dos meses, con un grupo de adolescentes de perfil socioeconómico muy carencial. A través del relato del proceso educativo-artístico que se desarrolló, se pretenden exponer evidencias empíricas del potencial del arte como herramienta educativa y aportar conocimiento sobre cómo el desarrollo de las capacidades creativas y la educación a través del arte pueden generar aprendizajes significativos en el colectivo juvenil en situación de desventaja social y cuestionar las estructuras de segregación con el objetivo de transformarlas.

*Aprendizaje en adultos, comunitario y profesional*

**Del cine del Holocausto a la resiliencia: El Pianista, Korczak y Cenizas & Diamantes**

Otto Roberto Yela Fernandez, profesor titular de Semiología de la Imagen, Escuela de ciencias de la Comunicación, Universidad de San Carlos de Guatemala, Guatemala

Resiliencia es la habilidad de encontrar e incrementar nuestras fuerzas internas no solamente a pesar de, sino también a causa de las condiciones adversas y los ambientes hostiles. Es una habilidad que todos poseemos y sobre todo, que podemos fortalecer. Hay películas que muestran historias de personas comunes y corrientes que, ante la adversidad y la tragedia, han podido sobreponerse. La presente propuesta explora una herramienta de ejemplificación, identificación y transmisión de valores resilientes, el cine, respondiendo a las interrogantes: ¿Puede el cine incrementar la resiliencia de las personas? ¿Es posible llevar a cabo un proceso de revisión de valores resilientes presentes en las películas, con el objetivo de incorporarlos a los imaginarios de los espectadores? ¿Podemos considerar al cine como una herramienta útil en los procesos de descubrimiento y afirmación de los valores resilientes de las personas? ¿Es posible auspiciar la resiliencia de los centroamericanos con herramientas como el cine?

*Tema destacado 2018: La educación en un tiempo de austeridad y tumulto social*

**Iconografía del lenguaje retórico: Proyecto de literatura sobre la manualidad y el lenguaje retórico**

Leticia Benitez, Profesora, Cobaem Acuitzio, Colegio de Bachilleres del Estado de Michoacán, Morelia, Acuitzio, México

Rodolfo Ferreyra Pérez

El método implementado consiste en que primero se presentó al alumnado el proyecto de la disciplina de literatura con el tema de figuras retóricas más comunes, es decir, se facilitó el significado y ejemplo de cada una de estas figuras para que, posteriormente, el estudiante realice un verso o frase que coincida con una imagen que elija. Las implicaciones en el trabajo académico son que los estudiantes, cuando hacen sus manualidades y crean la oración, frase o verso que usan para aplicar las figuras retóricas, comprenden y refuerzan la necesidad de entender las diferentes lecturas narrativas, porque se generaron una imagen de lo leído o escrito. Sabemos que los textos deben ser parafraseados y generar imágenes para comprender las lecturas. Por ello, es importante destacar la creación de textos, frases, enunciados o versos a través de imágenes que nos apoyen en la comprensión del texto. La calidad de la técnica es que las figuras retóricas tengan una iconografía que se puede obtener a través de la manualidad. Finalmente, cabe destacar que el trabajo manual, unido con el tema del lenguaje retórico, ayudó al estudiante a develar su sensibilidad, ya que se descubrió apreciando imágenes (además de diseñarlas) y también escribiendo sus propias emociones en un nivel lingüístico distinto. Además, se logró cumplir con la competencia de interpretar y emitir mensajes, manifestaciones artísticas, aumentar la sensibilidad al arte y participar en la apreciación e interpretación de sus expresiones.

*Identidad y diversidad en los estudiantes*

12:35-14:15

## SESIONES PARALELAS

Aula 6

## Estrategias de enseñanza y aprendizaje

**"Amigo crítico" como estrategia para promover el desarrollo profesional de líderes escolares: Experiencias y aprendizajes del trabajo con Redes de Mejoramiento Escolar en Chile**

Omar Andrés Aravena Kenigs, Investigador, Facultad de Educación, Universidad Católica de Temuco, Temuco, Chile

Carolina Villagra Bravo, Académica, Facultad de Educación, Universidad Católica de Temuco, Temuco, Chile

En el contexto de la Política de Fortalecimiento del Liderazgo Escolar, a partir del año 2015 el Ministerio de Educación de Chile establece la iniciativa de Redes de Mejoramiento Escolar (RME), las cuales tienen como objetivo fortalecer capacidades de los líderes escolares considerando sus características específicas y el contexto territorial. No obstante, se ha argumentado ampliamente desde la literatura educativa que, para que una organización logre el desarrollo efectivo de una cultura de aprendizaje colaborativo entre sus participantes, es necesario generar condiciones que posibiliten la construcción de conocimiento colectivo, lo cual se presenta como un desafío en medio de una cultura escolar competitiva. En este escenario, se presentan los resultados de una experiencia de acompañamiento llevada en 2016 y 2017 en que, a través de la estrategia "amigo crítico", se acompañó a 10 RME, con el propósito de generar ambientes de interacción y reflexión constante a través de preguntas que provocan quiebres cognitivos y develan creencias, supuestos y valores que subyacen a las prácticas de los líderes educativos, promoviendo el trabajo democrático y velando por la horizontalidad de las relaciones humanas y profesionales que se establecen en su interior y mantienen el foco de discusión en el liderazgo pedagógico.

*Organización educativa y liderazgo***Metodología Virtual en Colombia: Un caso de éxito**

Lina María Castro Benavides, Professor, Quindío, University of Quindío, Armenia, Quindío, Colombia

Fernando Hernández García, Docente - Director de Programa, Programa Ciencia de la Información y la Documentación, Bibliotecología y Archivística, Universidad del Quindío, Armenia, Quindío, Colombia

La educación virtual en Colombia es una realidad, actualmente hay más de 150 programas académicos reconocidos por el Ministerio de Educación Nacional que enseñan bajo esta metodología. En la Universidad del Quindío alrededor de 1400 estudiantes del Programa Ciencia de la Información y la Documentación, Bibliotecología y Archivística que es un programa académico que forma profesionales en todo el territorio colombiano, han cruzado las barreras gracias al hecho que esta metodología le permite desarrollar su proceso formativo teniendo en cuenta el modelo pedagógico socio constructivista, dentro de un ambiente 100% virtual. En este contexto, el aprendizaje autónomo, el aprendizaje significativo, las mediaciones asincrónicas de comunicación tienen gran relevancia.

