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A PROPOSED PERSPECTIVE TO DEVELOP THE ADMISSION POLICY TO HIGHER EDUCATION IN EGYPT WITH REFERENCE TO CONTEMPORARY TRENDS

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ABSTRACT

The admission policy to higher education is considered one of the most relevant policies to enhancing the quality of education, and one of the most critical issues in Egypt and the rest of the world. Hence, it requires constant review and evaluation. Despite the fact that higher education is currently experiencing an increasing social demand and a wide variety of patterns of provision - which means that the educational systems need to respond to this growing demand by providing more educational opportunities - this does not mean, by any way, sacrificing the quality of education by disrupting its internal and external efficiency. Therefore, this study aims at suggesting a proposed vision to develop the admission policy to higher education in Egypt with reference to contemporary trends. The study begins with an overview and a critical analysis of the development of the admission policy to higher education in Egypt from 1925 - the beginning of the state's tendency towards the establishment of a modern higher education system – up till the present to determine the factors affecting the admission policy and its implications on the Egyptian education system (both pre-higher education and higher education). The overview indicates that although the current policy goes back to the mid-1950s, admission procedures are still confined to the coordination office whose main mission is to distribute the students among the various higher education institutions according to: their preferences, their grades in the general secondary certificate, taking into consideration the specific requirements of each college or institute, and the rules of geographical admission. The study adopted a "policy learning"

approach through presenting models of the admission policy to higher education in some systems that are recognized for their efficiency and quality in two types of countries. The first type includes countries which have a context similar to Egypt's in terms of social, cultural, economic or political circumstances, such as Tunisia, Malaysia and Turkey. The second type includes a system representing some developed countries such as the United Kingdom, to help decision-makers in developing the admission policy to higher education while taking into consideration the specificity of the Egyptian context. The study showed several results, the most important ones were that the admission policy in several educational systems, such as Tunisia and the United Kingdom, begins from the secondary stage (High School) through the adoption of student mentoring by guiding students to study the courses that qualify them for a particular college or profession. This system establishes a partnership between the Ministry of Education and the Ministry of Higher Education. It was also found that both Malaysia and the United Kingdom adopt the "Pre-Qualification Program for Higher Education", an intermediate stage between secondary school and higher education, which spans from one to two years. On the other hand, the admission policy to higher education in Turkey depends on demand and the performance of students in university entrance exams, which are usually preceded by an optional one year preparatory program in secondary schools. The study ends with a proposed perspective to enhance the admission policy to higher education in Egypt in light of the status quo of the Egyptian education system and the lessons learned from the contemporary trends of the selected countries while taking into account the specific conditions of the Egyptian context.

Keywords: Admission Policy, Higher Education, Policy Learning, Educational Mentoring.

ASSESSING THE IMPACT OF SCHOLARSHIP PROGRAMME IN HELPING THE SAUDI ECONOMIC SHIFT USING STRUCTURATION THEORY

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ABSTRACT

For centuries Saudi Arabia has relied on oil to strengthen and further its economy. Various scholarship programmes - particularly the King Abdullah Scholarship Programme (KASP) - benefit alumni in their abilities, know-how and outlook to positively impact their society upon return. Hence, KASP holds potential to help Saudi Arabia in shifting from a resource-based to a knowledge-based economy. Through a rigorous literature review, a series of interviews and by assessing Saudi Arabia through the lens of social and human capital and network theory, this thesis seeks to assess the role of KASP and comparable scholarship programmes in furthering the Kingdom's transition from a resource-based to a knowledge-based economy. In particular, the thesis highlights the applicability of Giddens' structuration theory and the "duality of structure" in understanding the interplay between structural frameworks and individuals. By bridging the gap between structure and agency, it is thus possible to make sense of interview findings and to derive the dynamics that help an economic shift. In turn, these findings can be applied to Saudi Arabia using the frameworks of social and human capital, as well as network theory. Combining these approaches shows great promise in deriving the role scholarships play in helping Saudi Arabia's transition from a resource-based to a knowledge-based economy. The thesis may furthermore yield valuable findings on scholarships that are transferable to other countries undergoing similar economic processes.

Keywords: Saudi Arabia, knowledge economy, scholarships, capital, structuration theory

Introduction

Saudi Arabia's economy has long been reliant on a natural resource - namely, oil. Recognizing that this resource, while lucrative, is finite, the Kingdom has been taking the important step of preparing or the future but transitioning to a knowledge-based rather than a resource-based economy. This is being done at least in part through the King Abdullah Scholarship Program or KASP, a program that sponsors Saudi students to study abroad at various global institutions, thus gaining skills and connections. These students, upon returning to Saudi Arabia, will - it is hoped - be the foundation for a new economy. Nonetheless, while the scholarship program has been successful according to a number of measures, it is yet to be determined whether it is succeeding in what has become its ultimate goal, transitioning the country to a knowledge-based economy.

This research is based on qualitative interviews with 12 recipients of KASP as well as several scholarly frameworks, most notably Pierre Bourdieu's theories regarding the various forms of intangible capital, and Anthony Giddens' Structuration theory. Giddens' Structuration theory, in particular, allows us to understand the interplay between individuals and the social/structural frameworks within which they find themselves, and is the focus of this paper.

Recognizing that there may be discrepancies between the normative values that KASP espouses and the actual experience that individuals receiving the scholarship have had, qualitative interviews using semi-structured, open-ended questioning were conducted with recipients. This forms of interviewing allows themes to emerge in the responses, rather than being suggested or imposed by the researcher. The responses were analysed in the manner of a phenomenological study, with common themes being identified and grouped together. Analysing the actual experiences of these recipients is important to the evaluation of KASP with regard to its potential to meet both personal and national goals. It should be noted that although participants were recruited using the snowballing effect, they were selected with consideration for diversity, so students of various genders, backgrounds, and host countries were interviewed.

Interview Findings:

In analysing the interviews, three themes were identified among participants: Acquired Skills, Exposure to New Technology, and Support from Management.

1. Acquired Skills

Participants in KASP generally spoke highly of their experiences studying abroad, particularly with regard to the skills they were able to acquire. From an educational standpoint, the experience of studying abroad was seen as rewarding and successful, though the work was regarded as challenging. Participants also spoke highly of the

treatment they received during the course of their studies, how they were accepted by other students and treated similarly. This social aspect and the characteristic of acceptance is recognized as a prerequisite to learning. Participants did not mention any social barriers to their acquisition of skills.

2. Exposure to New Technologies

Participants also identified the fact that they were exposed to new technologies and possibilities in the realm of technology, which they may not have encountered at home. Whether or not their studies were in a technical field, participants made use of technology and the social and knowledge networks arising from it as part of both their education and their daily life while studying abroad.

3. Support from Management

Positive comments were also identified with regard to the management of the program, namely, the Saudi Embassy and Cultural Bureau. These played a vital role in facilitating students' studies abroad. The recurring theme here was the support given by these institutions with regard to health care, financial aid, academic support and immigration help. These institutions in many cases made study abroad possible for the students, and also facilitated their return home in the case of a family emergency or other unexpected circumstance.

Further Comments

Students were asked to comment primarily on their experiences while studying abroad and what they had gained from the experience. It is worth noting that many made reference to the acceptance that they felt during the course of their educational experience. For example:

> **Participant 4**: *The way I was treated was wonderful and I have not been treated like that way before. There was no difference between us and the British and we were treated equally.*

> **Participant 1:** *"I have learned how to deal with the opposite sex no matter if they are strangers or someone you know, learned how to deal according to their positions for example like Doctors or professor how to get a benefit from their experience & knowledge."*

The crucial question remains how well the students will be able to utilize the skills they have gained and maintain the advantages they have garnered through KASP after returning home to Saudi Arabia, as most students do. According to their interview responses, independence is also a major factor contributing to their decision to study abroad and to their experience of such. It is undoubtable that to leave home and study abroad amid a foreign culture requires a sense of independence, and fosters both independence and self-discovery. To capitalize on these qualities, opportunities must exist for the students upon their return home. For example, these students, regardless of gender, may wish to work in a technology field, perhaps starting their own business to further their ideas. If successful, such ventures would go far to promote the desired transformation to a knowledge-based economy. In the absence of opportunities and support for innovation, however, the advantages gained through study abroad may go unrealized. Cultural changes are also necessary, therefore, to allow Saudi Arabia to capitalize on the resources brought home by KASP scholars.

Giddens' Structuration Theory

As noted above, much of the speculation regarding the ability of KASP scholars to fulfill their potential and desires upon returning home amounts to an interplay between the individual and society. It is easy to frame this interplay in terms of opposition, or potential opposition - namely, the society may or may not be hospitable to the contributions and desires of the individual. This is where the work of Giddens becomes both relevant and helpful in allowing us to reframe the issue in a less oppositional configuration.

Anthony Giddens, one of the most influential social philosophers alive today, states that there is in fact no opposition between the individual and the society, as is often presented. For Giddens, the self is a "reflexive project", co-created by the ambient society and by oneself. In other words, in a modern society (which, for Giddens, is one in which we are unhindered by time, space and tradition) we are free to create our identities, as informed by the society around us, which we in turn also have a hand in informing and creating.

This view of the self is coherent with Giddens' structuration theory. In this theory, Giddens rejects the opposition that is often posited as existing between the individual and the strictures of society. Rather, the individual and society create one another. Social action and change depend on the individual`s agency, which may be enabled or constrained by resources. Society, then, is not a force, but a merely creates the circumstances - positive or negative - that allow someone to act or limit that action. Structure, moreover, is not an institution, but amounts to knowledge and resources. (Lippuner 2009)

Of resources, there are 3 kinds that Giddens identifies: Authoritative, Allocative, and Structural. Authoritative resources amount to the power to control the social world; allocative resources are material, and the power to control these; and structural resources are the social systems or systemic social relations (Lippuner 440).

For Giddens, this allows simultaneous analysis on both a macro and micro level - analysis on both the level of society and of the individual in the society, with no artificial division between the two. Social phenomena are explained as structural forces, which can, as noted, empower of limit the individual on what would be regarded as the macro-level. On the micro-level, the individual's own role and agency are paramount, and together they form a `duality of structure'. Importantly, neither is the defining power, but both are in constant interplay, continuously influencing one another.

The Problem of Oppression

In considering Giddens' (1974) framework and concept of the lack of duality between the individual and society, both of which continuously create one another, the question of oppression naturally arises. It is easy to see the cooperative, indeed indivisible, interaction between the individual and society within a free society in which the individual is seen to play an active and autonomous role in creating practices, and such practices are then accepted and perhaps adopted by others. However, in a society where the desires and actions of the individual are overtly or covertly limited, constrained or punished, it is easier to see things in terms of an opposition between the two.

However, Structuration theory is not derailed by instances of oppression; oppression can and does, of course, exist within a recursive or self-reflexive system, on both a micro and macro level. For Giddens, oppression is a type of social practice originating from the individual and, of course, affecting other individuals. Types of social practices are associated with different levels of consciousness, and therefore the way to overcome oppression is to raise consciousness (Giddens 1984, Wheeler-Brooks 2009). When one becomes conscious of the fact that a certain social practice is oppressive and begins to work to overcome it, consciousness is raised and empowerment is achieved. This changes matters not only for the individual but also for the society that the individual is creating, in accordance with the general lack of a breach or distinction between the two in Giddens' theory.

Applicability of Giddens' Structuration to KASP and its outcomes

In Giddens' presentation of the interplay between individual agency and social structure, the individual agent is the only factor that is capable of change and is not inherently

constrained by external factors. Even in the midst of social practices that are oppressive, the individual has the chance to raise his or her consciousness and become empowered. As a result, over time, the whole society may change. It is possible that KASP students, however, have been given an advantage or a head start with regard to consciousness-raising, having been put into an environment where not only are they freed of the embedded tradition of their country of origin, but they are relatively free and independent.

As Giddens states, the self is reflexive - formed all that time in relation to what it is exposed to. Thus, in accordance with modernism (which, Giddens argues, we are still in the midst of - he rejects the notion that we have moved into a post-modern society) KASP students are being put into a domain that nurtures them but also makes them something other than what their home society would have brought out in them. It is significant that KASP actually takes students out of their social context rather than bolstering education within it.

Societies are what give individuals their agency, or limit it - this according to Giddens. They are not two structures in opposition to one another. The allocative power given to students or used on their behalf by their government to administer KASP to send students abroad to learn puts them within a different structural norm.

The question, of course, is what happens to these students when they return. What do the social and structural norms within Saudi Arabia allow them to accomplish, and how much ability do they have to expand or transcend these, while still contributing to the building of a new economy? Most striking in our findings is the fact that students build a strong sense of unity, with each other and with the country in which they are studying, during the course of their studies. The malleable structures within which they find themselves allow them to form bonds and attain skills.

Upon returning to Saudi Arabia, will the connections that they have formed - the structure within which they thrive - hold? The suggestion made by Giddens that we have presently transcended time, space and tradition indicates that they may be able to retain these. According to Giddens, the individual is not subject to the social structure but creates it even as she is created by it; this suggests that a change in the individual students and their networks - an expansion, as it were - will manifest as a change in the society itself.

It is possible, of course, for social institutions to temporarily block social change. This does not belie Giddens' theory but is a further manifestation of it. As discussed earlier, Giddens provides a response to social practices that seem to constrain or oppress. When consciousness is raised, practices may eventually be altered through individual agency.

To maximize the positive effects of KASP and to hasten the transformation of the society and economy to an innovative, knowledge-based economy, it is of course preferable that

the government of Saudi Arabia recognize the extent of the change that they are inviting - and which, indeed, they need - by sending students to study abroad. Acquiring skills is part of it, but not all. These students, upon returning, have had the opportunity to become a part of social structures that they would not otherwise have had access too, and have inevitably been altered by the experience. The society that they then help to create is not the same as it would have been without that experience. Unhindered, the changes brought about in individual students through KASP may bring about transformation to the society on a micro and macro level, much as predicted by Giddens.

However, even in the absence of sanctioned, societal change, it is possible and perhaps inevitable that the alumni of KASP will bring about eventual transformation to the society. As part of KASP, students are embedded in a unique and hospitable environment, acquire skills, and receive support and access to programs not otherwise accessible to them. One result of such an experience will be empowerment, and Giddens assures us that individual empowerment brings about greater opportunities and greater freedom in the society that these individuals ultimately create.

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STUDENTS' EXPERIENCES ON USING AUTHENTICATION AND AUTHORSHIP SYSTEMS IN E-ASSESSMENT: ANADOLU UNIVERSITY CASE

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ABSTRACT*

E-assessment has a great potential for educational institutions in terms of offering new ways of assessing learning in online and blended learning environments. However, institutions may have challenges such as identifying authorship and authenticity of users in e-assessment. The TeSLA Project (Adaptive Trust-based e-Assessment System for Learning), which is funded by the European Commission under the grant number 688520, promises to find a solution for authorship and authentication of students in online and blended learning environments through e-assessment while avoiding the time and space limitations imposed by face-to-face examinations. The TeSLA system provides an integrated solution for identifying the authorship and authentication of students via several technologies namely face recognition, voice recognition, keystroke dynamics, forensic analysis, plagiarism and time stamp. The project consists of three pilot phases which are small educational pilots, medium test-bed pilots and large-scale pilots that have been carried out with more than 14,000 students at seven universities across Europe. This paper intends to reveal the results of the third pilot phase (large-scale pilots) regarding students' experiences at Anadolu University. In the above-mentioned phase, face recognition, voice recognition, keystroke dynamics, forensic analysis and plagiarism instruments were tested with more than 5000 blended and distance students. Based upon the collected results, experiences of students, implications and future directions for using authentication and authorship systems in e-assessment will be indicated in this paper accordingly.