*Aprendizaje en la educación superior***Juegos sensibilizadores: Una orientación didáctica para el acercamiento a la discapacidad desde el ámbito universitario**

Manuel Antonio Cuij Sains, Docente, Centro de Educación Física, Deportes y Recreación, Universidad Nacional de Chimborazo, Riobamba, Ecuador

John Roberto Morales Fiallos, Docente, Centro de Educación Física, Deportes y Recreación, Universidad Nacional de Chimborazo, Ambato, Ecuador

Jorge Alberto Rassa Parra, Director, Centro de Educación Física, Deporte y Recreación, Universidad Nacional del Chimborazo, Riobamba, Chimborazo, Ecuador

Los juegos sensibilizadores es un procedimiento útil para desarrollar actitudes positivas y solidarias en el estudiante universitario de la Carrera de Educación Física de la Universidad Nacional de Chimborazo, Ecuador, partiendo del conocimiento mutuo, el respeto a la diversidad e inclusión educativa a través de una propuesta de vivenciación de diversas actividades físicas para el aprendizaje de fundamentos técnicos de voleibol. Se ofrece la oportunidad de valorar las capacidades individuales que poseemos independientemente de nuestras dificultades específicas mediante el componente lúdico. Inicialmente los juegos sensibilizadores se fundamentan como una herramienta didáctica para facilitar la comprensión de la diversidad y participación conjunta en un contexto en el que se incluyen personas con y sin discapacidad, planteando de manera progresiva aprendizajes basados en buscar disonancia cognitiva en los participantes para experimentar una discapacidad motora con el propósito de adquirir conciencia de las limitaciones como aspecto fundamental para iniciar el conocimiento del otro. Mediante una metodología activa, participativa y creativa, se utilizó la técnica de instrucción directa y el uso de recursos didácticos adaptados para potenciar otras capacidades que supone la disminución de las limitaciones que constituyen grandes barreras para la formación del profesorado en este ámbito.

*Identidad y diversidad en los estudiantes***Estrategias lúdicas para un aprendizaje seguro desde la intervención musical**

Dora Piñeres de la Ossa, Coordinadora, Maestría, SUE Caribe, Cartagena, Colombia

Martha Esther Guerra Muñoz, Asesora, Educativa y Social, Fundación Social para el Desarrollo Humano Mundial

Alexi Leonor Vidal Brito, Jefe departamento Administración de Empresas, Universidad Popular del Cesar, Valledupar, Colombia

Una de las preocupaciones de la enseñanza es lograr resultados de aprendizaje de los estudiantes en cualquier nivel académico. Sin embargo, esta labor se torna compleja dadas las variables endógenas y exógenas que deben manejarse en la práctica docente. En tal sentido, las dificultades preexistentes de los estudiantes, sus necesidades, sus intereses y el contexto general, muchas veces no son percibidas por los profesores, que a diario buscan estrategias para optimizar el aprendizaje. Es por ello que este artículo presenta la iniciativa de aplicar la lúdica musical como estrategia para un aprendizaje seguro, evitando los desvíos de atención en el proceso de instrucción. El marco conceptual se establece desde el modelo constructivista acompañado de autores como Gardner y Ausubel, entre otros. La investigación se enfocó en el paradigma positivista de enfoque cuantitativo, diseño cuasi experimental, tipo pretest, posttest, grupo control, en estudiantes universitarios. Se presentaron los resultados sobre la identificación de estrategias basadas en la música como mediación para lograr objetivos significativos en el aprendizaje, y al mismo tiempo, las acciones de intervención del docente para gestar la construcción cognitiva. Se concluye que la Lúdica basada en la música proporciona cambios sistemáticos en el aprendizaje del aprendiente.

*Aprendizaje en la educación superior*

12:35-14:15

## SESIONES PARALELAS

Aula 11

## Movimientos educativos y renovación

**Educación en salud a través del uso de la estrategia Aprendizaje y Servicio**

Angela Luna Sarmiento, Universidad Santiago de Chile, Santiago, Chile

Elisabet Monje Agüero, Universidad Santiago de Chile, Santiago, Chile

La actividad se basa en la implementación de la estrategia pedagógica aprendizaje-servicio. Se sitúa al estudiante en contacto con la realidad social de una comunidad con déficit educacional en temas de prevención y promoción de la salud, fomentando experiencias educativas de servicio solidario, propiciando la inclusión y la retroalimentación entre los saberes académicos y los de la comunidad. Los objetivos son educar a la comunidad radial utilizando metodología aprendizaje-servicio, de acuerdo a sus necesidades de salud, de manera ética y rigurosa, respetando la diversidad cultural de las personas. La actividad denominada “conversando con la comunidad sobre temas de salud” se instala a través de un espacio radial educativo, utilizando la metodología aprendizaje-servicio por estudiantes de enfermería de la asignatura Enfermería comunitaria y familiar I, correspondientes al quinto semestre del plan de estudios de la carrera de enfermería de la Universidad de Santiago de Chile. Durante el proceso se evalúan las competencias y habilidades de los estudiantes y se cuenta con la percepción de profesores y socio comunitario. Los productos de la actividad son instalación del espacio educativo radial con una periodicidad programada, conversatorio y reflexión. Los hitos de cierre son fotografía, grabaciones del proceso, capsulas radiales y anecdótico. Dan cuenta del desarrollo de habilidades como trabajo en equipo, interacción social y comunicación. Se expresan sentimiento de logro y satisfacción y se evidencia una manera de realizar una enfermería comunitaria innovadora. La actividad realizada a través de la metodología aprendizaje-servicio desarrolla habilidades que no se pueden enseñar en aula.

*Aprendizaje en la educación superior***El movimiento de openness: Acceso abierto, ciencia abierta, tecnologías y educación**

Rosario Rogel-Salazar, Universidad Autónoma del Estado de México

Rafael Fernandez-Flores, Universidad Autónoma del Estado de México

Gerardo Tunal Santiago, Profesor investigador, Unidad Xochimilco, Universidad Autónoma Metropolitana, Ciudad de México, Distrito Federal, México

El objetivo de esta ponencia es analizar las oportunidades y retos del movimiento de lo abierto en ciencia (openness). Se hace especial énfasis en el caso mexicano que, en 2017, definió los lineamientos de operación de su política de Ciencia Abierta para ser operados desde Conacyt. Desde esta perspectiva, el gobierno mexicano busca integrar el desarrollo y operación de los repositorios, revistas y políticas de acceso abierto —de las universidades y del gobierno o agencias de financiación— y establecer un puente con la sociedad del conocimiento. Las conclusiones se presentan en torno a tres elementos clave: posibilidades, retos y oportunidades en el acceso abierto para la sociedad del conocimiento.

*Tecnologías en el aprendizaje***Estudios sobre la influencia de la cultura maker en el ámbito educativo universitario en la literatura científica entre los años 2013 - 2017: Revisión de la literatura sistemática**

Evelyn Ysolina Rondon Jara, Docente, Departamento de Humanidades, Universidad Privada del Norte, Lima, Perú

Se llevó a cabo una revisión sistemática de la literatura por medio de la técnica PRISMA y una estrategia de búsqueda rigurosamente definida. Para encontrar los estudios científicos sobre la influencia de la cultura maker en el ámbito educativo universitario, se realizó una búsqueda bibliográfica que incluyó todos los artículos publicados en la literatura científica entre los años 2013 - 2017, en la base de datos de EBSCOhost, Library Catalog y Google Scholar y se generó como estrategia de búsqueda avanzada a partir de las palabras clave: Maker movement, Influence and education maker. Este trabajo sistemático se realizó con los idiomas inglés y español; sin embargo, se efectuó el filtro de artículos cuya lengua principal es el chino. Asimismo, se utilizó Zotero como gestor de referencias bibliográficas y como generador de base de datos para guardar los archivos correspondientes a la búsqueda.

*Pedagogía y currículo, Medición y evaluación, Organización educativa y liderazgo, Aprendizaje en la educación superior, Tecnologías en el aprendizaje***Aprendiendo del agua en tiempos difíciles: Cuidando el agua, protejo la vida del planeta**

Diana Carolina Guzman Suarez, Docente, Matemáticas y Física, Secretaría de Educación de Facatativa

Aprender del agua en un ambiente como Colombia nos permite establecer estrategias que propicien dichos procesos como, por ejemplo, los orientados en Fusagasugá por el grupo de investigación suma-paz, quienes para el proyecto “El agua renace en el corazón de las niñas y niños” plantean actividades pedagógicas bajo la ecología profunda de manera que se convierta en una alternativa planetaria de renovación colectiva, la que llama Capra necesidad de Alfabetización ecológica -cuya característica principal está fundamentada en los valores de solidaridad y cooperación, propiciando el desarrollo de actividades que involucren a toda la humanidad. Para muchos la idea del cuidado es simple, sin embargo, dicha actitud promueve la esperanza, la cooperación y el respeto del otro. Aprender a conservar el agua es un propósito de vida planetaria. La propuesta desarrollada en comunidades de aprendizaje como la de Fusagasugá pretende buscar la transformación social bajo principios bioéticos y valores ecocéntricos encaminados a la sustentabilidad y sostenibilidad; dando respuesta a cuestiones esenciales como: ¿qué tipo de sociedad se pretende construir en tiempos de hacinamiento y explotación natural?, ¿cuáles deben ser los propósitos del aprendizaje planetario?, ¿qué se debe aprender comunitariamente?, ¿cuándo se debe aprender y qué estrategias inmediatas se pueden implementar? Aprender del agua implica un proceso de conexión, gratitud y aprecio por su existencia.

*Tema destacado 2018: La educación en un tiempo de austeridad y tumulto social*

**El sistema educativo insular: Características en el contexto de una isla oceánica en el Caribe insular colombiano**

Luz Amparo Sanabria James, Miembro Grupo de Investigación Estado y Sociedad, Departamento Archipiélago de San Andrés, Providencia y Santa Catalina, Universidad Nacional de Colombia Sede Caribe

Un análisis a los factores histórico-culturales en el Caribe insular colombiano permite observar que los factores que influyen en los desempeños académicos finales de los estudiantes de la educación básica y media no son solo familiares o socio-económicos sino que también dependen del sistema educativo actual, ya que la educación también se ve afectada por las decisiones políticas de un país. Un análisis de los factores que afecta al Sistema Educativo Insular de San Andrés, aunque no logra evaluar en su totalidad la calidad de la educación, sí puede desde los fundamentos del aprendizaje dar una visión de las condiciones históricas y los contextos institucionales, culturales, familiares y escolares de la educación que limitan a los estudiantes en el proceso de alcanzar sus logros con niveles más altos.

*Medición y evaluación*

**Adaptabilidad para el aprendizaje inclusivo en la educación superior de Ecuador**

Fabián Gordillo, Docente e Investigador, Facultad de Ciencias Agrarias, Universidad de Guayaquil, Guayaquil, Guayas, Ecuador

Ivette Gordillo, Universidad de Guayaquil, Guayaquil, Ecuador

Ana Campuzano, Escuela Superior Politécnica del Litoral, Guayaquil, Ecuador

Ecuador es un país multiétnico e intercultural donde el aprendizaje requiere trabajo en equipo, autoaprendizaje y autogestión. El objetivo fue evaluar la enseñanza en la educación superior para el aprendizaje inclusivo. El análisis se llevó a cabo en tres facultades de la Universidad de Guayaquil, identificadas por su relevancia. El desarrollo de la investigación fue de tipo no experimental de investigación cualitativa y cuantitativa para evaluar la inclusión, pertinencia y capacidad de vinculación e investigación. Se analizaron los perfiles de ingreso, número y origen de los estudiantes, capacidad instalada y servicios internos y externos. El 50% de la capacidad instalada presenta elementos para la inclusión estudiantil, limitando en un 40% el aprendizaje de todos los estudiantes. Los perfiles de ingreso se direccionan a la zona de influencia directa de la Universidad, por lo que se limita el ingreso de la población en general; sin embargo, la población universitaria presenta en su mayoría jóvenes de cuatro etnias y el 20% presentan algún grado de discapacidad. La Universidad, por ser la más grande del país en población universitaria e infraestructura, genera un gran potencial en servicios internos y externos, ya sean públicos o privados, y el 80% de proyectos estudiantiles son vinculantes e inclusivos. La educación debe reconocer y adaptarse a la diversidad de los estudiantes, a la dinámica de la enseñanza y al aprendizaje a través de la adaptabilidad de las instalaciones y servicios.

*Identidad y diversidad en los estudiantes*

**Evaluación de la efectividad de un programa para el desarrollo de la competencia lecto-escritora en estudiantes de grado 9º**

Erika Petrona Velásquez Ramos, Docente de lengua castellana e investigadora , Córdoba, Alcaldía de Montería, Montería, Colombia

Nohemy Carrascal Torres, Docente investigadora , Universidad de Córdoba , Montería, Colombia

En esta comunicación se describen los avances del proceso investigativo realizado en una Institución educativa del municipio de Montería, Departamento de Córdoba (Colombia), con el objetivo de desarrollar y fortalecer la competencia lectora y escritora de estudiantes de grado 9º de la Institución Educativa Antonia Santos, a través de la implementación del programa “Secuencias didácticas enfocadas en un sistema ubicuo colaborativo de aprendizaje”. Con un diseño metodológico de investigación evaluativa (evaluación de programas educativos), se evalúan los efectos sobre el desarrollo de la competencia comunicativa de lectura y escritura de un programa de lenguaje diseñado con la Taxonomía para crear un Aprendizaje Significativo de Dee Fink, centrado en metas y habilidades que el estudiante debe desarrollar al finalizar el proceso formativo. La investigación contempla una fase diagnóstica que evalúa los niveles de lectura y escritura de los estudiantes de grado noveno. En la misma fase se identifican los estilos y enfoques de aprendizaje de la población sujeto de estudio a través del test de Felder y Silverman y el cuestionario sobre procesos de estudio dos factores: R-SPQ-2f de John Biggs. La segunda fase corresponde al diseño y evaluación del programa por expertos. Posteriormente, en la tercera fase se implementa el programa LEO-COD-TIC (Lectura, escritura y oralidad en contextos diversos, a través de un aprendizaje ubicuo), el cual tiene como propósito general fortalecer y potenciar los procesos de lectura y escritura, en contextos diversos y colaborativos. La cuarta fase corresponde a la evaluación de la implementación del programa.

*Tecnologías en el aprendizaje*

**Eficiencia de instituciones educativas públicas en municipios de la subregión sur del Departamento del Magdalena**

Rolando Escorcía Caballero, Docente Tiempo Completo, Facultad Ciencias de la Educación, Universidad del Magdalena, Santa Marta, Magdalena, Colombia

Dairon Alberto Costa Carranza

Delirio Alberto Visbal Cadavid, Universidad del Magdalena, Colombia

Aplicando la técnica Análisis Envoltante de Datos DEA se identifican aquellas Instituciones que alcanzaron altos índices relativos de eficiencia, que se evidencian en el mínimo consumo de las variables de entrada “inputs” y los máximos logros en las variables de salida “outputs”. Esta técnica permite discriminar entre instituciones eficientes e ineficientes, ofreciendo una medida relativa de la ineficiencia y la magnitud de esta medida, en términos de las variables, de entradas (insumos) y salidas (productos) en el proceso educativo. También permitió identificar las mejores prácticas en el uso de recursos y brinda el conjunto de referencia (instituciones pares) para cada unidad ineficiente. Asimismo, ofrece un camino de mejora para cada variable considerada. Las variables consideradas fueron: El aporte económico anual (Estat) a través del Sistema General de Participación (SGP), los recursos invertidos en el pago de docentes y directivos docentes, cruzados con los resultados obtenidos en las Pruebas Saber (3º, 5º, 9º y 11º), los movimientos de cobertura y sostenibilidad entre las matrículas y los estudiantes retirados. Lo anterior se desarrolla a partir de un enfoque cuantitativo, que permite develar cuáles instituciones obtienen buenos resultados en el análisis de la eficiencia técnica, puramente técnica y de escala, y cuáles no.