Keywords: Saudi Arabia, knowledge economy, scholarships, capital, structuration theory

THE BEST INTEREST OF THE CHILD? - WORKING MECHANISM OF THE HUNGARIAN CHILD PROTECTION SYSTEM

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ABSTRACT*

The aim of the presentation is to give an overview of the situation of child welfare services and of the child protection system, from the perspective of the theoretical framework grounded on the concept of child protection as a service. The focus on services implies that the provided supports are able to decrease the disadvantages children in child protection care face and to offer a real opportunity for becoming a successful adult. Regarding parents, the emphasis is on acknowledging parenting and developing skills. By mapping the current operational context of the child protection institutional system, I examine the prevalence of these approaches in the Hungarian child protection field work. In my presentation I resume the results of the online survey conducted in the quantitative phase of the research entitled Child protection trends in promoting the well-being of children, carried out between 2017 and 2020, and supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences. The assessment targets family and child well-being centres and services, and children's homes and foster care networks providing specialist care. The results highlight the way how the professional approach of managers determines the principles of professional work prevailing in a certain institution, the philosophy of services and care, and the practices and attitudes all these principles and approaches produce in the social work with clients and systems of clients (children, young people and their parents).

Keywords: Hungarian child protection system, system of complex services, operational context, best interest of the child

Introduction

The aim of the present study is to examine the professional mentality of professionals with a management position in the Hungarian child protection system, within the framework of the research entitled *Child protection trends in promoting the well-being of children*[1]. It looks into the views of managers about the profession, and through these views, into their opinion on the functioning mechanisms of the Hungarian child protection system. Additionally, it observes how the child's best interest principle can prevail in the actual work, and what future developments are needed in the field of child well-being and child protection.[2]

Families on the verge of child protection struggle with multiple problems simultaneously. Therefore, it is important that national governments answer the ensuing various and complex needs of families not only with the support by a single provider. All this largely depends on whether competent professionals work at state, local, non-governmental or religious institutions, and whether they apply the proper methods while providing support. (Adfam 2011) In order to satisfy the complex needs of clients, the governments need to ensure cost-efficient and integrated services, which exert a long-term impact on the development of children and families. (Easton et al. 2012) The intricate problems of families, their being burdened with problems and excluded, and the fear of losing their

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[1]This project was supported by the EU-funded Hungarian grant *EFOP-3.6.3.-VEKOP-16-2017-00007.* This research was supported by the *János Bolyai Research Scholarship of the Hungarian Academy of Sciences* and

 supported by the *ÚNKP-18-4 New National Excellence Program of the Ministry of Human Capacities.*

[2] The study does not go into the structure of the Hungarian child protection system; the following works by the author include detailed information regarding this: Rácz, A. (2015). Social exclusion in Hungary from a child protection perspective. International Journal of Child, Youth and Family Studies, 6 (3), 458–465. https://journals.uvic.ca/index.php/ijcyfs/article/view/13565/4364. Regarding dysfunctions, you can read more here: Rácz, A. (2017). Child Protection as Fragmented Social Institution: Interpreting Corporate Parenting in Hungarian Practice. Kolozsvár - Cluj-Napoca: Cluj University Press. http://www.editura.ubbcluj.ro/bd/ebooks/pdf/2164.pdf

children often lead to resistance and insufficient cooperation. The reason behind this attitude can be that families might have negative experiences with the system in general, or with a social worker (Robb 2014), eventually with a low quality service. Efficient cooperation implies the sharing of responsibility and knowledge.

Regarding partnership cooperation with the families, a basic requirement is to have professionals dedicated to providing support, making efforts to achieve the following:

- getting familiar with the family's composition;
- understanding the family's dynamics;
- systematizing the collected information;
- identifying the attitudes needed for change;
- building on strengths;
- assessing the advancements and the process of cooperation in general with the family.

(Child Welfare Information Gateway 2016)

The following factors can be impediments to the efficient cooperation with the clients:

- conflicting relationship with the mother,

- obstruction due to drug abuse,

- issues related to availability (housing or phone),

- distrust towards the professional or service provider.

(Child Welfare Information Gateway 2016)

The international discourse puts a great emphasis on supporting parenthood, not only in the process of family centred case management, but during targeted programs or parental trainings as well. Besides listening to the parents and the child, it is important to observe

the interactions within the family, especially between the child and the parents, since these may shed a light both on strengths and the vulnerability of the family and of certain family members.

Reflections from the part of managers on the functioning of the Hungarian child protection system

The research

The aim of the research is on one hand to examine the views of professionals working in child protection (child welfare service and centre, workers at child care institutions and foster families) about the primary and secondary target group of child protection, their concept of the family and their notion of the profession. On the other hand, the research explores the opinions of the children, young people and their parents regarding the working mechanisms of the child protection system, the way how professionals are involved in the helping process and the modalities how the system reinforces parental roles.

The research is based on quantitative and qualitative methodologies:

1) Online, national survey (applying questionnaire) with representatives of the family and child well-being service and centre and with professionals of child care institutions and networks: in order to search out the attitudes of managers, their views of the families of vulnerable children or children taken into care, and certain child protection notions;

2) Individual interviews with professionals and decision-makers active in various segments of child well-being and child protection;

3) Focus group interviews with people working in the field and with children, young people and their parents.

In what follows I present the findings of the online survey along two topics: 1) features of

professional functioning, and 2) the needs for systemic development. Within the framework of the research, online surveys were effectuated on three areas of care, in 2017. There are a total number of 197 family and child well-being centres in the country; in these, 51 questionnaires were filled in, representing a 26% return rate.

The total number of family and child well-being services is 749; a number of 244 filled in the questionnaire. The return rate is 33%. Due to the centralization of the child protection service in 2014, the questionnaire targeted only central bodies, namely the top management, despite the fact that regarding the local establishments, there are much more managers. 87 questionnaires were sent back from the centralized organisations of the child protection system, the return rate being 68%. Among the child protection institutions, there are institutions supported by the state, the church and by non-governmental organisations as well.[3]

In this first phase of the research, I started from the presumption that the mentality and professional approach of the managers largely determines the work of people working at the organisation, the sphere and quality of the provided services, indicating the intervention principles, as shown in Figure 1.

Figure 1. From the level of management to interventions[4]

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[3] In each case, the questionnaires consisted of 2 major blocks: 1) service-related data concerning the tasks fulfilled by the institution; 2) principles and concepts of professional functioning with questions related to attitudes, and definitions given in the form of open questions. In each case, the questionnaires were concluded with the formulation of development trends. Since the questionnaires basically had open questions, we analyzed these as quasi-interviews. I performed the analysis together with my colleague, sociologist László Kiss.

[4] From child welfare perspective, see more: Good Child & Family Research and Policy Unit (2003). Working for Children and Families – Exploring. Galway. p. 21

Principles on the level of service leaders

Principles on the level of intervention

Organizational and leadership culture

Responsive and effective

Cooperative, positive

Strategic planning

Children and families

Cultural competency

Efficiency measurement

Available resources and services

Child-focus practise

Understanding professionals

Integrated

Partnership

Development and learning possibilities

The features of the work of the child protection professionals

The institution leaders interviewed during the research highlighted many systemic deficiencies on all three fields of service provision. The managers rated the professional qualification and competence of their colleagues in general as good, in turn they consider that burnout and isolation in a professional sense affects them; this is confirmed by the fact that they have limited access to various forms of easing their work, given or rather due to the difficult working conditions. They think that the deficiency of professional tools, and the lack of conscious developments provided with proper financing cause the most serious problems.

The managers basically emphasis the primacy of child well-being services: the focus is on preserving the families' unity, developing parental skills, providing age-appropriate counselling and prevention solutions for children and young people, all this within the framework of a much more service-centred child protection approach, which is able to

handle complex issues.

When asked about the problems connected to themselves, as representatives of the child protection system, the managers offered the following answers:

- overburdened

- burned out

- unsuccessful

- isolated

- vulnerable

- uncertain

- lacking tools

- tired

- child protection system consisting of neglectful professionals.

Positive aspects, which can serve as strengths during work:

- dedicated

- professionally competent

- open

- flexible

- empathic professionals in field work.

Concerning the *methods* through which the system of child welfare services could render the cooperation with families *more efficient*, we received three types of answers: 1) answers touching upon services in general; 2) answers concerning service providers and social experts; 3) answers concerning families.

Table 1. Features of a more efficient work according to managers

Focuses in answers dealing with services in general	Focuses in answers related to service providers, professionals	Main focuses in answers related to families

- widening the sphere of services - amplification of tools - amplification of prevention tools - methodological development - improving the professional cooperation between members of the report system	- lower number of cases - development of work methods - strengthening team work - ensuring supervision - hiring a higher number and qualified staff - higher wages - higher social appreciation	- ensuring development programs and activities for families in a wide range - raising awareness, supporting parenting - age-appropriate programs for children

Future development ideas on the basis of the managers' opinions

The future development trends expected to occur in the field of child welfare service and child protection are in line with the answers given by the managers regarding the more efficient cooperation with the families. This also indicates that the respondents expect such developments for the sake of a more efficient functioning of the system; yet, efficiency is closely related to development, thus these views are also an expression of a critical attitude towards the system.

Table 2. Development needs and efficiency

Expectations related to the development of human resources
- enhancing the competences of colleagues, professional trainings
- methodological developments, supporting professional work
- team building, supporting team work
- enhancing appreciation in financial terms
- enhancing moral and social appreciation
- enlarging the included professional fields (i.e. psychology, child psychology, social work in kindergartens and schools)
- development of HR, decreasing fluctuation
- mental health support for colleagues
Expectations regarding the functioning of the system and the development of the institutional structure

- decreasing the number of cases per professional
- ensuring a higher number of professionals
- the specialization and differentiation of the institutional system
- more efficient support to the foster care system
- ensuring more places according to needs
- more accurate and standardized protocols
- more efficient reporting system
- less administrative work, more professional work (help instead of control)
- predictable financing
- more close cooperation between basic care and specialized care
Expectations regarding services
- developing a complex system of services
- introduction of new tools and methods
- ensuring intense support to preserving the unity of the family
- enhancing prevention
- care system adjusted to needs and to the complexity of problems
Expectations related to families in the light of professional developments
- raising awareness among families, supporting parenthood, skills development
- increasing the motivation of families in connection with the solving of problems and cooperation with professionals

Conclusion

According to the views of managers, the trade and the professionals themselves become introverted, and due to fluctuation and burn-out, the leaders aren't able either to transmit these professional values towards field workers. The lack of tools can be detected especially in the case of families living on the verge of child protection or included in specialist care; concerning such cases, it is an inertia factor that on one hand the managers of both basic and specialist care stress upon the outmost importance of strengthening the relationship with the family, on the other hand they feel that the success of case management typically depends on the attitude of the family, while the practice relying on strengths in reality perishes. What is this supposed to mean in specialist work? It should mean that the professional identifies how and when the child or the family

functions properly, what their personal resources are, what the family members themselves consider as strengths, which can be used during cooperation. Communication is positive, and everybody has the chance to express their opinion. In order to reveal the strengths, the professional attempts to explore and surpass structural and personal barriers; for this, the professional identifies the key persons, who may offer support to the child and to the family, contributing to the shaping of a positive vision of the future built around realistic targets. (Qeensland Government 2013: 4-5)

On the basis of the answers offered to the survey, the managerial attitudes and professional mentalities indicate a reflective practice, in the sense that in terms of competences and set of values, the professionals represent the mainstream child protection practices, but the service providing and in general the social environment, in which child protection is practiced, respectively becomes fragmented (Rácz 2016), does not allow space for this approach.

In the following phase of the research we will examine the professional mentalities and the reflections on child protection work of the target groups on the basis of individual and focus group interviews. The research entitled *The stages of professional integrity and the implementation of the 'child's best interest' principle*, as a continuation of the present research, examines with a qualitative methodology the way how training and practice influence the becoming of the professional.

One of the greatest challenges in Hungarian child protection is to discover how the service providing environment can be enhanced; how professionals can adapt in this environment to the emerging economic and social challenges in terms of professional methods and problem sensitivity alike; what new ways they would find in the cooperation with the clients, and what kind of new knowledge, skills and competencies are needed for this. It is also a challenge to discover the place of professional ethics built on the values of social justice and the protection of human rights during professional work, in the practice of social work.

Figure 2. Developing a right-based social work practice

Source: https://www.scie.org.uk/publications/guides/guide13/law/
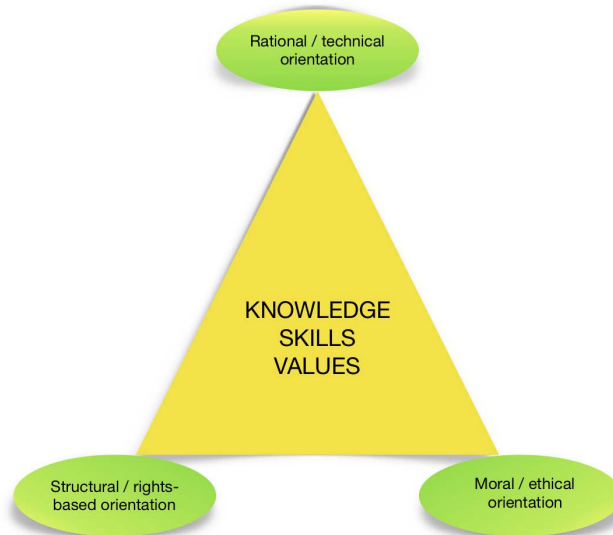
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DEVELOPMENT OF PROMOTIONAL IMAGES FOR APPS, AS A TOOL FOR THE AWARENESS AND USE OF PREVENTIVE MEDICINE IN MEXICO

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ABSTRACT

This proposal aims to present a strategy of visual communication, based on the importance of communication and graphical materials as a determining factor in the construction of our reality and self-image, whose use becomes a powerful tool to transform reality and behaviors of people.

The development consists in the design of advertising pieces for digital environments, through a methodological process in two stages, which presents graphic concepts of high impact according to the target (members of a public health center), exposing the health problem that exists in Mexico, its consequences and prevention methods. This strategy will seek to contribute to the solution by modeling the way the paradigm is perceived by the target.

Keywords: Visual communication, design, health, information technology

Introduction:
In countries where the public health service is the one that serves the majority of the population, such as Mexico, it has become a priority for governments to establish preventive medicine strategies, especially at chronic degenerative diseases, which in recent years have presented a worrying increase in the population. (Mejía, 2018)
Mexican society lacks of a culture of prevention and since the main causes of death are diseases related to obesity, sedentary lifestyle, poor diet and lack of prevention. This, to a large extent, is due to the lack of information, awareness, as well as a preventive culture, having as a consequence the deterioration of the quality of life of the population (Jiménez, 2017). This is a problem that could be controlled, minimized and in some cases avoided, through information, prevention and the timely use of preventive medicine strategies.
In this research, sponsored by the Mexican government, the objective is based on the design of a visual communication strategy, which seeks to create and disseminate persuasive promotional graphic material targeting 182,000 members of a public health center in a Mexican city, trying to impact, raise awareness and motivate participants to take actions that benefit their health.

Body of paper:
Society has managed to evolve thanks to an indispensable element in the continuity of social order, communication (Meggs, 2000). Almost everything that we relate to in the social world, without a symbolic system conformed by images and meanings, could not exist (Bruner, 1987); This reality takes place thanks to communication, where language, as well as images, both physical and mental, play a central role.

The image fixed our memories, experiences, define our reality and drive us to develop actions (Norman, 2005). According to this, if images have the power to anchor themselves to our memory from our interaction with the world, defining ourselves as well as our reality, and considering that today many of the most emotional interactions occur through interaction of images through digital devices, especially the Smartphone; as a consequence, graphic-digital communication emerges as a powerful modeling window of reality and people's behaviors.
Today, traditional human social relationships have migrated from the real to the virtual environment, tearing down distances (Pinheiro and Cristóvao, 2014); reality that has led to the traditional advertising image to move towards a new environment, where now graphics fill digital devices becoming the virtual communication code par excellence. This is an integrated communication that helps us acquire and retain followers and build deeper relationships with them (Royle and Laing, 2014), achieving the desired engagement.
This makes graphic design an increasingly broad exercise, but at the same time more precise, whose subject matter is the image. A collaborative study with an interdisciplinary profile (Cummings & Kiesler, 2014), where various fields of knowledge are connected (Tamayo and Tamayo, 2011), where graphic design, marketing and information technology will interact, collaborating in the solution of problems, because visual communication is a multifactorial systemic reality. (Holland, 2004)

In the search for solutions to the health problem facing Mexican society, the strategy of visual communication will seek to capture the attention of users through the management of images, to achieve fixation in memory, thus initiating a process of redefinition of the paradigm related to health and the importance of preventive care; motivating the observer to take actions that result in new behaviors regarding the care of their health.

The methodological process will be of mixed profile, considering the qualitative (phase 1) and quantitative (phase 2) approach:

1. Design phase:
Counting on the data provided by the health center, product of the previous data mining research, we proceed to the study of the characteristics of the target market, made up of all the members of the health center and the analysis of the relative images to preventive medicine published by the Institution on its website and social networks during the last year, The goal is to identify its

characteristics, attributes and weaknesses; The global trends in preventive medicine in the network will also be investigated. The next step is the design for each item or most important diseases, exposing the health problem that is cited, its consequences and methods of prevention. The objective, to promote the use of preventive medicine.

2. Analysis and validation phase:
The series of images designed will be analyzed and evaluated, through the focus group research technique. Participants in the discussion, affiliated with the public health center, will evaluate the images through the discussion and a survey; the evaluator will use direct observation and data recording as an instrument to construct the design. The results obtained will be considered for the final proposal.

Conclusion:
This research, still in process, is a strategy that seeks in a complementary way to contribute to the public health problem in the region. The commitment to a visual communication strategy can be an important tool to face the health problem that exists in Mexico and other countries, because it is the perception that leads us to the conformation of paradigms in our memory, shaping reality that we understand and accept. Thus, strategic visual communication emerges as a probable route capable of influencing perceptions and behaviors, a determining factor in the health problem present in Mexico.
In the scientific context, this contribution could be taken up by other researchers, giving continuity both in the context of visual communication and in others, triggering future lines of research. In addition, it allows us to delineate new methodological processes, both theoretical and practical.

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EXPRESSIONIST THEATRE AND "AL TANNOURA" DANCE

ASMAA ELAHIKH

ABSTRACT

Tannora is an Islamic Egyptian dance dated back to the Islamic Fatemi age in Egypt since the fourteenth century. It is used to be taken as a form of religious Sufi celebrations for the sheeae Muslims; and now became inseparable part of Egyptian folkloric arts. Very little attention is paid to the symbolic and expressionist nature of this dance, taken for granted as a mere religious Sufi whirling. Yet a scholar of the nature of modern expressionist theatre will find that the Sufi dance is strikingly a kind of symbolic dramatic performance; and that a dance dated six centuries ago could simplify and fulfill almost what a successful expressionist theatre offers to its audience. This essay tends to read Al Tannoura dance in terms of mimetic expressionist theatre. Taking in mind that Al Tanoura is not a theatre in the modern sense of the word, this essay is not to make a comparison between the dance and the theatre. My intention here is to find out the expressionist aspects of the dance in parallel with the expressionist dramatic performance. We can name here some aspects like characters, theme, symbolism, some theatrical effects and acting style.

Keywords: expressionist theatre, theatrical performance, Egyptian folklore, Al-Tannoura, expressionism, mimesis, cross culture

LAUNCH OUT INTO THE DEEP: A PSYCHOTHERAPIST'S VIEW OF AN INTERNATIONAL SERVICE-LEARNING EXPERIENCE

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ABSTRACT

This qualitative study explored how emotions are experienced and handled during cross-cultural service-learning. The study involved six focus groups and in-depth, semi-structured interviews with six college students engaged in a 10-day international service-learning project in Burkina Faso, with their accounts being analysed using interpretative phenomenological analysis (IPA). Four major themes emerged from the data analysis: (1) Emotion awareness; (2) Emotion regulation; (3) Reflection on emotion; and (4) Emotion transformation. The study results were interpreted from a psychotherapist's point of view. The study results revealed the importance of the emotional experiences in ISL and demonstrated the potential of ISL to become a means for experiential psychotherapy. The findings of this study provide an orientation for future research and a greater understanding of how emotions are handled during an international service-learning.

Keywords: International service-learning, experiential psychotherapy, interpretative phenomenological analysis, emotions

Introduction:

Research findings generally supported the benefits of ISL experiences for the participants' personal growth and professional development and researchers have taken note that a variety of emotions may emerge before, during, and after the ISL experiences (Kiely, 2004; Larsen, 2017; Lawson & Olson, 2017). However, few studies have been done to investigate how emotions emerged in the process of ISL are dealt with and transformed. Therefore, I launched for this research study to investigate how the students immersed in the ISL activities experienced and dealt with their emotions emerged during the experience. It is my hope that this study can contribute to understanding how the students experience and make sense of their emotions to facilitate their learning and development. As a mental health professional, I also hope that this study may help counsellors better to understand and make use of the intersection of mental health services and cross-cultural service-learning experiences and benefit the readers with an interest in international service-learning practices and psychological health.

Body of paper:

This paper has presented how emotions are experienced and handled during cross-cultural service-learning. The participants were six college students engaged in a 10-day international service-learning project in Burkina Faso. The transcriptions of six focus groups and six semi-structured in-depth interviews provided the data for this qualitative study, which were analyzed using the guidelines of interpretative phenomenological analysis.

Agreeing to the research findings of Kiely (2004), Larsen (2017), and Lawson and Olson (2017), the results of this study showed that a great variety of emotions emerged during cross-cultural service-learning experiences. They were such as feeling fulfilled, satisfied, touched, very meaningful, amazed, excited, grateful, very much surprised, doubtful, very frustrated, powerless, heavy, helpless, very sad, awkward, and upset. The students were able to be aware of their emotional experiences and turn them into words during daily group reflection and sharing.

The group reflection and sharing were facilitated by the author, a psychotherapist in an atmosphere of warmth, mutual respect, trust, acceptance, and listening. The students valued the time for reflection and were eager to share whatever came to their mind without hesitation. They were allowed to talk about their emotional experiences the way they preferred either verbal or non-verbal. For example, they students might remain silent when sinking into deep thought. Some of them burst into tears when sharing their experiences of powerlessness and helplessness when witnessing the extreme poverty. Others changed pitch of their voices when talking about certain exciting experiences. The group facilitator was simply there listening attentively and conveyed to the students her empathic understanding. She helped to find words for the nonverbal emotional expressions

exhibited by the students. She also shared her emotional experiences of the day which often served as an encouragement for the students to share more deeply.

The way the group reflection and sharing was conducted reflected Carl Rogers' nondirective approach to psychotherapy especially his idea of being fully present, of being all there, not distracted, nor preoccupied, but fully focused on and empathically interested in the other (Rogers, 1965). Presence may significantly contribute to personal growth and development. ' …just my presence seems to be healing…', as Rogers suggested (Baldwin, 1987). People have an innate drive to grow. As an old Chinese saying goes, 'The only one who can fix the problem is the one who created the problem.' Sometimes all what people need is just an empathetic ear for them to be able to talk things out. As long as their emotional experiences are attended to, understood, and responded empathically, they themselves will know how to regulate, find the meaning hidden and understand the message conveyed in the emotions experienced and articulated.

Furthermore, theoretically speaking, experiencing is the key concept of the experiential psychotherapy. According to Gendlin (1969), experiencing is an interaction process consisting of a being-with others and a being-in environment which involves behaving activities such as body, personal relations, and behaviors. He posited that people may form a felt meaning, which can be directly attended to, by reflecting upon the experiential process or have their experiencing carried forward by an object interacting with it and believed that the carrying forward process is implicit and in form of an unclear feeling. It is only when a specific feeling, word, or image is obtained, carrying forward has taken place.

Based on the findings that the students were completely focused on the service activity and were able to turn their experiencing into words during group reflection, I would like to argue that in service-learning, service practice is the behaving activity that helped students deepen their experiencing and group reflection and facilitation is 'the fourth plane' of experiencing according to Gendlin (1969), that helped students form a felt meaning which can be directly attended to and make personal change and growth possible.

Conclusion:

The purpose of this study was to explore how college student volunteers handle their emotions during service-learning abroad. Four major themes emerged from the data analysis: (1) Emotion awareness; (2) Emotion regulation; (3) Reflection on emotion; and (4) Emotion transformation. The study results were interpreted from a psychotherapist's point of view. The findings revealed the importance of emotions in the process of ISL and how they could be properly attended to. The study results also demonstrated the potential of ISL to become a means to be used in experiential psychotherapy to deepen students' experiencing. The findings of this study provide an orientation for future research and a greater understanding of how emotions are handled during an international service-learning. This study may help counsellors

better to understand and make use of the intersection of mental health services and cross-cultural service-learning experiences and benefit the readers with an interest in international service-learning practices and psychological health.

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AUDIT COMMITTEE EFFECTIVENESS AND NON-AUDIT SERVICES AS ENGINES OF CHANGE IN EARNINGS MANAGEMENT PRACTICES

DEA'A AL-DEEN

ABSTRACT

This paper examines the role of audit committee effectiveness and the provision of NAS on the earnings management. Earnings management occurs less frequently when the audit committee is exist and play an effective role. Audit committee effectiveness refers to the overall effectiveness of audit committee that is measured using the composite measurement of effectiveness is based on previous studies based on three characteristics which are the members' independence, audit committee meetings and the members' expertise. Using a sample of 50 of industrial firms listed in Amman Stock Exchange form 2014 to 2017. The results of the statistical tests have documented that the positive relationship between of NAS and earnings management. While the results show that the effective audit committee contributes positively in limiting the practices of earnings management. This study contributes by providing evidence that investors did realize NAS as harming the quality of earnings and financial reporting quality as well due to an economic bond between the auditor and client that could negatively affect audit quality and hence earnings credibility. Thus, this study recommends to the corporation to improve the quality of the financial reports by establishing a more effective audit committee, because it provides effective control over earnings management practices.

Keywords: audit committee effectiveness, non-audit services, earnings management, Amman Stock Exchange

ACADEMIC CAPACITY BUILDING IN UNIVERSITIES IN DEVELOPING COUNTRIES: A CAMBODIAN CASE STUDY

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ABSTRACT

The expansion of higher education in Southeast Asia has been largely chaotic. Demand for postsecondary education has increased rapidly and enrolments have grown at a much faster rate than sufficient numbers of staff could be employed and trained.[1] Cambodia has thirty-four public and fifty-seven private universities, all of which have limited utility and capabilities when compared to their international counterparts. A country without strong higher education systems is at a disadvantage in the global knowledge economy and thus recent aid interventions by developed countries have been aimed at building the academic capacity of universities in Cambodia. This paper is a case study of one such attempt.

The "massification" of higher education has meant increased access for previously excluded groups, including women and ethnic minorities.[2] However, the rapid expansion of higher education institutions in Cambodia is based on increased demand from students, despite an inadequate supply of trained teachers, funding, and institutional policies and guidance to ensure universities provide high-quality education. The result is that the "academic capabilities"—the "set of functional skills and organisational ability of a country's higher education institutions to carry out their extended role in the process of technological upgrading and learning"—of higher

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[1] David W. Chapman, 'Education Reforms and Capacity Development in Higher Education', n.d., 96.

[2] Philip Altbach, *The International Imperative in Higher Education* (Rotterdam: Sense, 2013), 8.

education institutions in Cambodia are low.³ Where this function is "low", universities are defined by their adaptive assimilation of previous research, mostly internal grants, poor or a complete lack of equipment, the absence of a reputation for research, and a focus on undergraduate education that is not research-oriented.⁴ Internationally competitive academic capacity relies on the existence of a research community: a group of professionals who are globally connected, intellectually free, diverse, and self-regenerating. That is, they have the ability to not only carry out internationally recognised research but also to train the next generation of researchers. Cambodia lacks this community. The limitations of Cambodia's universities are problematic because knowledge production and dissemination lead to economic development.⁵

This paper will explore the reasons for the limited capacity of universities in Cambodia. It will consider the country's historic context, notably the destruction of the country's education system under the Khmer Rouge, before turning to the resulting lack of resources and training which hinders attempts to establish an internationally competitive academic culture. Finally, the essay will consider the ways Cambodia's weak system of governance reinforces and creates further barriers to higher education, notably through the corrupt bureaucratic structures that diminish the autonomy and of universities. The paper will thus explore recent attempts to build the capacity of Cambodia universities making use of archival research as well as the researcher's own observations and reflections based on her time working as a research capacity building in a rural Cambodian university.

Keywords: research, capacity-building, Cambodia, higher education

³ Ingo Liefner and Daniel Schiller, 'Academic Capabilities in Developing Countries - A Conceptual Framework with Empirical Illustrations from Thailand', *Research Policy* 37 (2008): 281.

⁴ Ibid., 282.

⁵ Philip Altbach, 'Advancing the National and Global Knowledge Economy: The Role of Research Universities in Developing Countries', *Studies in Higher Education* 38, no. 3 (n.d.): 317.

THE SENSITIVITY TO VOWELS VS. CONSONANTS IN ENGLISH WORDS: THE CASE OF ARABIC ESL LEARNERS*

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ABSTRACT

It has been noted in English as a Second Language (ESL) classroom that word identification is essential in reading comprehension. However, Arabic ESL learners exhibit a particular difficulty in word recognition (Hayes-Harb, 2006). This difficulty could be attributed to the idiosyncratic structures found in the Arabic language (Saigh & Schmitt, 2012). Recent studies have looked to aspects in reading like familiarity to context (Fender, 2003) without focusing on the way Arabic ESL learners would identify words and recognize vowels and consonants. It has been posited that because consonants are the basic elements constructing the root of every Arabic word while vowels play a minor role in Arabic reading, they are not given attention by Arabic ESL learners while reading English as well. Thus, the current study aimed to investigate Arabic ESL students' consonant and vowel recognition in reading English words. The study also examined any dissimilarity in processing lax and tense vowels. A group of 35 Arabic ESL students did two same-different matching judgment tests in order to investigate their accuracy in recognizing vowels (lax and tense). The first same-different matching judgment test showed that Arabic ESL students were more accurate to deleted consonants than to deleted vowels indicating that they are less sensitive to vowels in identifying English words. On the other hand, the second same-different matching judgment test showed that students are less sensitive to vowels in general with no significant difference between lax and tense vowels. A future study examining the sensitivity to lax and tense vowels using larger populations can further expand the knowledge base.

Keywords: ESL learners; reading comprehension; transfer process; word form; word identification

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EDUCATION FOR PEACE AND THE ETHICAL DIMENSION IN PROFESSIONAL TRAINING PROCESSES

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ABSTRACT

The present text deals with aspects concerning the integration of concepts conferred to the instruction of the ethical dimension, in processes of formation of the common axis in professionalization and university incursion, as a strategy promoted in education for peace. Based on transdisciplinary approaches, which allow addressing said emblem from an integral perspective.

The general objective of this instruction is to propitiate the appropriate context in which to reflect on the universal issues concerning the ethical aspect in professional training, as well as an integral citizen, committed to his social contribution, and aware of their global interrelation, oriented to the application of knowledge emanating from the profession, with a human vision.