*Medición y evaluación*



## Aula 4 Entornos virtuales y competencias digitales

**Evaluación de competencias digitales en el curso de Métodos Cualitativos**

Rafael Zamora Linares, Catedrático, Preparatoria Agrícola, Universidad Autónoma Chapingo, Texcoco, Estado de México, México

Enrique Armando Gómez Lozoya, Profesor-Investigador, Preparatoria Agrícola, Universidad Autónoma Chapingo, Chapingo, Estado de México, México

La carrera de Ingeniería en Desarrollo Agroforestal inicia actividades en el 2014 y desde un principio presenta el problema de la falta de profesores, por lo cual se implementan cursos intensivos. Estos se dan en un periodo corto de tiempo, apresurando la asimilación de conocimientos en el estudiante. Varios empezaron a darse de baja de la carrera, por lo cual se están probando las asignaturas en forma semipresencial y comprobando los resultados. En esta investigación se procede a analizar el desempeño de los alumnos en las actividades digitales en la materia de Métodos Cualitativos para que esta modalidad sea una opción viable a la problemática presentada. Después de observar los resultados se puede apreciar un manejo aceptable de las competencias digitales: manejan muy bien el chat, el Messenger de Facebook, el WhatsApp y les falta desarrollo en los foros, en google drive y en la elaboración de mapas conceptuales. Para mejorar esta opción es necesaria la elaboración de un curso de inducción para elevar su desempeño.

*Tecnologías en el aprendizaje*

**El Facebook académico: Una herramienta en la enseñanza de la física en la preparatoria agrícola de la UACH**

Rafael Zamora Linares, Catedrático, Preparatoria Agrícola, Universidad Autónoma Chapingo, Texcoco, Estado de México, México

Enrique Armando Gómez Lozoya, Profesor-Investigador, Preparatoria Agrícola, Universidad Autónoma Chapingo, Chapingo, Estado de México, México

Hay varias materias que son difíciles para los estudiantes en el bachillerato. Una de ellas es la física. Hay índices de reprobación altos, por lo que el objetivo de esta investigación es identificar si el uso del Facebook académico contribuye a la construcción del conocimiento de la física en estudiantes de bachillerato. Para tal efecto seleccionamos al azar 6 grupos de física. En 3 de ellos utilizamos el Facebook en las planeaciones de las clases y otros tres actúan como testigo, siguiendo el desarrollo normal del curso. Las herramientas que se utilizaron fueron Facebook y Messenger de Facebook. De forma complementaria se utilizó WhatsApp, correo electrónico e internet. Se integraron a estrategias didácticas y los resultados que se pueden apreciar son mayor puntualidad y calidad en la elaboración del reporte de práctica con respecto a los grupos testigos y se muestran los resultados en gráficas. Los comentarios a los videos van al centro de la temática y hay poca divagación. El promedio de las calificaciones finales de los grupos que utilizaron Facebook fue de 88.1 y el de los grupos testigo fue de 78.3. Una diferencia de 9.8 que podemos considerar significativa. La conclusión es que el Facebook académico es una herramienta que apoya la construcción de los conceptos en física.

*Educación en ciencias, matemáticas y tecnología*

**Ventajas e inconvenientes de la docencia universitaria online**

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La experiencia de 20 años de la Universitat Oberta de Catalunya nos permite constatar que la educación virtual facilita la formación a determinadas capas de la población que de otro modo quedarían excluidas de la misma, dadas las ventajas que representa su uso en el ámbito docente. Por otro lado, conseguir que los estudiantes se muevan con facilidad y soltura en los ambientes de conocimiento virtual ha dejado de ser únicamente una herramienta de gran potencial pedagógico para convertirse en una exigencia imprescindible del mundo profesional de la nueva sociedad del conocimiento en la que lo decisivo no es sólo disponer de las fuentes de información, sino dominar su gestión cada vez más compleja. Los sistemas de educación a distancia han tenido desde siempre más en cuenta el perfil de sus estudiantes que los sistemas de educación presencial. La formación convencional fomenta el aprendizaje pasivo, en tanto que las tecnologías de la información y la comunicación permiten enseñar y aprender de forma más dinámica, interactiva e innovadora. Por ello, la riqueza educativa de la docencia virtual radica en la posibilidad de establecer un entramado de aprendizaje colaborativo entre los estudiantes en el que todos enseñan y aprenden al mismo tiempo, partiendo cada estudiante de su propia realidad, entorno y contexto. En este modelo, el estudiante y las actividades de aprendizaje se sitúan en el centro del aprendizaje.

*Tecnologías en el aprendizaje*

**Influencia del género sobre la intención de uso seguro de internet: Un estudio piloto basado en la teoría del comportamiento**

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Actualmente el acceso y uso habitual por parte de los adolescentes de las Tecnologías de la Información y Comunicación como Internet, las redes sociales o aplicaciones de diversa índole, generan una creciente preocupación social sobre la necesidad de concienciarlos de los riesgos que conlleva un uso poco responsable de estos. Esta comunicación pretende comprobar la posible influencia del género sobre la intención conductual del uso seguro de internet en estudiantes de Secundaria. Para ello se ha diseñado un cuestionario basado en la TPB, que incluye las siguientes dimensiones: actitud, control del comportamiento, norma subjetiva, autoeficacia e intención de uso seguro. Este cuestionario se ha aplicado a una muestra de 160 estudiantes de Educación Secundaria, pertenecientes a cinco centros educativos de la geografía española. La muestra estuvo conformada por un 50% de hombres y un 50% de mujeres. Se ha efectuado un análisis de diferencia de medias y los resultados indican que existen diferencias significativas en dos de las cinco dimensiones consideradas en el cuestionario. Concretamente, en la actitud hacia el uso seguro de Internet y en la norma subjetiva, mostrándose en ambos casos puntuaciones superiores en el grupo de mujeres. Estos resultados indican que las estudiantes consideradas muestran una actitud ligeramente más positiva hacia un uso seguro de Internet, y al mismo tiempo perciben una mayor presión social por parte de agentes socializadores cercanos como los padres, profesores y compañeros. Esto pone de manifiesto la necesidad de profundizar en el estudio de la influencia del género sobre estas dos dimensiones.