Hence the schematization of the various blocks suggested as sequential axes, in which it is allowed to enter didactically, with each of the proposed sections, which are understood in a first stage, with the theme referred to culture and values, from which the reflection of the different expressions emanating from the multiple contextual contexts that provide for cultural expression are urged, emphasizing the corresponding context, from which the individual is a part, and from which it is possible to interpret their surrounding reality. The norms and values, from which it was formed during its first years of life and development. Likewise, the allusion concerning the manifestation of different understandings and cultural developments, exercises in other latitudes, from where the optics and conceptions of life become, from a different scheme to those that conventionally, has been integrated as part of a defined socio-cultural context, but not superior.

In this sense, the opportunity to explore dissimilar configurations, in turn, allows tolerance and respect for different modes of existence, which allow expanding the areas of understanding.

In a second block, the identification of the differences between ethics, morals and values corresponding to the impact on the development of moral autonomies is promoted, from the presentation of dilemmas that urge awareness of responsibilities, from the use of the liberties, individual and social, in topics such as: justice, loyalty, compassion, truth, individual, community, and each of the multiple implications that the participative act, consciously or not, is promoted, from the daily scenario . Likewise, the exercise of socio-historical revision, in which the conceptions of what has been made manifest and the ways in which the different changes of a social nature have led to adjustments according to the situational schemes. As well as, the emblems that have been consolidated and permeated in each of the stages of human, formal social development.

In this sense, the sequencing of a third segment, contained in the precept of social values, as a set of values, from where it is necessary to promote towards the construction of a community in which the possible recognition and right of manifestation is spilled, as well as the responsibility of the acts emanated for each of its members. As participatory entities and with creation of social significance. Approaching like this, conceptions such as: the interpersonal relationships, the scopes, characteristics and foundations that promote the healthy interrelation from the recognition of the existences and multiple integrations. The sensitization of the humanistic sense in the social act, promoted from the principles of tolerance, respect and solidarity, configured from the care and procuración of healthy surroundings, propitious for the general development of its members.

In a fourth block the ethical dimension of professional development is considered, in the valuation of the professional activity as part of a personal and social development with the capacity to apply the principles that base ethics as the main axis in the proper exercise of the discipline as profession constituted from a position of service towards the environment and the global context, in an integral manner, with capacity for reflection and constant improvement.

Being part of these schemes of incursion, discharged in the block of topics to be reviewed during the development of the scheme as such, it is also noticed the proposal of didactic strategies to be

considered, in which they are exposed from a transdisciplinary participatory methodology, in which It is possible to sequence a breakdown with capacity for gradual understanding, in which, in addition to reviewing the proposed concepts, the appropriation and formal understanding of the different terms, their adequate applicability and integration in the different conditions of the global context are achieved, as well as the achievement of a consensual criterion, where the professional characterization itself, allows to approach conceptions of the own situational dynamics, that allows to integrate the same daily life. With premises constructed from a reflexive approach, with management capacity and viable execution, under pressure from the same profession.

In this sense, reference is made to the general description of each one of the sections corresponding to the ethics training program, in which the integration of reflections that would allow a greater understanding of the proposed contents, in which promotion is proposed, is contemplated. the updating of the different items, to the current, multidiverse and changing contexts, in which a constant functional appreciation is pertinent, as well as that of the professional incursion, which suggests the own disciplinary specification. From where, in addition, it is considered prudent to update also, who served as an instructor, in the incursion of the discipline as such.

Suggesting also, the reflexive incitement, of the correct applicability exerted in other contexts, with assimilation schemes perhaps different from the contextually recognizable ones of essential character; that is to say, that from the experience aroused in other regional ones of the global scope, and whose strategies of incursion, foundation and attainment, they have been able to develop, in a propitious way in their socio-contextual environment. These premises, could be studied and implemented for such purpose, in the current surrounding scenario.

Also, the facilitation and integration of current materials that promote a constant inquiry, reflection and awareness of topics related to this segment of comprehensive training. In addition to the exercise of experiential character dynamics that allows to explore conceptions that hover in a situational precept, and of personality from which, it is possible to dimension towards a comprehension of greater scope. From where also, it is noticed, the premise of contribution to the conformation of a comprehensive reflective professionalism and with plural responsibility.

Thus, the promotion of the Ethical Instruction, in the processes of professional formation, oriented to education in and for Peace. From which, not only remain attached to a temporary review in a preliminary exercise to the professionalization of a path of disciplinary training; but that this, in turn, was present in the subsequent spaces, during, and within the spaces of sequential instruction, in the advancement of professional training. In addition to being promoted, from a platform, of constant reference to the own ethical dimension, as a preliminary axis, in processes of education for Peace.

Keywords: Education for Peace, Ethical, professionalization, transdiscipline

THE PROTECTOR OF WHITE FRAGILITY: THE RACISM OF WIKIPEDIA, GOVERNMENT NARRATIVE, THE WHITE POSSESSIVE, THE TREATY OF WAITANGI AND INDIGENOUS KNOWLEDGE

HEMOPEREKI SIMON

ABSTRACT

This paper looks to explore the racist nature, policy and practices of online encyclopedia, Wikipedia towards indigenous people and their knowledge. Based in the theory of Aileen Moreton-Robinson's White Possesive Doctrine it will outline how Wikipedia perpetuates the racist nature of the white possessive government's narrative around the Treaty of Waitangi and treaty settlement. It will argue that indigenous knowledge or matauranga is considered 'too political' for the standards and policies of Wikipedia as it challenges the construction of the racist British colonial project known as 'New Zealand.' Indigenous knowledge is also considered as identity bound and as such is in direct conflict with the government narrative. The paper will clearly demonstrate the problems of Wikipedia's policies are problematic and racist and will assert how the policy is enacted makes Wikipedia an agent of the white possessive government and is thus complicit in the racist nature of the 'New Zealand' project.

INTERNSHIP PROCESS   THE CRUCIAL PART OF A CURRICULUM: THE EXAMPLE OF RESCUE COLLEGE OF ESTONIAN ACADEMY OF SECURITY SCIENCES

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ABSTRACT

Rescue services – fire fighters, Emergency Response Centre dispatchers, Rescue Unit Leaders – is the crucial workforce that comes to mind in an emergency. As their field of work so is their education crucial for the population of any country. As crucial as the theoretical background, is the practice or internship they need. As the Estonian Academy of Security Sciences (EASS) is the only educational institution in Estonia that educates fire and rescue personnel on vocational and higher education level, it is important to understand how the internship process works, who are involved in that process and how can it be improved.

This study is focused on vocational and higher education students in Rescue College of the EASS. Through longitudinal cohort survey the students have given feedback on all aspects of the process: self-evaluation on preparing for the internship; preparation from school; feedback for the internship facilitation in the workplace; feedback for the internship learning outcomes; evaluation of the workplace-mentor.

The analysis has shown that improving one component of the whole process the feedback on all aspects gets higher (statistically). On the other hand, evaluating mentors is statistically not related to any improvements as this is regardless of the level of education or internship focus always near to maximum score.

The main conclusion is that improving organisational components of the internship process the overall satisfaction shall be greater (result statistically higher).

Keywords: Internship, apprenticeship, rescue services, cohort longitude survey, internship process

Introduction

Internship can be seen as an apprenticeship or purposeful activity organised to achieve learning outcomes in presence of a supervisor or mentor. (Estonian Government, 2018) Although in today's educational area the education always has a theoretical study period in school and then an internship at workplace, we cannot decrease the importance of a good and purposeful internship and professional and motivated supervisor. (Collins, Brown, & Holum, 1991) As the experience on the workplace gives the interns a sense of "how the world of work" works and what are the skills desired on the field. (Wu, 2017; Taylor, 1988)

As in the world of education there is some difference whether you have an internship or an apprenticeship, in rescue field in EASS we have a clear difference as the vocational students have longer and more focused on learning specific work methods and one certain speciality – apprenticeship; higher education needs to have a clear overview of all career possibilities in the field (Ebenehi, Rashid, & Bakar, 2016) of rescue services so they have several weeks in different departments of the Rescue Board – internships. (Frenette, 2015) In some cases the internship in Rescue Board can differ from the nature – participatory internship (learning by doing) or observant internship (learning by looking and discussing, also defined as peripheral internship) (Sorensen, Haugbolle, Herborg, & Tomsen, 2005).

The Estonian Academy of Security Sciences (EASS) is the only educational institution in Estonia that educates fire and rescue personnel on vocational and higher education level (firefighters, rescue unit leaders, Emergency response personnel on vocational education level and on higher education level rescue services). EASS teaches also police and border guard personnel, prison personnel and customs and tax inspectors. This article is based on only the rescue college, its internships and students.

The aim of this article is to understand how the internship process works, who are involved in that process and how improvements influence the feedback students give.

1. Internship process and involved parties

If one tries to map the relevant parties involved in an internship one might get three – The educational institution (School); Placement or site of the internship and intern/student. (Sweitzer & King, 2014, pp. 3-5; Sorensen, Haugbolle, Herborg, & Tomsen, 2005; Vahtramäe, et al., 2011, lk 8) But when one starts to look closely, more than one additional factor or person can be found that has part in the internship process. To put the needed process on a timeline one can see, that it can be divided into three parts: activities before, during and after the internship (Vahtramäe, et al., 2011, lk 9-11):

- Before the actual internship is starting the future intern has to study theoretical part of the needed subjects and maybe also do some practical work at school. The internship curator (school mentor) has to organize and plan the internship so that it's content and placement in the curricula and on timeline is logical and most suitable for the students. Important is to consider not only the study-flow in school but also the workflow in the placement so that the needed skills can be practiced at the definite period. (Vahtramäe, et al., 2011; Ebenehi, Rashid, & Bakar, 2016; Virtanen, Tynjälä, & Eteläpelto, 2014)

- During the internship, it is crucial to assign a mentor or instructor who is motivated and has needed expertise for the specific internship, keeping in mind also the type of internship (participatory or observant). Also, there are organizational aspects in the placement that varies from institution to different departments inside one establishment. The 3rd parties or clients are also a factor to address during the internship. (Vahtramäe, et al., 2011; Virtanen, Tynjälä, & Eteläpelto, 2014; Sorensen, Haugbolle, Herborg, & Tomsen, 2005) According to the feedback from the students it is essential to stress the importance of the balance of work and personal life and time management (Ümarik, 2006, lk 71-72).

- After the actual internship, the report has to be submitted by the intern and mentor has to give an evaluation. Also the student has to defend the report or pass an evaluation at school to get a grade. After all that is done the student gives feedback on different parts

of the internship to complete the PDCA (plan-do-check-act) cycle. (Vahtramäe, et al., 2011; Collins, Brown, & Holum, 1991; Aas, 2015; Knight & Allen, 2012)
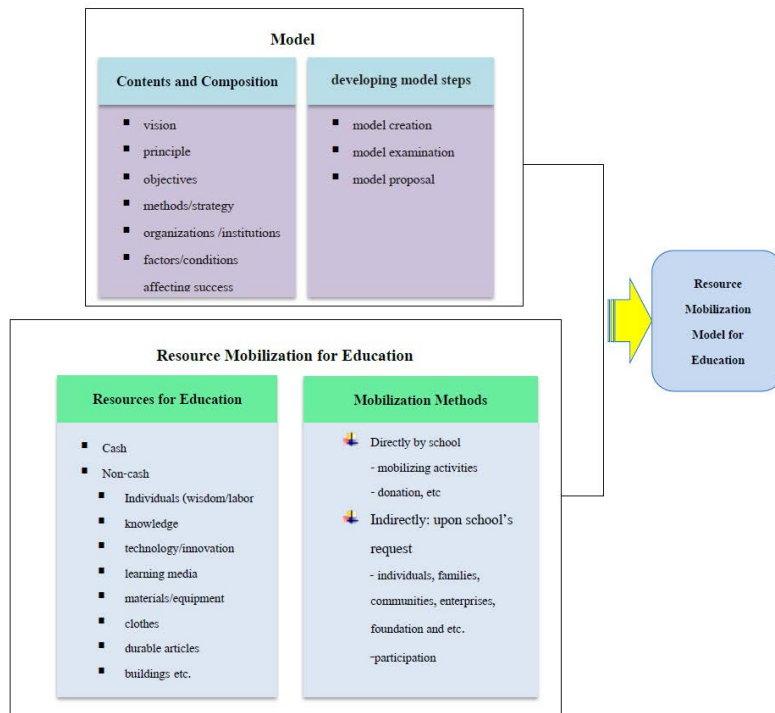
Figure 1 Participants and factors in the internship process in the EASS

To ensure the quality of the internship process one can reference the internship process to the PDCA cycle. Then it is seen that the Planning phase is mostly the role of the educational establishment i.e. School. The Doing phase collaboration between the intern and the mentor on site. The Checking phase is mostly working the reports, feedbacks and other notes from interns and mentors. Acting phase means to improve or adjust the process according to the feedback from different parties. (Vahtramäe, et al., 2011, lk 10-12; Ripamonti, Galuppo, Bruno, Ivaldi, & Scaratti, 2018; Motley, Reese, & Campos, 2014; Kaldas & Titov, 2018)
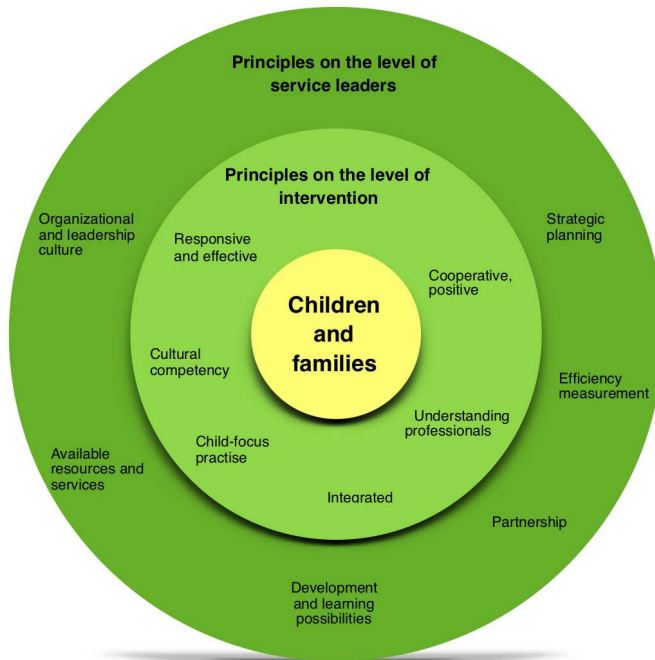
Figure 2. Reference of the PDCA cycle to the intership process

The quality of the internship is determined by content, procedures, monitoring, resources and evaluation (Garcia & Puig, 2011). Although the feedback for internship process is collected regularly there are factors that affect the quality or content of the submitted feedback. (Kaldas & Titov, 2018) In different researches the main factors influencing satisfaction or feedback can be divided into five categories (Douglas, Douglas, McClelland, & Davies, 2015; Alemu & Cordier, 2017; Kaldas & Titov, 2018; Vahtramäe, et al., 2011):

1. Theoretical preparation – how well were the theoretical lessons able to prepare the student for the internship.

2. School organisation and communication – was the needed information available; was the communication clear; are the needed documents understandable for students.

3. The internship site – were the site ready for interns; was the organisation from the site clear; were needed equipment or workplaces arranged for the interns.

4. The content of the internship – did the internship follow the internship programme; were all needed learning outcomes achievable.

5. The mentor(s) – was the mentor professional; did the mentor have time for the student; did the mentor give feedback on intern's activities of achievements.

EASS has done several changes to the curriculum and consequently to the internship process. The main changes in the curriculum was made on the higher education level. The class of 2013 had specialisation on operational internships (rescuer, shift-officer and team leader) and prevention (prevention, fire safety and crisis management). From class of 2014 there was no specialisation and students had to pass all internships operational as well as prevention oriented. In 2017 there was change in

Material and methods

Participants

Totally 269 students in Rescue College of the EASS on vocational education level (39 PKS; 56+14 P and 23+19 PMJ) and on higher education (118) level rescue services. On vocational level the students have up to 2 internships and on higher education one student can have up to 8 different internships. Therefore, the total number of answers (n=466) differs from the total number of participants (n=269).

Procedure

This study is a cohort survey as a design. (Lodico, Spaulding, & Voegtle, 2010, p. 200) the cohort in the study is the experience of an internship during educational experience in the Rescue College of the EASS. The study is also a longitudinal study (Nardi, 2006, p. 121) as the same questionnaire has been used for all internships and study-groups for 3 consecutive years. Socio-cultural background of the respondents has never been part of the questionnaire as the school educates rescue field specialists regardless of the age and gender.

Questionnaires

The survey instrument is a questionnaire worked out in cooperation with the department of academic affairs of the EASS. Responses are measured with a 5-point scale ranging from *I strongly disagree* to *I strongly agree.* It has been the same questionnaire for the last consecutive three years and all rescue college students (higher and vocational education) have the obligation to give feedback to the internship in their curricula. The data presented in this study was collected as part of standard quality assurance/regular feedback and therefore there are some limitations in the data. Giving feedback is compulsory for the students and therefore they can rush with the answers not concentrating on the questions in hand.

Through longitudinal cohort survey the students have given feedback on all aspects of the process: self-evaluation on preparing for the internship; preparation from school; feedback for the internship facilitation in the workplace; feedback for the internship learning outcomes; evaluation of the workplace-mentor. The reliability, mean and standard deviation is shown below in the Table 1.

Table 1. Reliability, mean and standard deviation of the feedback categories

Category	Number of questions and example	Reliability and mean
Self-evaluation	4 items on self-evaluation on preparing for the internship. I.e. "I was actively involved in the internship tasks."	α=0,66; mean=4,6; SD=0,41
School	4 items on preparation from school. I.e. "The internship documentation was understandable."	α=0,71; mean=4,3; SD=0,59
Internship site	4 items on feedback for the internship facilitation in the workplace. I.e. "The internship site was prepared for receiving interns."	α=0,75; mean=4,6; SD=0,46
Content of the internship	4 items on feedback for the internship learning outcomes. I.e. "Activities on the internship supported the achievement of the needed learning outcomes."	α=0,79; mean=4,6; SD=0,50
Mentor	4 items on evaluation of the workplace-mentor. I.e. "I got enough feedback from the tutor on my own activities."	α=0,85; mean=4,8; SD=0,43

Statistical analysis

For data analysis, SPSS 20.0 was used. Variables are described by percentages or by means and standard deviations. Values of $p < 0,05$ is considered statistically significant. To determine significant difference between the means of groups T-test (for two groups) or ANOVA (more than two groups) was used.

Results and Discussion

In the EASS Rescue college there is 5 different curricula, where the feedback is collected: 3 curricula in vocational level, 2 curricula in higher education level. In total, there are 20 different internships to be compared: 5 in vocational level and 15 in higher educational level. There are two internship establishments – Estonian Rescue Board and Estonian Emergency Response Centre. The choice, that the students have to make is only geographical (North Estonia, South Estonia, East Estonia or West Estonia), but the establishments stay the same, as there is no other organisation that can ensure the implementation of the needed learning outcomes. Usually there is only one mentor per intern on vocational level. On higher education level, there can be up to 3 mentors per intern on one internship. The distribution of the respondents between the different internship placement sites is shown in the Table 2.

Table 2. Number of respondents in different placements

Intership Site	Interns	Mean for Site	Std. Deviation	Mean for Mentor*	Std. Deviation
Estonian Rescue Board Northen Rescue Center	104	4,66	0,49	4,81	0,38
Estonian Rescue Board Eastern Rescue Center	65	4,68	0,42	4,76	0,41
Estonian Rescue Board Western Rescue Center	125	4,62	0,49	4,77	0,42
Estonian Rescue Board Southern Rescue Center	93	4,69	0,39	4,83	0,32
Emergency response Center Northern Center	14	4,64	0,34	4,96	0,09
Emergency response Center Western Center	6	4,67	0,20	4,33	0,86
Emergency response Center Eastern Center	4	4,69	0,24	5,00	0,00
Emergency response Center Southern Center	5	4,60	0,52	4,60	0,76

As the distribution of the respondents was uneven, it was decided that the comparison between regional centres is statistically not rational and therefore the statistical analysis was done in larger groups (education levels, higher education different groups on same internships etc.). The students gave feedback on five different categories (shown in Table 1) where the highest mean (4,8) was on the category of mentors. It can be explained by the fact that the mentor is to be the future colleague or boss of the intern and therefore giving lower points is not something they want do. Also the mentor is one person with whom the interns have the most contact, and therefore giving lower points to the one person who has been there every day, seems not the alternative choice. The lowest score is for the school category (mean 4,3), as this is the factor that is not related to the intern's own actions. But this is also the category most likely to be improved and altered throughout the years. Statistically the differences between the means (shown in Table 1) is not relevant, but the statistical differences in smaller groups and within the categories are relevant and are discussed further on.

Comparison of the feedback between education levels

T-test shows significant differences between higher and vocation education level, and that on vocational education level the scores are statistically higher (see Figure 3). I.e. content of the internship higher educational level mean=4,5 and vocational level mean=4,7. This can be explained due to the fact, that on vocational level the internship is more of an apprenticeship and on the higher education level internships can have less involvement and more observation. The only category where there is no difference is the mentor (mean=4,8). Although the internship process in school does not depend on the educational level, the vocational students are significantly more satisfied with the school support than higher education level students. Relied on the open answers it is possible to say, that as the vocational level apprenticeship learning

outcomes are more clear and practical the support is seen to be better as on the higher education level.
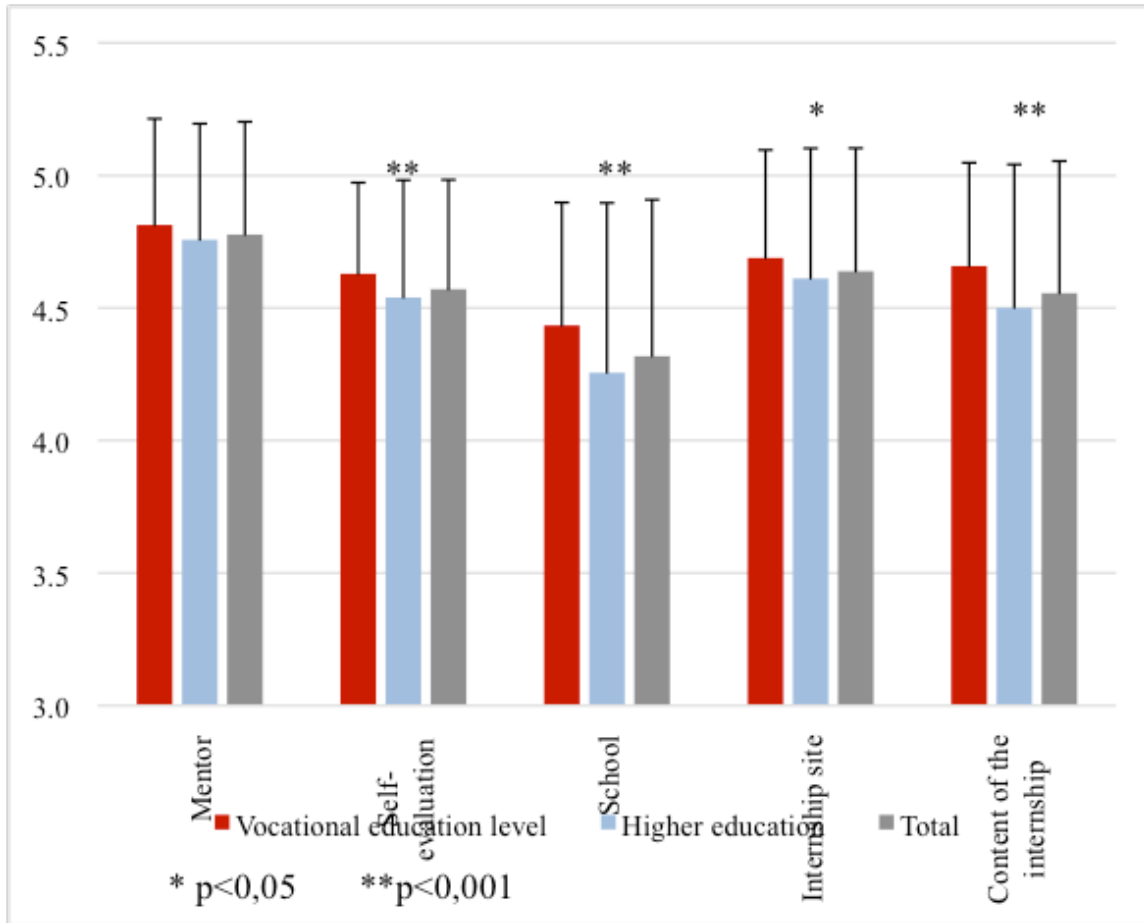
Figure 3. Comparison of satisfaction of the higher and vocational education level

Feedback by internship type

Although there are 20 different internships during the period under observation, they can be divided into two types of internships – participatory internship (apprenticeship) and observant internship. When one compares the different types of internship, one can see, that the overall rating of the participatory internship is higher than on the observant internship. I.e. the scores in the internship site category are respectfully 4,7 (participatory internship) and 4,6 (observant internship). But regardless of the internship type the lowest scores are in the school category (mean=4,4 and mean=4,3).
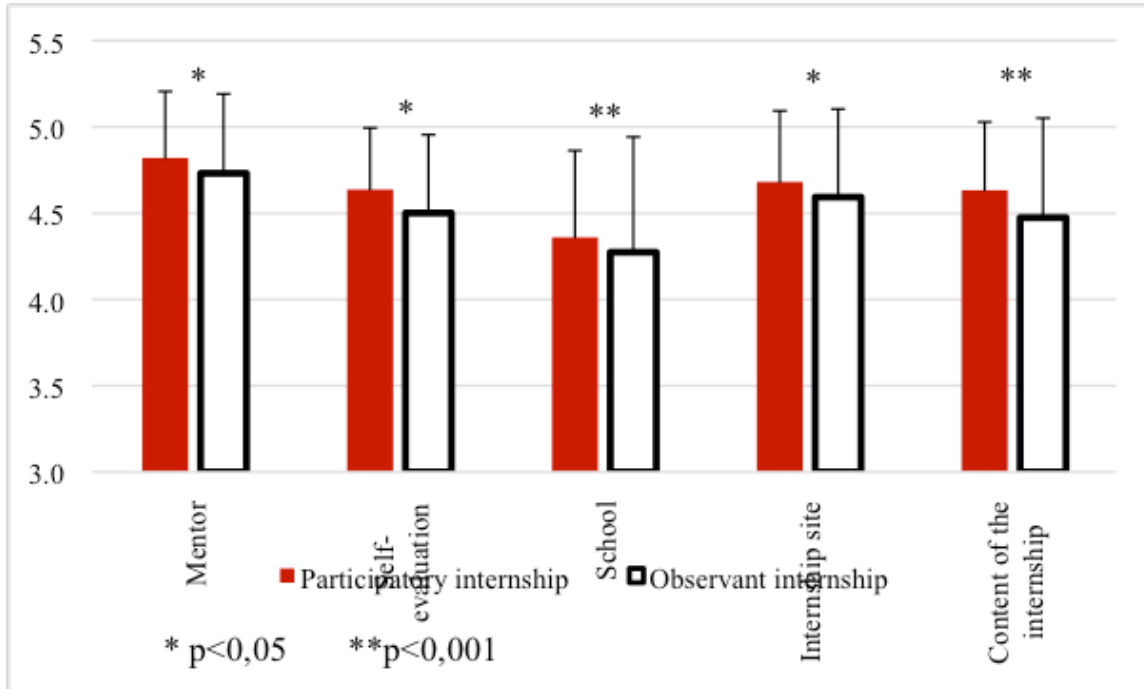
Figure 4. Comparison of different types of internship

If one looks closely only on higher education, it is seen that the same trend is present, as the participatory internship has higher scores that the observant internship (i.e. self-evaluation participatory internship mean=4,7 and observant internship mean=4,5). Although it is not statistically significant, the score for the school category is on higher education level on the observant internship slightly higher (mean=4,3) that on the participatory internship (mean=4,2).
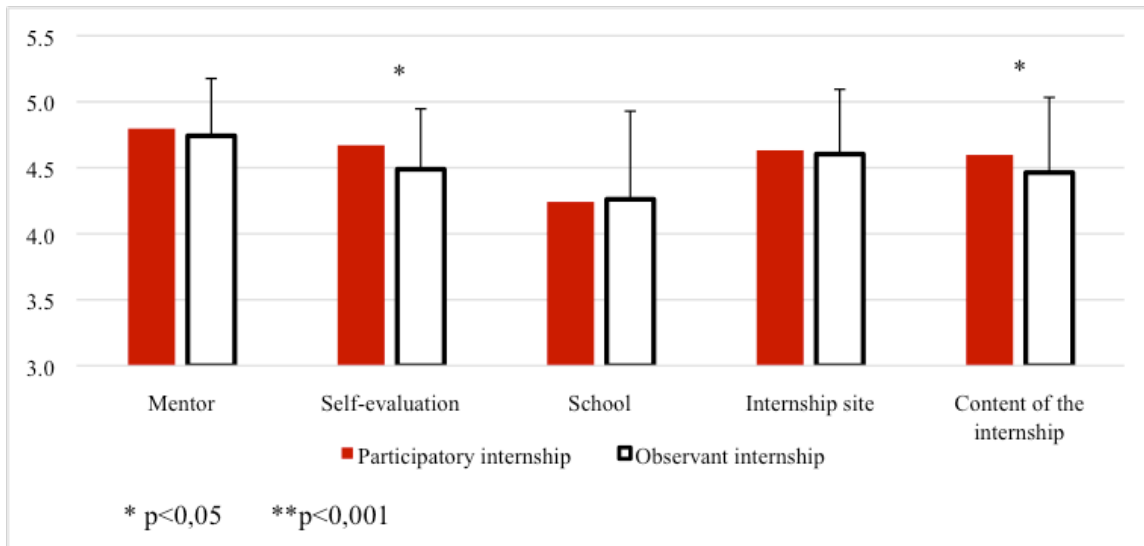
Figure 5. Comparison of different types of internship on higher education level