*Tecnologías en el aprendizaje*



### **Gestión cultural y comunicativa: Una experiencia de enseñanza y aprendizaje desde la interdisciplinariedad en respuesta a las necesidades sociales y culturales de Colombia**

Pablo Emilio Cardona Serna, Estudiante, Ciencias Humanas, Universidad Nacional de Colombia, Manizales, Caldas, Colombia

En Colombia, la Gestión cultural como profesión cuenta con una pequeña, pero significativa trayectoria. Su aparición en el ámbito académico se remonta a los años ochenta, en principio a través de programas de formación complementaria, o posgrado. Sólo hacia finales de los noventa, La Universidad Nacional de Colombia presenta una propuesta bastante innovadora: la creación de un pregrado multidisciplinar como respuesta a las necesidades culturales y sociales del país. Así, en el año 2001 surge el primer pregrado en Gestión Cultural del país que actualmente cuenta con acreditación de alta calidad y reconocimiento nacional. Tal experiencia permite realizar el presente trabajo académico, resultado de una juiciosa revisión bibliográfica sobre los procesos de enseñanza y aprendizaje y sobre pedagogía universitaria y de entrevistas realizadas a docentes con experiencia en la formación de Profesionales en Gestión Cultural y Comunicativa y a estudiantes y egresados del programa en mención. En él, el objetivo es dar a conocer la experiencia de formación en esta área del conocimiento, así como los aciertos y desaciertos a nivel didáctico y pedagógico. Para ello, entenderemos la formación en Gestión Cultural y Comunicativa, primero, como el lugar de encuentro entre las humanidades y las ciencias sociales y, posteriormente, como el válido intento de dar respuesta a las necesidades de la sociedad colombiana, haciendo énfasis en el actual proceso de postconflicto y en los aportes y desafíos que dentro de este escenario presenta la Gestión Cultural, entendiendo a la interdisciplinariedad como su lugar de gestación y enunciación.

*Aprendizaje en la educación superior*

### **Migración e inclusión: Nuevos retos para el sistema educativo chileno. El caso de la Región de La Araucanía**

María Pía Torres

Omar Andrés Aravena Kenigs, Investigador, Facultad de Educación, Universidad Católica de Temuco, Temuco, Chile

El trabajo propone dar cuenta de los principales resultados emanados de una investigación llevada a cabo durante el año 2017 por el Centro de Desarrollo de Liderazgo Educativo (CEDLE), cuyo objetivo es identificar y analizar las prácticas de liderazgo para la inclusión, desarrolladas por equipos directivos y profesionales del sistema escolar chileno a partir de los más recientes procesos migratorios que se han experimentado, particularmente, en la zona sur del país. La investigación se ha planteado desde un enfoque metodológico mixto, con el objetivo de comprender los numerosos desafíos que emergen del contacto con estudiantes de origen cultural diverso que han arribado junto a sus familias al sur de Chile. Por una parte, la perspectiva cualitativa se justifica desde la búsqueda por conocer la mirada de los diversos actores de la comunidad escolar involucrados, tales como: docentes, estudiantes, equipos directivos y apoderados. Mientras que la utilización de datos cuantitativos, ayudará a dimensionar y caracterizar el contexto social y económico que abren paso a los últimos movimientos migratorios (2015-2017). Las respuestas que se han generado desde los conocimientos y prácticas pedagógicas de origen local y localizados en 10 establecimientos educativos municipales de la Región de La Araucanía nos entregarán algunos horizontes de acción. Del mismo modo, podremos observar los alcances y limitaciones que los equipos directivos definen al momento de desarrollar estrategias educativas que incidan en la creación de un círculo virtuoso para la inclusión en la escuela ante un nuevo escenario caracterizado por la movilidad humana y la incertidumbre.

*Identidad y diversidad en los estudiantes*

### **¿Responde la formación universitaria en Colombia a las emergencias de los contextos nacionales?: El caso de los procesos de enseñanza y formación profesional en Gestión Cultural en Colombia**

Vanessa Cortés Marulanda, Estudiante Becaria, Gestión Cultural y Comunicativa, Universidad Nacional de Colombia, Manizales, Colombia

La institucionalización de la enseñanza profesional en Gestión Cultural es un proceso muy reciente en Colombia. Data de los últimos 20 años con la sanción de la Ley 397 de 1997 (Ley General de Cultura) que a su vez dio vía a la creación del Ministerio de Cultura colombiano y al primer programa de formación profesional: la especialización en Gerencia y Gestión cultural de la Universidad del Rosario. Hoy Colombia cuenta con diez programas de formación, tres a nivel de pregrado y el resto de posgrado. Los encuentros académicos nacionales y latinoamericanos que antecedieron la creación de programas de formación profesional en Colombia se justificaron en su momento por la necesidad de contar con expertos en crear las condiciones para que los colombianos reconocieran y se apropiaran de su Cultura y accedieran también en igualdad de condiciones a bienes y servicios culturales como las artes. Pese a todo, la democratización de la Cultura sigue apareciendo en la práctica como una necesidad institucional, igual que su reconocimiento nacional como elemento facilitador de cohesión y de disposiciones hacia la convivencia pacífica. Las políticas públicas de Cultura y la desfinanciación estatal procuran este escenario que la formación en Gestión Cultural, en vez de intentar revertir, profundiza. Sus currículos conciben las expresiones culturales como bienes de consumo, sobre todo en el campo de las artes y el patrimonio, y su ejercicio responde más a exigencias del mercado que a la emergencia de una nación solidaria, justa y cohesionada.

*Aprendizaje en la educación superior*

### **Las TIC en la inclusión educativa en regiones con altas brechas digitales, el caso de Costa Rica: TIC en educación a distancia en Costa Rica**

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Ariana Acon Matamoros, Profesora, Ingeniería Informática, Universidad Estatal a Distancia, San José, Costa Rica

La accesibilidad a internet y otros recursos tecnológicos digitales han significado un paso agigantado en la capacidad de los sectores académicos de penetrar en casi todos los sectores sociales y zonas geográficas. Basta contar con los dispositivos adecuados, desde un teléfono celular hasta una compleja computadora multimedial, para poder acceder a diversas plataformas y utilizar multitud de instrumentos de mediación y transferencia del conocimiento. Sin embargo, todo eso conlleva disponer de una plataforma de telecomunicaciones adecuada, con anchos de bandas propicias para las necesidades de los usuarios y también una infraestructura de equipos repetidores y amplificadores de señales digitales, entre otros requerimientos técnicos. Aquí se despierta el gran dilema de los países en vías de desarrollo principalmente: una gran brecha digital que desampara a los habitantes de rincones alejados de la capital y beneficia a los que residen en la GAM (Gran Área Metropolitana). El presente trabajo estriba en visualizar el estado del arte actual en el tema de las TIC y los nuevos ambientes educativos en regiones con altas brechas digitales y cuáles serían algunas propuestas interesantes que pueden ser revisadas por las autoridades políticas y académicas e implementarlas de ser necesario. Con ese fin se utiliza un enfoque metodológico descriptivo indicando las características de la brecha digital específicamente para el caso de Costa Rica.

*Aprendizaje en la educación superior*

14:30-16:10

**SESIONES PARALELAS**

Aula 11

**Incorporaciones tardías**

**La gamificación como medio educativo: El Kahoot en el aprendizaje de la Contabilidad**

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 Jordi Martí

Esta investigación recoge un estudio sobre el uso de la gamificación en la enseñanza superior, concretamente en contabilidad, así como su influencia y la de otros factores en los resultados de aprendizaje de esta asignatura. El estudio se hace en los grados de Ciencias Sociales Administración y Dirección de Empresas, Derecho, Economía y Turismo. Mediante el teléfono móvil de los estudiantes y la aplicación del Kahoot con su correspondiente cuestionario se evalúan los contenidos de contabilidad. Los resultados muestran que hay diferencias de género por grado y que la utilización del kahoot influye positivamente en los resultados de aprendizaje.

*Aprendizaje en la educación superior*

**Factores que inciden en el cambio de concepciones de estudiantes para profesor de matemáticas sobre gestión del proceso de enseñanza-aprendizaje**

Luis Angel Bohorquez Arenas, Profesor, Facultad de ciencias y educación, Universidad Distrital Francisco José de Caldas, Bogotá, Colombia  
 La pregunta: ¿bajo qué condiciones se producen cambios en las creencias y concepciones del maestro?, formulada hace más de una década por Pehkonen, aún permanece vigente. La investigación presentada tiene como objetivo identificar cambios en las concepciones sobre la gestión del proceso de enseñanza-aprendizaje de estudiantes para profesor participando en un experimento de enseñanza. Los resultados han permitido identificar un cambio en las concepciones dado por el aumento del número y el tipo de actividades que los estudiantes consideran como parte de la gestión del proceso de enseñanza-aprendizaje. Este resultado está vinculado a elementos propios del curso (gestión del profesor titular y el tipo de tareas) como factores que apoyan el cambio en las concepciones de los estudiantes, mientras que sus experiencias anteriores al curso y su concepción sobre la resolución de problemas parece que limitan dichos cambios.

*Educación en ciencias, matemáticas y tecnología*

**Caracterización de un programa de tutorías interinstitucional para las áreas de matemáticas y química**

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En este artículo pretendemos compartir una experiencia asociada a las prácticas implementadas en dos instituciones de educación superior de Colombia. Este artículo surge como un primer resultado del proyecto interinstitucional que se está realizando entre la Universidad Católica de Colombia y la Universidad de la Salle. Mostramos la evolución de la acción tutorial y las estrategias implementadas por los docentes en el espacio de una tutoría, al interior del departamento de Ciencias Básicas en cada una de las universidades, y la revisión exhaustiva de la literatura que se realizó sobre el término tutoría para poder caracterizar el Programa de Tutorías Departamental. En esencia, exponemos cuáles son los factores que inciden y cómo deben funcionar para desarrollar un programa de tutorías que implique al profesor como quien orienta al estudiante para que él sea constructor de su propio aprendizaje. Con este estudio se determinó que algunas de las estrategias estaban repercutiendo en el hecho de que los estudiantes aprobaran una asignatura y se establecieron los lineamientos de un programa de tutorías que es funcional (y tiene en cuenta las necesidades heterogéneas) en las dos instituciones implicadas.

*Aprendizaje en la educación superior*



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<b>Ana Guadalupe Navarrete</b>	Universidad Nacional Autónoma de México	México
<b>Mariana Esquivelzeta Rabell</b>	Universidad Nacional Autónoma de México	México
<b>Andrea Cristina Fariás Dèlano</b>	Universidad Bernardo O’ Higgins	Chile
<b>Carolina Villagra Bravo</b>	Universidad Católica de Temuco	Chile
<b>Omar Andrés Aravena Kenigs</b>	Universidad Católica de Temuco	Chile
<b>Francisco Alfaro</b>	Universidad Chukyo	Japón
<b>Blanca Estela Gutiérrez Barba</b>	Instituto Politécnico Nacional	México
<b>Ingrit Gutiérrez Vega</b>	Universidad de los Llanos	Colombia
<b>Armando Solano Suárez</b>	Escuela Tecnológica Instituto Técnico Central	Colombia
<b>Ariana Acon Matamoros</b>	Universidad Estatal a Distancia	Costa Rica
<b>Hugo Torres Salazar</b>	Universidad de Guadalajara	México
<b>Pablo Emilio Cardona Serna</b>	Universidad Nacional de Colombia	Colombia
<b>Luz Janeth Ospina Montoya</b>	University of Lethbridge	Canadá
<b>Sonia Gómez</b>	Universidad Industrial de Santander	Colombia
<b>Claudia Marcela Rincón Wílches</b>	Universidad Pedagógica Nacional de Colombia	Colombia
<b>Castiblanco Aldana July Patricia</b>	Secretaria de Educación de Bogotá	Colombia





<b>Tomás Sánchez Amaya</b>	Universidad Distrital Francisco José de Caldas	Colombia
<b>Martha Esther Guerra Muñoz</b>	Fundación Social para el Desarrollo Humano Mundial	Colombia
<b>Zélia Anastácio</b>	Universidade do Minho	Portugal
<b>Hernández Martín Azucena</b>	Universidad de Salamanca	España
<b>Ana Iglesias Rodríguez</b>	Universidad de Salamanca	España
<b>Susana Olmos Migueláñez</b>	Universidad de Salamanca	España
<b>José Carlos Sánchez Prieto</b>	Universidad de Salamanca	España
<b>Miguel Ángel Reza Urueta</b>	Universidad Autónoma del Estado de Morelos	México
<b>Gabriela Garita González</b>	Universidad Estatal a Distancia	Costa Rica
<b>Patricio Henríquez</b>	Universidad Autónoma de Baja California	México
<b>Rodolfo Ferreyra Pérez</b>	Colegio de Bachilleres del Estado de Michoacán	México
<b>Rosanna Costaguta</b>	Universidad Nacional de Santiago del Estero	Argentina
<b>John Porras Rivera</b>	Universidad Nacional de Colombia	Colombia
<b>Liliana María López Vasquez</b>	Corporación Universitaria Minuto de Dios	Colombia
<b>Jose Antonio Anaya Roa</b>	Universidad Autonoma Chapingo	México
<b>Juan Pablo Fernández Abuín</b>	Universidad Autónoma de Barcelona	España
<b>Pablo Rubén Tenaglia</b>	Universidad Nacional de Córdoba	Argentina
<b>Omar Muñoz Sánchez</b>	Universidad Pontificia Bolivariana	Colombia
<b>Vanessa Cortés Marulanda</b>	Universidad Nacional de Colombia	Colombia
<b>César Augusto Agudelo Gómez</b>	CREFAL	Colombia
<b>José Luis Ortega-Martín</b>	Universidad de Granada	España
<b>Tatiana Portnova</b>	Common Ground Research Networks	España
<b>Luis Gonzaga Roger Castillo</b>	Universidad de Granada	España
<b>Manuel Antonio Cuji Sains</b>	Universidad Nacional de Chimborazo	Ecuador
<b>Jorge Alberto Rassa Parra</b>	Universidad Nacional de Chimborazo	Ecuador
<b>María Eugenia Ortiz Tovar</b>	Institución Educativa Winnipeg sede Charguayaco	Colombia
<b>Claudia Ines Velez-Ochoa</b>	Universidad Pontificia Bolivariana	Colombia
<b>Luis Rodrigo Valencia Pérez</b>	Universidad Autónoma de Querétaro	México
<b>Eduardo Araya Fernández</b>	Universidad Estatal a Distancia	Costa Rica
<b>Erika Petrona Velásquez Ramos</b>	Alcaldía de Montería	Colombia
<b>Alejandra Romahn</b>	Escuela Normal Teotihuacán	México
<b>Jorge Alejandro Fernández Pérez</b>	Benemérita Universidad Autónoma de Puebla	México
<b>Guadalupe Barajas Arroyo</b>	Benemérita Universidad Autónoma de Puebla	México
<b>M. Pilar Curós Vilà</b>	Universidad de Barcelona/ESERP Business School	España
<b>Diana Carolina Guzman Suarez</b>	Secretaría de Educación	Colombia
<b>Adriana Gamazo</b>	Universidad de Salamanca	España
<b>Luis Angel Bohorquez Arenas</b>	Universidad Distrital Francisco José de Caldas	Colombia
<b>Nelly Yureima Martínez Camacho</b>	Universidad Católica de Colombia	Colombia
<b>Beatriz Montoya Lázaro</b>	Universidad de Almería	España
<b>Martina Valentini</b>	Universidad Nacional de Tres de Febrero	Argentina
<b>Delimiro Alberto Visbal Cadavid</b>	Universidad del Magdalena	Colombia
<b>Artevic Holgueras Galán</b>	Universidad del Norte	Colombia
<b>Henry Giovanni Cabrera</b>	Universidad del Valle	Colombia
<b>Adriana Durieux</b>	Instituto Federal de Santa Catarina	Brasil
<b>Aurora Trujillo Cotera</b>	Universidad Nacional a Distancia	Costa Rica