Feedback longitudinally in higher education

If one looks closer on feedback from higher education level on all internships (n=15), one can see a definite rising trend. The x-axes show the year the group of students started studying, and the study period is three years. The groups vary on size (i.e. class of 2013 n=30; class of 2016 n=11) and the internships where there were less respondents than 30% of the group were excluded. With those limitations one still can see, that the least improved category of the feedback is internship site and mentors (Figure 6). The most improved categorise are school and content of internship. That can be explained with extensive work on the internship system and student support system in school: internship seminar, online support documentation, personal counselling and feedback, revising the school documentation in accordance with internship site etc. Although the additional training for mentors has begun in 2016 it has not affected significantly the scores of the mentors, and for that matter the scores for mentors have been near maximum level throughout the years. It can be explained with the fact that usually one mentor has only one intern and he/she is likely to be a future colleague (as the Rescue Board of Emergency Response Centre are the future employers for the alumni) or is already working in the same establishment. Interns are not likely to score the mentor below of the score 4, to be in good relationship at work.
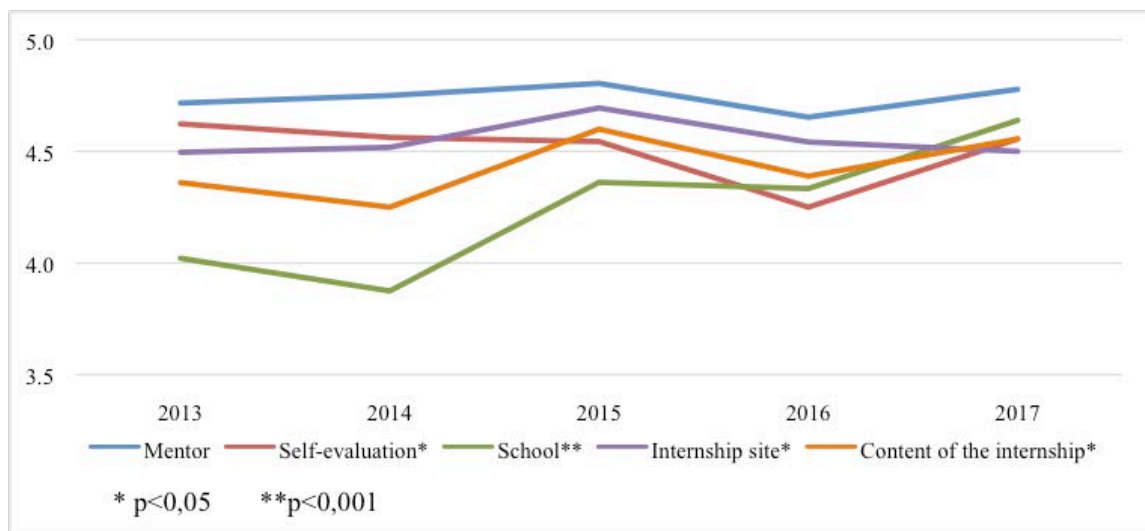
Figure 6. Feedback trend in higher education

As some of the internships in higher education level have remained the same through the years it is possible to look for trends within one internship. Internship in Rescue prevention is on of such, as it has changed in words, the activities have remained the same. If one looks at the Figure 7, one can clearly see, that only category changing is the school. Being significantly lower with the class of 2014 (mean=3,8) and higher with classes of 2013 (mean=4,4) and 2015 (mean=4,5). If one wants to get clear knowledge of why such decrease has occurred, it is necessary to look behind the numbers and look to the written comments. The class of 2014 had a yearlong gap between the theory and internship. That mistake was corrected with the class of 2015 which shows clearly also in the feedback. Class of 2016 has been removed due to small number of respondents.
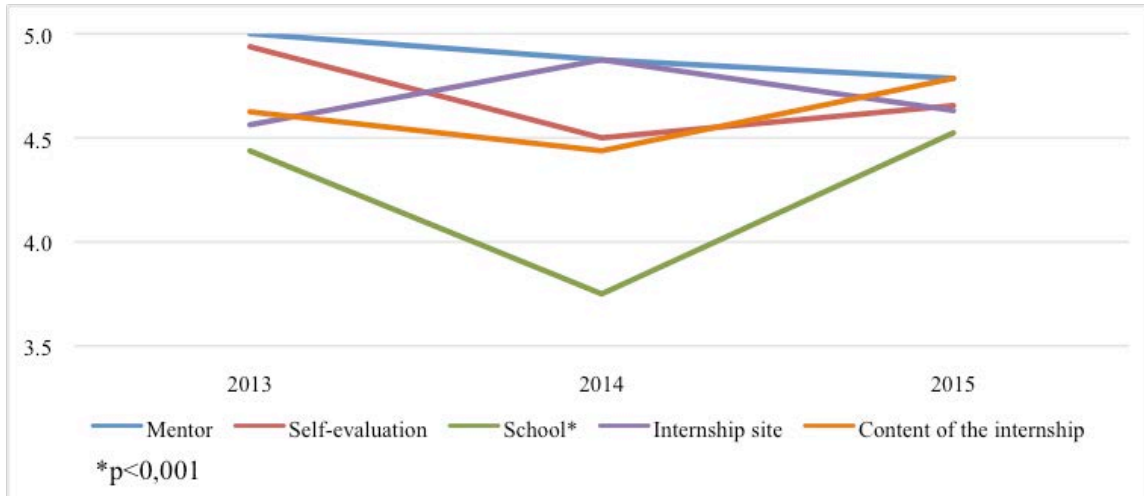
Figure 7. Feedback trend in Prevention internship

When one looks at the feedback for internship in Crisis Management, one can see a distinctive decrease of scores on all categories on the class of 2014. When the written comments are worked through it seems that most of the mentors on that class were new employees who were in process of learning themselves. Also the system of crisis management in Estonian Rescue Board was changed during the year of internship so the documentation and real life situation weren't compliant and therefore conducting an internship was somewhat difficult. For the class of 2015 the documentation was adjusted and brought into accordance with the existing system in the Rescue Board.
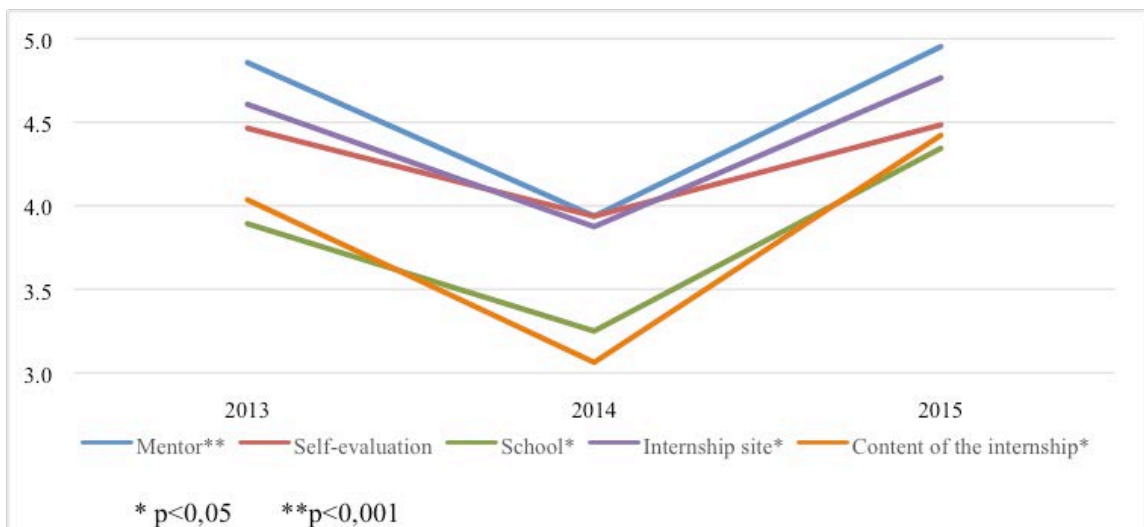
Figure 8. Feedback trend in Crisis Management internship

Feedback longitudinally in vocational education

The vocational level and its internships (n=5) it is relevant to point out that in total, there were 163 respondents (rescuer n=92; rescue team leader n= 32; dispatcher n=39). The x-axes show the year the group of students started studying, and the study period is one year. Although the differences between higher education and vocational education were statistically significant (see Figure 3), the same can not be said if comparing the vocational education amongst itself.

In the curricula of Emergency Response Centre Dispatcher there are two internships – observant internship in emergency services (Police and Boarder guard, Rescue and Medical first responders) and apprenticeship in the Emergency Response Centre. As the respondents were unevenly distributed between the regional centres, it is not statistically correct to compare different regional feedbacks. But overall feedback is seen below on Figure 9. Statistically the only categories that are significant are the school and content of the internship. The ascent of the score in the school category can be explained (based on the open comments) by the clear communication in the internship seminar and revision of the documentation. The content of the internship has not been changed and therefore the ascent of these scores is not possible to ground. Also there are no comments to base any explanations on.
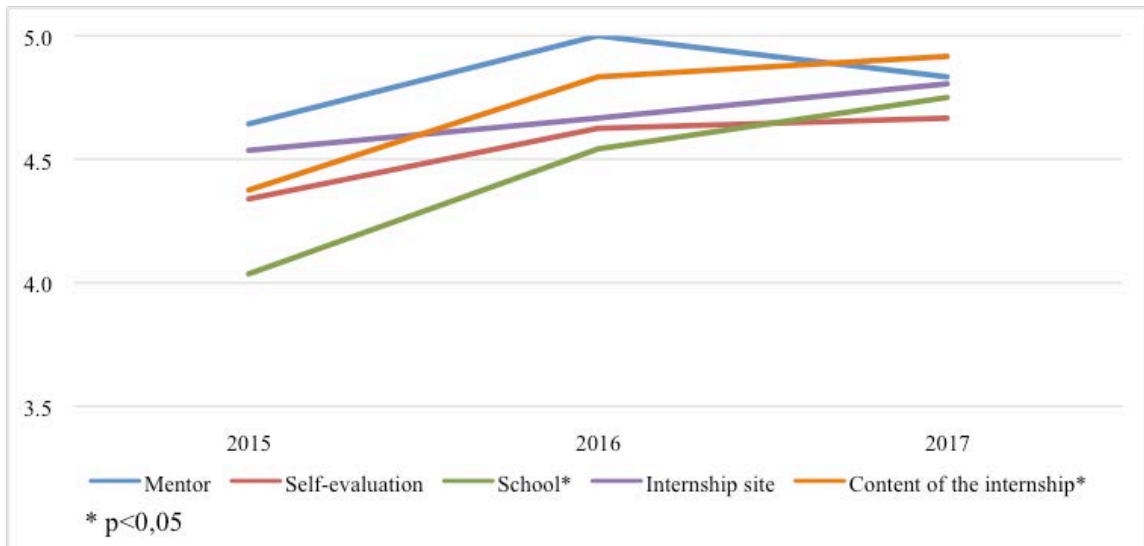
Figure 9. Feedback trend in Emergency Response Center Dispatch curriculum

The feedback on the rescuer curriculum has statistically not changed during the years, although visually one can see a slight ascent in the class of 2017 (see Figure 10). Also as the statistical analysis and graphs throughout the study have shown the highest score has been given to the mentors (in 2017 mean=4,9) and the lowest in the school category (in 2017 mean=4,5).
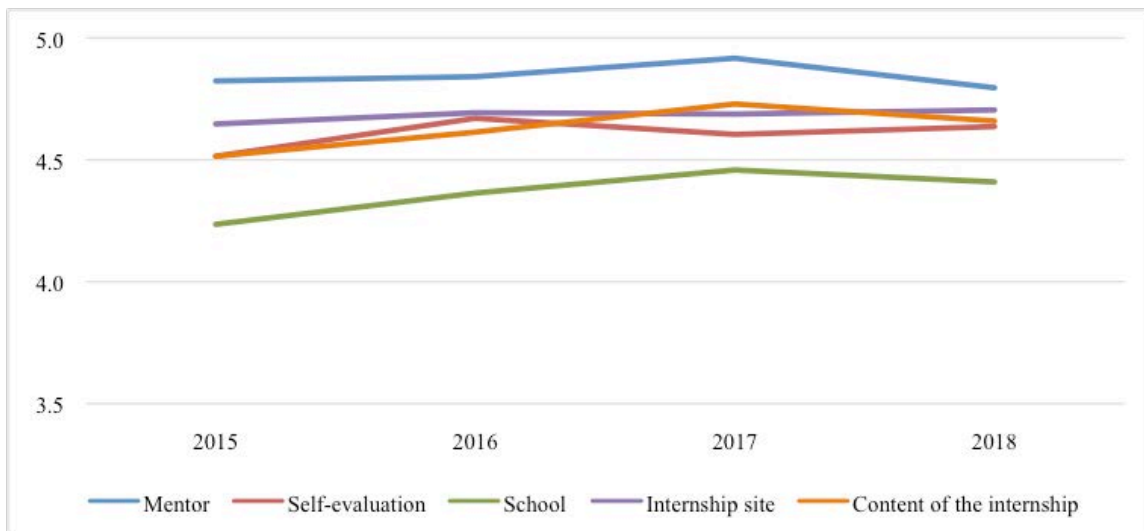
Figure 10. Feedback trend in Rescuer curriculum

Conclusion

As the PDCA cycle, the perfecting and improving of the internship process and its relevant parties is a never-ending process. With the internship process one has to ensure that it is updated and in accordance with the changes in the field of rescue and emergency response. As the research has shown even some minor changes in documentation or changing the sequence of subjects and internship can make significant changes in the feedback. The analysis showed that there are some limitations in the questionnaire itself and the way the feedback is collected which has to be dealt with in the upcoming academic year.

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EMBRACING THE CHAOS: CREATING COSTUMES FOR DEVISED THEATRE

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ABSTRACT

Typically, crucial aspects of creating successful costume design and production for theatrical practice include in depth script analysis, careful study of characters, and detailed planning of materials and labor budgets. However, when the costumer is tasked with designing and creating costumes for a project that begins with no script, no characters, and sometimes even an amorphous cast, the wisest course of action to take is to embrace the chaos. Devised theatre can take a number of different forms, and it can be a challenge for the costume department to plan, organize, and assemble things for performers to wear as the entire shape of the piece is constantly changing. Clothing for the stage is inextricably linked to the expression of character. Numerous sources offer guidance on how to create costumes for characters already defined in a script, yet few resources are available to guide the theatre artist through the journey of creating costumes as the characters are simultaneously created. In this paper, I examine the connection of costume and the creation of character through the processes of two recent devised theatre projects. As costume designer, cutter/draper, and costume shop manager for Sam Shepard and Joseph Chaikin's Savage/Love and Caryl Churchill's Love and Information, I was able to participate in all aspects of the theatrical costume process, from inventing underlying meanings to ensuring that costume pieces appropriately fit the performers' bodies. This paper articulates how characters can grow to shape the costumes, and how costumes can influence the establishment of characters.

Keywords: theatre, costumes, devising, devised theatre, costume design

Biography:

Kyla has created costumes for the Santa Fe Opera, the Washington National Opera, the Florida Grand Opera, the Colorado Shakespeare Festival, and the Texas Shakespeare Festival. Professional design credits include The Book Club Play and Disgraced, both for Louisiana's Swine Palace Theatre, and Savage/Love, a work of physical theatre performed at the Edinburgh Fringe Festival.