## Aprendizaje | Listado de participantes

<b>Rosa Liliana Vargas</b>	Ministerio de Educación	Argentina
<b>Angela Luna Sarmiento</b>	Universidad Santiago de Chile	Chile
<b>Elisabet Monje Agüero</b>	Universidad Santiago de Chile	Chile
<b>Ricardo Lara Colón</b>	Instituto Tecnológico de Pabellón de Arteaga	México
<b>Lina Maria Castro Benavides</b>	Universidad de Quindío	Colombia
<b>Mario Roberto Quintanilla Gatica</b>	Pontificia Universidad Católica de Chile	Chile













## Thirteenth International Conference on The Arts in Society

Emily Carr University of Art + Design  
Vancouver, Canada | **27–29 June 2018**  
[artsinsociety.com/2018-conference](http://artsinsociety.com/2018-conference)



## Sixteenth International Conference on New Directions in the Humanities

University of Pennsylvania  
Philadelphia, USA | **5–7 July 2018**  
[thehumanities.com/2018-conference](http://thehumanities.com/2018-conference)



## XVI Congreso Internacional sobre Nuevas Tendencias en Humanidades

Universidad de Pensilvania  
Filadelfia, Estados Unidos | **5–7 de julio de 2018**  
[las-humanidades.com/congreso-2018](http://las-humanidades.com/congreso-2018)



## Sixteenth International Conference on Books, Publishing & Libraries

University of Pennsylvania  
Philadelphia, USA | **7 July 2018**  
[booksandpublishing.com/2018-conference](http://booksandpublishing.com/2018-conference)



## Ninth International Conference on Sport & Society

Florida International University  
Miami, USA | **19–20 July 2018**  
[sportandsociety.com/2018-conference](http://sportandsociety.com/2018-conference)



## Thirteenth International Conference on Interdisciplinary Social Sciences

University of Granada  
Granada, Spain | **25–27 July 2018**  
[thesocialsciences.com/2018-conference](http://thesocialsciences.com/2018-conference)



## XIII Congreso Internacional de Ciencias Sociales Interdisciplinarias

Universidad de Granada  
Granada, España | **25–27 de julio de 2018**  
[interdisciplinasocial.com/congreso-2018](http://interdisciplinasocial.com/congreso-2018)



## Eleventh Global Studies Conference

University of Granada  
Granada, Spain | **30–31 July 2018**  
[onglobalization.com/2018-conference](http://onglobalization.com/2018-conference)



## Eleventh International Conference on The Inclusive Museum

University of Granada  
Granada, Spain | **6–8 September 2018**  
[onmuseums.com/2018-conference](http://onmuseums.com/2018-conference)



## Aging & Society: Eighth Interdisciplinary Conference

Toyo University  
Tokyo, Japan | **18–19 September 2018**  
[agingandsociety.com/2018-conference](http://agingandsociety.com/2018-conference)



## Eighth International Conference on Health, Wellness & Society

Imperial College London  
London, UK | **20–21 September 2018**  
[healthandsociety.com/2018-conference](http://healthandsociety.com/2018-conference)



## VIII Congreso Internacional de Salud, Bienestar y Sociedad

Imperial College London  
Londres, Reino Unido | **20–21 de septiembre de 2018**  
[saludsociedad.com/congreso-2018](http://saludsociedad.com/congreso-2018)



## Third International Conference on Communication & Media Studies

University of California at Berkeley  
Berkeley, USA | **18–19 October 2018**  
[oncommunicationmedia.com/2018-conference](http://oncommunicationmedia.com/2018-conference)



## III Congreso Internacional de Estudios sobre Medios de Comunicación

Universidad de California  
Berkeley, EEUU | **18–19 de octubre de 2018**  
[medios-comunicacion.com/congreso-2018](http://medios-comunicacion.com/congreso-2018)



## Eighth International Conference on Food Studies

University of British Columbia - Robson Square  
Vancouver, Canada | **25–26 October 2018**  
[food-studies.com/2018-conference](http://food-studies.com/2018-conference)



**VIII Congreso Internacional sobre Estudios Nutricionales y Alimentación**

Universidad de Columbia Británica,  
Robson Square  
Vancouver, Canadá | **25–26 de octubre de 2018**  
[estudiosnutricionales.com/congreso-2018](http://estudiosnutricionales.com/congreso-2018)



**Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies**

Marsilius Kolleg, Heidelberg University  
Heidelberg, Germany | **25–26 October 2018**  
[spacesandflows.com/2018-conference](http://spacesandflows.com/2018-conference)



**Ninth International Conference on The Image**

Hong Kong Baptist University  
Hong Kong SAR | **3–4 November 2018**  
[ontheimage.com/2018-conference](http://ontheimage.com/2018-conference)



**IX Congreso Internacional sobre la Imagen**

Universidad Baptista de Hong Kong  
RAE de Hong Kong | **3–4 de noviembre de 2018**  
[sobrelaimagen.com/congreso-2018](http://sobrelaimagen.com/congreso-2018)



**Fifteenth International Conference on Environmental, Cultural, Economic & Social Sustainability**

UBC Robson Square  
Vancouver, Canada | **17–19 January 2019**  
[onsustainability.com/2019-conference](http://onsustainability.com/2019-conference)



**Nineteenth International Conference on Knowledge, Culture, and Change in Organizations**

UBC Robson Square  
Vancouver, Canada | **21–22 February 2019**  
[organization-studies.com/2019-conference](http://organization-studies.com/2019-conference)



**XIX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones**

Universidad de Columbia Británica, Robson Square  
Vancouver, Canadá | **21–22 de febrero de 2019**  
[la-organizacion.com/congreso-2019](http://la-organizacion.com/congreso-2019)



**Thirteenth International Conference on Design Principles & Practices**

Saint Petersburg State University  
Saint Petersburg, Russia | **1–3 March 2019**  
[designprinciplesandpractices.com/2019-conference](http://designprinciplesandpractices.com/2019-conference)



**XIII Congreso Internacional sobre Principios y Prácticas del Diseño**

Universidad Estatal de San Petersburgo  
San Petersburgo, Rusia | **1–3 de marzo de 2019**  
[el-diseno.com/congreso-2019](http://el-diseno.com/congreso-2019)



**Fifteenth International Conference on Technology, Knowledge, and Society**

ELISAVA Barcelona School of Design and Engineering  
Barcelona, Spain | **11–12 March 2019**  
[techandsoc.com/2019-conference](http://techandsoc.com/2019-conference)



**XV Congreso Internacional de Tecnología, Conocimiento y Sociedad**

Elisava Escuela Universitaria de Diseño e Ingeniería de Barcelona  
Barcelona, España | **11–12 de marzo de 2019**  
[tecnosoc.com/congreso-2019](http://tecnosoc.com/congreso-2019)



**Eleventh International Conference on Climate Change: Impacts & Responses**

Pryzbyla Center,  
The Catholic University of America  
Washington, D.C., USA | **16–17 April 2019**  
[on-climate.com/2019-conference](http://on-climate.com/2019-conference)



**Ninth International Conference on Religion & Spirituality in Society**

University of Granada  
Granada, Spain | **25–26 April 2019**  
[religioninsociety.com/2019-conference](http://religioninsociety.com/2019-conference)



## **IX Congreso Internacional sobre Religión y Espiritualidad en la Sociedad**

Universidad de Granada  
Granada, España | **25–26 de abril de 2019**  
[la-religion.com/congreso-2019](http://la-religion.com/congreso-2019)



## **Twelfth International Conference on e-Learning & Innovative Pedagogies**

Hotel Grand Chancellor Hobart  
Hobart, Australia | **2–3 May 2019**  
[ubi-learn.com/2019-conference](http://ubi-learn.com/2019-conference)



## **XII Congreso Internacional de Aprendizaje Ubicuo y Pedagogías Innovadoras**

Hotel Grand Chancellor Hobart  
Hobart, Australia | **2–3 de mayo de 2019**  
[aprendizaje-ubi.com/congreso-2019](http://aprendizaje-ubi.com/congreso-2019)



## **Fourth International Conference on Tourism & Leisure Studies**

Florida International University  
Miami, USA | **16–17 May 2019**  
[tourismandleisurestudies.com/2019-conference](http://tourismandleisurestudies.com/2019-conference)



## **Ninth International Conference on The Constructed Environment**

Centro Cultural Vila Flor  
Guimarães, Portugal | **23–24 May 2019**  
[constructedenvironment.com/2019-conference](http://constructedenvironment.com/2019-conference)



## **Nineteenth International Conference on Diversity in Organizations, Communities & Nations**

University of Patras  
Patras, Greece | **5–7 June 2019**  
[ondiversity.com/2019-conference](http://ondiversity.com/2019-conference)



## **Fourteenth International Conference on the Arts in Society**

Polytechnic Institute of Lisbon  
Lisbon, Portugal | **19–21 June 2019**  
[artsinsociety.com/2019-conference](http://artsinsociety.com/2019-conference)



## **Tenth International Conference on Sport & Society**

Ryerson University  
Toronto, Canada | **20–21 June 2019**  
[sportandsociety.com/2019-conference](http://sportandsociety.com/2019-conference)



## **Twelfth Global Studies Conference**

Jagiellonian University  
Kraków, Poland | **27–28 June 2019**  
[onglobalization.com/2019-conference](http://onglobalization.com/2019-conference)



## **Seventeenth International Conference on New Directions in the Humanities**

University of Granada  
Granada, Spain | **3–5 July 2019**  
[thehumanities.com/2019-conference](http://thehumanities.com/2019-conference)



## **XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades**

Universidad de Granada  
Granada, España | **3–5 de julio de 2019**  
[las-humanidades.com/congreso-2019](http://las-humanidades.com/congreso-2019)



## **Seventeenth International Conference on Books, Publishing & Libraries**

University of Granada  
Granada, Spain | **5 July 2019**  
[booksandpublishing.com/2019-conference](http://booksandpublishing.com/2019-conference)



## **Fourteenth International Conference on Interdisciplinary Social Sciences**

Universidad Autónoma Metropolitana  
Mexico City, Mexico | **10–12 July 2019**  
[thesocialsciences.com/2019-conference](http://thesocialsciences.com/2019-conference)



## **XIV Congreso Internacional de Ciencias Sociales Interdisciplinarias**

Universidad Autónoma Metropolitana Unidad Xochimilco  
Ciudad de México, México | **10–12 de julio de 2019**  
[interdisciplinasocial.com/congreso-2019](http://interdisciplinasocial.com/congreso-2019)



**Twenty-sixth International Conference on Learning**

Queen's University Belfast  
Belfast, UK | **24–26 July 2019**  
[thelearner.com/2019-conference](http://thelearner.com/2019-conference)



**XXVI Congreso Internacional sobre Aprendizaje**

Universidad de Queen  
Belfast, Reino Unido | **24–26 de julio de 2019**  
[sobreaprendizaje.com/congreso-2019](http://sobreaprendizaje.com/congreso-2019)



**Ninth International Conference on Health, Wellness & Society**

University of California at Berkeley  
Berkeley, USA | **19–20 September 2019**  
[healthandsociety.com/2019-conference](http://healthandsociety.com/2019-conference)



**IX Congreso Internacional de Salud, Bienestar y Sociedad**

Universidad de California, Berkeley  
Estados Unidos | **19–20 de septiembre de 2019**  
[saludsociedad.com/congreso-2019](http://saludsociedad.com/congreso-2019)



**Fourth International Conference on Communication & Media Studies**

University of Bonn  
Bonn, Germany | **26–28 September 2019**  
[oncommunicationmedia.com/2019-conference](http://oncommunicationmedia.com/2019-conference)



**IV Congreso Internacional de Estudios sobre Medios de Comunicación**

Universidad de Bonn  
Bonn, Alemania | **26–28 de septiembre de 2019**  
[medios-comunicacion.com/congreso-2019](http://medios-comunicacion.com/congreso-2019)



XXVI Congreso Internacional sobre

# Aprendizaje

24–26 de julio de 2019

Universidad de Queen, Belfast, Reino Unido

## Tema destacado 2019

Aprendizaje para la diferencia social

## Convocatoria de propuestas

Convocamos a presentar artículos, talleres/  
sesiones interactivas, pósteres/exhibiciones,  
coloquios o ponencias virtuales

## Descuentos para antiguos participantes

Nos complace ofrecer un descuento para  
antiguos participantes del Congreso  
Internacional sobre Aprendizaje.

[sobreaprendizaje.com/congreso-2019](http://sobreaprendizaje.com/congreso-2019)

[sobreaprendizaje.com/congreso-2019/  
convocatoria-propuestas](http://sobreaprendizaje.com/congreso-2019/convocatoria-propuestas)

[sobreaprendizaje.com/congreso-2019/  
inscripcion](http://sobreaprendizaje.com/congreso-2019/inscripcion)

# Twenty-sixth International Conference on Learning

## 24–26 July 2019

Queen's University Belfast, Belfast, UK

### 2019 Special Focus

Learning to Make a Social Difference

### Call for Papers

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, innovation showcases, virtual posters, or virtual lightning talks.

### Returning Member Registration

We are pleased to offer a Returning Member Registration Discount to delegates who have attended The Learner Conference in the past. Returning research network members receive a discount off the full conference registration rate.

[thelearner.com/2019-conference](http://thelearner.com/2019-conference)

[thelearner.com/2019-conference/call-for-papers](http://thelearner.com/2019-conference/call-for-papers)

[thelearner.com/2019-conference/registration](http://thelearner.com/2019-conference/registration)