FAMILIES OF COLOR AND THEIR PERCEPTIONS, EXPERIENCES, AND EXPECTATIONS OF THE SPECIAL EDUCATION PROCESS

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ABSTRACT

This review identifies qualitative literature that examined the perceptions, attitudes, and experiences of families of color who have children diagnosed with disabilities receiving special education services. Families of color (i.e., African American, Asian American, Native American, Hispanic American, immigrants, and others) and those from linguistically and economically diverse backgrounds who have children diagnosed with disabilities have been historically overrepresented in special education The reviewed studies examined the families' feelings and opinions regarding participation in their child's education, the satisfaction and dissatisfaction of the families with the special education team, the variety and effectiveness of services that their child received, the variety and effectiveness of treatment that they and their children received from the special education team, the families' involvement in the special education process, and the diversity of knowledge, expertise, and experience of the parents and professionals. Four databases were searched: Education Resources Information Center (ERIC) ProQuest, PsycINFO, Web of Science, and Educational Research Complete, to identify relevant articles on the perceptions, attitudes, and experiences of the special education process from families of color who have children with disabilities. Key terms for this extensive search were constructed for cultural and ethnic inclusivity. Ethnicities included African American, Asian American, Hispanic American, and Native American. Additional key terms and phrases included: IEP, individualized education plan, individualized education program, disability, special education,

attitude, perception, perspective, and experience. The inclusion criteria for the literature review were: (a) studies included people of color in the U.S. (i.e., African Americans, Asian Americans, Native Americans, Hispanic Americans) that had at least one child between the ages of 2 to 22 receiving special education services and/or related services for individuals with disabilities, (b) studies were published in peer-reviewed journals between 1987 and 2016 (i.e., this period of time was accepted because earlier research provided historical information on parent perceptions, attitudes, and experiences of special education service for children with disabilities, (c) studies were published in English, (d) parents reported their perceptions, experiences, and attitudes of the special education teachers, related service providers, and the special education process, and (e) studies used a qualitative design. Studies were excluded if they: (a) solely addressed the perception of non-minority Americans who had a child diagnosed with a disability, (b) did not provide a disability diagnosis or simply stated that the child received special education services, (c) used quantitative or single case design (SCD) studies, (d) were intervention studies, and (e) addressed professional perceptions. Twenty-eight qualitative studies met the inclusion criteria for the review. With 734 participants included in all 28 studies, several diagnoses were included: intellectual disability, autism, physical disability, sensory disability, specific learning disabilities, and other medical issues. In summary, parents agreed entering the special education system was traumatic, Individualized Education Plan (IEP) meetings were confusing, and obtaining appropriate services for their child was complicated. Families mentioned that their key concerns were: (a) difficulty in obtaining service, (b) inappropriate and inadequate services, (c) the lack of collaboration with their child's special education team and related service providers, (d) the professionals' limited understanding of their culture and family values, (e) that diagnosticians were not taking enough time during sessions to appropriately assess their child, and (f) once their child was assessed, they did not receive adequate information and resources. Some families felt they were treated in a stilted business-like manner and that their child was not treated like an individual but more like a number. Families agreed they were dissatisfied with the stigma special education has given their children; that is, the application of the "second-class" label and mistreatment because of the color of their skin. Many families stated the following issues created an unbalanced family-professional relationship:(a) inadequate communication with the special education team and other related service providers, (b) the special education team was not committed to their child or the family, (c) the negativity, prejudices, and stereotypes held by the

members of the special education team towards the children and the families they worked with, and (d) the inferior postion that the family held in the family-professional relationship. The majority of families expected their children to attend school, be successful in school, and attend college, regardless of their abilities. Families stated that they expected (a) frequent communication between them and the special education team, (b) the special education team to share information (i.e., programs, and other resources), (c) the special education team to provide the services that they had promised (i.e., therapies, intervention programs), (d) the special education team to be respectful to them and take their time through meetings, and (e) the special education team to acknowledge their opinions, suggestions, and knowledge of the family and make them feel like equals in the process. The studies concluded that the families, special education team, and related service providers needed to work towards establishing a trusting and respectful relationship and commit to investing in the child's success. To improve the special education process professionals should create opportunities for families to receive training about their child's disability, special education law, outside services and resources, and strategies to become an effective advocate.

Keywords: African American, Asian American, Hispanic American, Native American, IEP, individualized education plan, individualized education program, disability, special education, attitude, perception, perspective, and experience

Introduction

It has been observed that "the overarching goal of the special education and related service delivery systems is to conform to a cluster of 'best practices' in serving children with developmental disabilities and their families" (Shapiro, Monzo, Rueda, Gomez, & Blacher, 2004, p. 37). The Individuals with Disabilities Education Act (IDEA; 1997) were intended to inform educational policy makers on how to develop research based best practices to provide quality special education services for all children with developmental disabilities (Zionts, Zionts, Harrison, & Bellinger, 2003).

This review identifies qualitative literature that examines the perceptions, attitudes, and experiences of families from culturally and linguistically diverse (CLD) backgrounds who have children diagnosed with disabilities or giftedness receiving special education services. Policy makers must acknowledge cultural sensitivity when constructing disability policies for service systems. The educational profession continues to demonstrate little understanding of CLD family values and how such values may influence family and individual perceptions of school professionals and also influence family participation in a child's education (Lian & Fontánez-Phelan, 2001; Lynch & Stein, 1987; McCallion, Janicki, & Grant-Griffin, 1997; Povenmire-Kirk, Lindstrom, & Bullis, 2010; Rao, 2000; Zionts et al., 2003).

American society is increasingly multicultural, multiethnic, and multilingual. "Culture is now known to be a people's traditional values, beliefs, and behaviors. Values are defined as that which is held to be important. Beliefs are that which are held to be true. Behaviors are the pattern of daily activities" (Cunningham, Cunningham, & O'Connell, 1986, p. 2). People of color (i.e., African American, Asian American, Native American, Hispanic American, immigrants, and others) and those from linguistically and economically diverse backgrounds who have children diagnosed with disabilities have been historically overrepresented in special education (Connor & Boskin, 2001; Ticani, Travers, & Boutot, 2009). "Overrepresentation was addressed in the 1997 reauthorization of IDEA and has been identified as an issue for almost 40 years" (Beratan, 2008, p.338).

Research regarding students of color and disability emphasize the mixed views that both parents and professionals hold in regards to individuals with disabilities, family involvement, and acceptance of services (Ferko, Woo, & Kim, 2010; Jegatheesan, 2009; Lian & Fontánez-Phelan, 2001; Povenmire-Kirk et al., 2010; Rao, 2000; Terhune, 2005; Zhang, Landmark, Grenwelge, & Montoya, 2010; Zionts et al., 2003). However, the overrepresentation of students who are linguistically diverse or limited in English proficiency may stem from educators who lack

knowledge of second language learning and/or believe that bilingualism equates a learning disability.

In 1975, Congress passed Public Law (P. L.) 94-142, also known as the Education for All Handicapped Children Act (EAHCA), which stated children with disabilities are to receive educational services under the eligibility categories of either mental retardation or emotional disorders (Blau, 1985). IDEA has created laws to enable parents to be full participants in the education process of their children. Family characteristics should not have any influence on how much or how often services are used by Hispanic American families (Deisinger, 2011).

Gallagher, Kresak, and Rhodes (2010) suggested that parents of color feel professional services neither address nor accept their culturally different beliefs, values, and/or adequately describe their child's disability. Additionally, Zionts et al. (2003) stated that cultural factors and satisfaction with service systems for parents of color require respect and comfort among all parties involved, such as teachers, administrators, therapists, doctors, and other agencies. In order for parents to have a positive experience with the special education process, Gallagher et al. (2010) and Zionts et al. (2003) agreed that all school personnel need to be aware of cultural differences, beliefs, and values, and to be knowledgeable of the students' specific disabilities and needs.

Rao (2000) argued that service providers should go beyond simply acknowledging cultural differences and possess knowledge of individual client's beliefs and values in order to effectively implement best practices for children of color who have disabilities. The study conducted by Terhune (2005) indicated that parents acknowledged that even if a professional speaks the same language, shares the same skin color, or physical features, that these commonalities do not necessarily constitute diversity awareness. Due to limitless cultural variations, both cultural confusion and miscommunication may still exist among educational professionals and CLD families. Rao (2000) and Zhang et al. (2010) argue for acknowledgment of cultural differences, but Terhune (2005) states that cultural commonalities are still not enough to satisfy parents and implemention of CLD awareness policies is a necessity.

According to the Individuals with Disabilities Education Improvement Act (IDEIA) (2004), parents should be major contributors in the educational decisions made for their children with disabilities. A parent's input about a child's education creates a more positive and collaborative relationship between the parent and educator and empowers the parent. The family is one of the largest stakeholders in the construction and development of the child's education. Parents of children with disabilities want their children to participate, interact, and socialize with

children without disabilities. In Columna et al. (2008), Hispanic parents stress that they want their children with disabilities to have the same physical education (PE) opportunities, including participation in balance and coordination activities, gross motor skills, and other physical activities as non-minority American students and students without disabilities. Parents also want their children to be treated with respect and not as disabled human beings. Parents agreed that professionals need to see the value of each child's life and share in the belief that he or she is irreplaceable (Columna et al., 2008).

Parents expect professionals to be allies in their child's education; that is, sharing goals, experiences, frustrations, responsibilities, and tasks. Cho and Gannotti (2005) stated that parents want to know that educators are trustworthy, respectful, committed, and empathetic to their child. "I think it is very important for professionals to present trustworthy personalities and human qualities that make us feel that we could comfortably leave our child with this person for an entire day or two" (Kasahara & Turnbull, 2005, p. 258). In order to receive higher student success rates, professionals need to obtain information from the parents. Professionals also need to be aware that the needs of a diverse culture must not be generalized with other cultures (Parette, Chuang, & Huer, 2004).

Methods

Literature Search

Four databases were searched, ERIC (ProQuest), PsycINFO, Web of Science, and Educational Research Complete, to identify relevant articles on the perceptions, attitudes, and experiences of the special education process from families who have children with disabilities from CLD backgrounds.

Key terms for this extensive search were constructed for cultural and ethnic inclusivity. Ethnicities included African American, Asian American, Hispanic American, and Native American. Additional key terms and phrases included: IEP, individualized education plan, individualized education program, disability, special education, attitude, perception, perspective, and experience.

The initial outcome of this search identified a total of 848 peer-reviewed articles. Papers were excluded if (a) review of the title did not satisfy the inclusion criteria, (b) duplicate titles of a study appeared, (c) the abstract did not satisfy the inclusion criteria, (d) a full text was not available, and (e) the study did not satisfy the inclusion criteria. After reviewing each article's title, 719 articles were rejected leaving a total of 56 references to be screened. An additional 28

references were rejected for not meeting the inclusion criteria (e.g., disability diagnosis was not provided) leaving a total of 28 studies for review.

Criteria for Inclusion and Exclusion

The inclusion criteria were: (a) studies included people of color in the U.S. (i.e., African Americans, Asian Americans, Native Americans, Hispanic Americans) that had at least one child between the ages of 2 to 22 receiving special education services and/or related services for individuals with disabilities, (b) studies were published in peer-reviewed journals between 1987 and 2016 (i.e., this period of time was accepted because earlier research provided historical information on parent perceptions, attitudes, and experiences of special education service for children with disabilities, (c) studies were published in English, (d) parents reported their perceptions, experiences, and attitudes of the special education teachers, related service providers, and the special education process, and (e) studies used a qualitative design.

Studies were excluded if they: (a) solely addressed the perception of non-minority Americans who had a child diagnosed with a disability, (b) did not provide a disability diagnosis or simply stated that the child received special education services, (c) used quantitative or single case design (SCD) studies, (d) were intervention studies, and (e) addressed professional perception. Twenty-eight qualitative studies met the inclusion criteria for the review.

Participants

The participants were parents of children from different cultures, ethnicities, and socioeconomic backgrounds receiving special education services. The researchers identified participants through purposeful sampling, recruitment flyers, random selection, parent support groups, collaboration, surveys, and volunteering. In order for parents to participate in the studies, their children had to be between the ages of 3 to 21 and to be receiving special education services. With 734 participants included in all 28 studies, several diagnoses were included: intellectual disability, autism, physical disability, sensory disability, specific learning disabilities, and other medical issues.

Key Findings

Family Expectations

Twenty-eight families refused to have their child receive second-class treatment, medical care, and education (Defur, Todd-Allen, & Getzel, 2001; Park, Turnbull, & Park, 2001; Rao, 2000). Ten families felt professionals were not concerned about their children's futures and would move them to the next school or program prematurely (Munn-Joseph & Gavin-Evans, 2008). Parents wanted their children to be given credit for what they could do and did not want

the school to focus on their disabilities. African American families expected to be engaged in the advocacy process and work with the school to produce the best outcome for their child. Hispanic American families expected their children to remain at home until marriage. Native American families expected the tribe to assist in raising and educating their children. The majority of families of color expected their children to attend school, be successful in school, and attend college, regardless of their abilities.

Special education and related services

Services should be individualized and need driven. Parents reported that they preferred teachers who cared for their children, were committed to their children, provided their best for them, and enjoyed working with them and their child (Jegatheesan, Fowler, & Miller, 2010; Zionts et al., 2003). Parette et al. (2004) interviewed six Asian American families who had children with a diagnosis of autism, physical developmental delay, and/or a disability not specified. The purpose of the study was to examine the families' perceptions of disability and the roles augmentative and alternative communication (AAC) intervention plays in schools. Participants in the Parette et al. (2004) study stated that they would benefit from participating in school orientations because they would be able to obtain information about the programs and services that the school provides. However, in the Cho and Gannotti (2005) study, parents mentioned their satisfaction with the services schools provided once their child was in the program. These parents felt that such perceived trustworthy teachers provided the child with challenges, set appropriate expectations, and presented clear goals and objectives, and most importantly valued the input of the parents in regard to their child's education (Cho & Gannotti, 2005). At times, parents needed professionals to become advocates for them and their children. They needed to have that assurance that there was someone that they could turn to when conflict arose.

Perceptions of the IEP and/or ITP Team

As mentioned previously, the IEP and/or ITP process should be an opportunity for parents, students, educators, and other related service providers to collaborate and address the needs of a child with a disability. The law requires that parents be provided opportunities to be active members in their child's education. Park et al. (2001) conducted phone interviews with eight Korean families who had a child diagnosed with a hearing impairment or intellectual disability. The parents felt professionals were not committed to addressing their child's need because their child was not white. Korean-American parents were very compliant to professionals; it was difficult for them to be assertive in advocating for their child. On the other

hand, the parents appreciated the individualized attention that their children were receiving (Park et al., 2001).

Jegatheesan (2009) conducted interviews with Asian parents who had children with autism, Down syndrome, and cerebral palsy. The purposes of the studies were to examine the perceptions of Asian parents with children with disabilities regarding their interactions with the healthcare and special education professionals. Parents reported that the parent-educator interaction involved complex language and sociolinguistic factors. Parents stated that entering the special education system was traumatic, IEP meetings were confusing, and obtaining services was complicated (Jegatheesan, 2009). Parents expressed their needs for open and honest communication from the teachers. In this study, parents mentioned that their key concerns were difficulty in obtaining services, inappropriate and inadequate services, and the lack of collaboration with professionals (Jegatheesan, 2009).

Zionts et al. (2003) stated that parents felt if teachers and administrators acknowledged cultural differences, they were respected and were more willing to participate in their child's education. Parents of color were less satisfied with services than Caucasians and were especially less satisfied with community-based services than school-based services. More than half of the parents that participated in the study felt that professionals did not respect them, their children, religious beliefs, and/or culture (Zionts et al., 2003). Parents felt that they were not treated as partners in the IEP process for their own children.

 Zionts et al. (2003) stated that parents were eager to initiate changes in the relationship between parents and professionals in order to address those issues that were problematic. Many parents felt that the professionals assumed the parents were to blame for the inappropriate behavior of the child. Parents felt it was the responsibility of the professionals to provide them with information (i.e., services and resources) on behavior modification. Zionts et al. (2003) reported that participants in the study stated they had become accustomed to the limited services that the school could provide. They were also aware that they were not being provided all of the options available to them. "Many parents expressed frustration with the lack of experience that the school system's predominantly White teachers seemed to have regarding the social, cultural, and often economic difference between themselves (teachers) and the students and families" (Zionts et al., 2003, p. 47).

Harry, Klingner, and Hart (2005) interviewed three African American families who had children diagnosed with ED and examined their perceptions of the special education process. The researchers found, "for Black parents, their intimate knowledge of the school district's

history of racial exclusion made a trusting approach impossible, and many Black parents tended to signal their suspicion as they attempted to advocate for their children (Harry et al., 2005, p. 110).

Hess, Molina, and Kozleski (2006) conducted focus groups with 27 caregivers that were Hispanic, African American, and White who had children with learning and cognitive disabilities, and ED. The purpose of the study was to explore the perceptions and opinions of these family members about their experiences with special education. Researchers reported the level of isolation, hopelessness, disempowerment, and confusion parents experienced. Parents stated that after they became frustrated with the process, they knew they had to find the strength within themselves to protect and advocate for their child (Hess et al., 2006).

Parent-Professional Relationship

Partnership is "an association between a family and professionals who function collaboratively using agreed-upon roles in pursuit of a joint interest or common goal" (Park et al., 2001, p. 158). Acculturated parents stated they would think long and hard before making suggestions or complaints. Professionals are most appreciated by parents when they recognize the child's potential and they do not concentrate on the child's disability. A participant stated she alienated herself during the meetings because her concerns for her son were not being addressed (Harry et al., 2005). The parents stated that they appreciated teachers nurturing their child's positive attributes and challenging their children. Some parents were dissatisfied with those professionals that only looked at the child's disability and provided that child with easy work that would not challenge the child to improve his present level of performance (Zionts et al., 2003).

Jegatheesan (2009) stated that the relationship between the parents and the professionals began at an early age and the mothers of children with disabilities struggled to interact with professionals because of communication, cultural, and/or language issues. Cho and Gannotti (2005) suggested that service providers needed to display sensitivity and empathy to the parent's emotions and requests to promote positive educational experiences for both child and parent. "When underlying differences exist in values, interaction styles, expectations and priorities for services, families and providers may not communicate adequately" (Cho & Gannotti, 2005). Parents in this study faced certain communication challenges that included a change in vocabulary, new staff, new agency rules and regulations, and new assumptions regarding their child during their child's special education process. In the study conducted by Salas (2004), ten Mexican American families were interviewed to explore the relation between themselves and the special education system, particularly the IEP meetings. The families agreed

that negative interactions usually took place between the professional and the parent because the professional was unaware of the culturally linguistically diverse issues of the child and the parent.

Jegatheesan (2009) conducted a study to examine the perspectives of Asian American parents with children with developmental disabilities regarding their interactions with healthcare and special education professionals. They interviewed 23 parents and found parents felt that professionals viewed them and their children negatively due to their language barriers. Parents felt frustrated and hurt that the professionals looked down on their children with pity. The mothers felt their level of English proficiency and cultural acculturation impacted the parent-professional relationship (Jegatheesan, 2009). According to Park et al. (2001), within the field of education input from Asian families in regard to their child's education is inferior to the professional. But when Lo (2008) observed and interviewed five Asian American families who had children with autism, attention deficit disorder, cerebral palsy, and Hunter's syndrome, they reported that parents expressed professionals were rude and disrespectful during the IEP meetings. The parents stated and it was observed that the professionals would arrive late or leave the meeting early. Parents also felt confused and stressed with the large amounts of information and unfamiliar terms the professionals presented (Lo, 2008).

Parent Satisfaction

Cho and Gannotti (2005) aimed at examining the cultural values and communication styles that affect parent-professional interaction and provide parents' perceptions of the expertise, behavior, and attitude of the service providers. They interviewed 20 Korean American mothers of children who had a diagnosis of autism, Down syndrome, multiple disabilities, or developmental disabilities with unknown causes. The interviews were to record the perceptions, levels of satisfaction, and the concerns of the parents. They found, overall, the mothers were satisfied with the end result of the IEP meetings and agreed that the professionals were highly qualified. However, parents were concerned that diagnosticians were not taking enough time during sessions to appropriately assess their child and once their child was assessed, they did not receive adequate information and resources. Some parents felt they were treated in a stilted business-like manner and that their child was not treated like an individual but more like a number (Cho & Gannotti, 2005). Parents expressed appreciation to those professionals that did not concentrate on their child's disability, showed respect for their cultural beliefs, and provided them with suggestions and encouragement (Jegatheesan, 2009).

Lynch and Stein (1987) interviewed 63 Mexican American families who had children in a special education program and were receiving special education services. The purpose of the

study was to examine the ways Mexican American families participated in their child's special education programs and compared their participation to African American and Caucasian families. According to Lynch and Stein (1987), more than half of the participants felt that their child's needs were identified early. They expressed satisfaction with how soon services were provided after the evaluation. The parents mentioned they were knowledgeable of the services listed on their child's IEP (Lynch & Stein, 1987). Parents also stated their satisfaction with all the services their child was receiving, the effectiveness of the professionals, and current special education placement of their child (Lynch & Stein, 1987). Parents expressed their satisfaction with those educators allotting enough time during the meeting to express their concerns and ask questions allowing them to be involved in the IEP process (Fish, 2008; Murray, 2012).

In a study conducted by Angelov and Anderson (2012), a single African American family who has a child with a learning disability was observed during an IEP meeting and interviewed. The purpose of the study was to explore and gain a better understanding of the complex dynamics between family and professionals while navigating the special education process and the IEP meeting. The mother stated that she felt defeated and powerless (i.e., school staff giving her the run around, thinks she stupid and crazy, tried to out talk her, and frustrated with the language of the system). The parent stated she would be more involved in the IEP process if the meeting were more inviting, if she had more power in the decision-making process, and if there were a positive parent-professional relationship.

Parent Dissatisfaction

Defur et al. (2001) conducted focus groups with a total of 28 families (i.e., African American, Caucasian, and Asian American parents) who reported having children with a learning disability, multiple disabilities, intellectual disabilities, attention deficit hyperactivity disorder, speech, emotional disorder, and other disabilities. The focus groups were to understand family experiences in transition planning and understand the parent-professional relationship. African American parents expressed dissatisfaction with meetings that focused on their children's weaknesses and not their strengths and abilities (Defur et al., 2001). The parents were dissatisfied with the stigma special education has given their children; that was, the "second class" label. Parents wanted to be guided through the transition process. Parents agreed they were mistreated because of the color of their skin.

Fish (2008) surveyed 51 families (i.e., White, Hispanic, American Indian/Alaskan Native) on their perceptions of how educators value them and their children who receive special education services. The participants reported having children with intellectual disabilities,

autism, learning disabilities, multiple disabilities, orthopedic impairments, other health impairments, speech or language impairments, developmental delay, and emotional disorders. The parents had a desire for the IEP meetings to be more cooperative and less adversarial. Some felt that their influence and involvement had a positive effect on the IEP meeting. Parents felt the IEP team members needed to be more honest and should have allowed parents to help establish their child's educational objectives. Many parents agreed the transition planning was a team effort, which should include the student, family, professionals, and the community (Defur et al., 2001).

In the 2007 study conducted by Landmark et al., 19 families (i.e., African American, Asian American, nonminority American, Hispanic American) were interviewed to gather in-depth information from parents of high school students with disabilities regarding their knowledge and experiences with their child's transition process. Some parents claimed that when attending a transition meeting, they had limited involvement, while other parents claimed to be totally involved during the entire process. For several of the participants, their perceptions of the meetings included: being made to feel uncomfortable, being insulted, being confronted by professionals who demonstrated rudeness, and who caused parents to experience fear, apprehension, and to feel as if they were being treated as "second class citizens", who were disrespected for their knowledge of the IEP process and of their child (Lo, 2008; Murray, 2012; Park et al., 2001; Rueda, Monzo, Shapiro, Gomez, & Blacher, 2005; Salas, 2004). Parents often felt judged and not accepted by the professionals (Defur et al., 2001). The majority of the parents expressed dissatisfaction that the professionals dismissed their concerns. Parents stated that they felt unsupported and had no idea what step(s) to take next and that the professionals appeared just as confused as the parents (Park et al., 2001).

Banks (2004) interviewed six Alaskan Native and American Indians from the lower 48 United States to summarize major factors impacting special education services provided to American Indian/Alaskan Native (AI/AN) children and young adults. Parents expressed feelings of frustration and anger in the delay of services provided to their children and expressed that service providers needed to stop "passing the buck" (Banks, 2004). Only a few parents understood the services that had been listed in the IEP; however, they were satisfied with the services provided (Lynch & Stein, 1987). Murray (2012) created a portraiture of five Navajo families who have children with special needs. The purpose of the case study was to gain knowledge of Dine families' self-reported perceptions and understanding of the IEP meetings for their children that received special education services. Parents felt the times set for the IEP

meetings were scheduled for the convenience of the school personnel and they were unaware they could request a specific time and date for the IEP meeting to be held. Graham, Keys, McMahon, and Brubacher (2014) conducted a focus group discussion with 12 African American and Hispanic American families with non-specified severe disabilities. The purpose of the focus group was to obtain parent perspectives of the transportation difficulties that students with disabilities experienced getting to and around school. Families were disappointed with transportation scheduling because it would not allow their child to participate in before and after school programs. Families were dissatisfied with safety and how the equipment was used to transport their children.

The interviews conducted by Huff, Houskamp, Watkins, Stanton, and Tavegia (2005) of 15 African American families who had students receiving gifted services showed dissatisfaction with the educational interventions used with their children. Parents felt their children's time and talents were wasted. Parents mentioned experiencing difficulty obtaining referrals to training programs specific to their child's disability (Parette et al., 2004). On the other hand, some parents were satisfied with the services provided by the early intervention specialist in helping the parents to become familiar with formal services (Cho & Gannotti, 2005).

Parent Role, Involvement, and Participation

The local educational agency must ensure that one or both parents are equal participating partners in the IEP process (IDEA, 2004). The agency was responsible for scheduling meetings at an appropriate time and place for the parents. Also, parents were notified of the meeting to ensure they had the opportunity to attend. According to P. L. 94–142 parents had the right to participate in the assessment process and create a program for their child with a disability. This law made parents and professionals equal partners in the special education process. As stated in (34 CFR 300.322[B] [ii] [c]) alternative methods were considered to obtain participation from the parent(s), including individual or conference calls.

Parent Role

Parents played a primary role in the IEP process as both advocates of their chilren and educators of the professional. Borum (2007) interviewed 12 African American families who had children that were hard of hearing. The purpose of the study was to examine the responses of African American non-deaf mothers regarding their experiences in raising an African American deaf child. One parent described her main role was being her child's voice (Borum, 2007). Lynch and Stein (1987) stated that the majority of the participants heard from the teacher regarding the IEP meeting, talked to the teachers, and felt welcomed into the classroom to

observe teachers teaching. Fewer than half of the participants confirmed that they did observe classroom instruction (Lynch & Stein, 1987). The parents believed they had "longitudinal perspective" about their child and knew their child better than anyone (Defur et al., 2001). It was the parents' role to be proactive in the IEP process; become knowledgeable of special education law (i.e., rights and responsibilities); and to be the main support system in the home. Harry et al. (1995) interviewed three African American families who had children with an emotional disturbance diagnosis. The purpose of the study was to examine the processes and perceptions of African American families and their children placed in special education. Harry et al. (1995) identified a pattern of passiveness rather than the active parental participation of parents of children with disabilities in the IEP process. The mothers wanted to be involved and proactive members in their children's special education team but felt their role in the IEP process was that of a recipient of information (Murray, 2012).

Parent Involvement

Lynch and Stein (1987)'s study was to examine the ways in which Mexican American families participated in their children's special education programs and to compare their participation to African American and Caucasian families. Researchers found more than half of the participants had been contacted prior to assessment and understood their rights, and the goals and objectives of their children's IEPs. Fewer than half confirmed that they were a part of the assessment, offered suggestions to the IEP team, and felt that they could work with the teacher on goals and objectives for the child (Lynch & Stein, 1987). Half of the participants felt that they were not active participants in the IEP process.

Defur et al. (2001) found parents understood that their role was to teach the education professional about their child's disability. Participants mentioned the limited accessibility to participation due to barriers such as: lack of transportation, living in a rural area, and issues at home.

Landmark, Zhang, and Montoya (2007) examined 19 families' experiences and knowledge of the transition process. The participants of the study were 32% African American, 5% Asian American, 78% European American, and 26% Hispanic American parents of high school students with ID, ED, specific learning disabilities, or autism diagnosis. Thirty-seven percent of the parents claimed that they did not know about transition planning, 16% knew little or nothing about transition planning, and 33% of African Americans, 60% of Hispanic Americans, and 29% of European American parents were not familiar with the phrase transition planning (Landmark et al., 2007).

Fish (2006) investigated how Caucasian, African American, Hispanic American, and American Indian/Alaskan Native parents of children with autism perceived their involvement in their children's IEP. The parents realized they needed to be more proactive in the IEP process and acquire more knowledge of special education law. In the study conducted by Cho and Gannotti (2005), it was mentioned that parents lacked involvement in the special education process and over time tended to lose enthusiasm in the parent-professional interaction.

Trainor (2005) conducted a study with 15 families (i.e., African American, Nonminority American, Hispanic American) who had children with a learning disability. The researcher observed ITP meetings and conducted focus groups, followed up with an interview. The purpose of the study was to examine the behaviors and the perceptions of the male adolescents with LD regarding self-determination during transition planning (Trainor, 2005). Students stated they were not active participants in their own transition process and one student admitted he did not attend an ITP meeting until his junior year in high school (Trainor, 2005). The students felt their goals were driven by adult expectations and requirements, minimizing their involvement of their transition. Parents agreed that they had limited control during the meeting and they were there just to sit and listen (Trainor, 2005).

Munn-Joseph and Gavin-Evans (2008) interviewed three African American families who had a child with a learning disability, a disorder not specified, and difficulty with speech and writing. The purpose of the study was to explore how the three mothers used social networks to advocate and care for their children's special education programming. The parents stated that they desired to share an educational vision and questioned the teacher's commitment (Munn-Joseph & Gavin-Evans, 2008). The parents also stated that they wanted to work with the schools and not be afraid to work with school personnel. Tucker (2009) interviewed six African American families who reported having children who were diagnosed with behavioral problems. The purpose of the study was to explore how the participants viewed their child's school, the mental health care system, and the process of having their child referred for services. Most of the parents reported that they were involved in the referral process (Tucker, 2009). Some parents described feeling 'let down' by school personnel because they would not listen to their concerns. The parents felt the school had developed interventions to deal with the child's behaviors at school, but were reluctant to share those strategies with them (Tucker, 2009).

"IDEA mandates that parents of children with disabilities have the legal right to be involved in all aspects of their child's education" (Stoner et al., 2005, p. 39). According to IDEA (2004), parents were the major contributors to their child's education. A positive parent and

professional relationship was needed in order to meet the needs of a child with a disability. Parents would be empowered when professionals were knowledgeable about a child's disability and trained to pass vital information regarding such a disability on to the parents (Luong, Yoder, & Canham, 2009). The Shapiro et al. (2004) study reported that parents had lower levels of participation, did not understand or have knowledge of their rights and responsibilities, felt helpless and lost, had to face additional barriers (i.e., lack of finances, child care, transportation), were unwilling to question authority figures, feared possible retaliation from professionals, mistrusted teachers and other professionals, and were discriminated by professionals because of their ethnic background. Parent participants of the Zionts et al. (2003) study stated they were too preoccupied with living day to day in a low income neighborhood, unable to find appropriate childcare before and after school, did not have enough healthcare resources, and lacked finances and transportation necessary to be active participants in their children's education.

In the study conducted by Shapiro et al., (2004), parents discussed their difficulty collaborating with special education professionals. The same parents described the Individualized Education Plan (IEP) meetings as confusing, which resulted in parental concerns, such as services to be received, program placement, and a general perception of negative attitudes from the very professionals they relied on for guidance. These parents identified feelings of inferiority from recognized professionals, being discarded by those professionals, and constantly having to request services (Shapiro et al., 2004).

Collaboration between parents and schools was decribed as necessarily interactive. Parents were eager to increase their knowledge so that they might train their children to integrate into non-minority American society. Parette et al. (2004) stated that parents were not ashamed of their child's disability and were willing to advocate for their child. Also, parents valued the education their child was receiving, whether it came from a private or public setting and wanted to increase their knowledge of their child's educational opportunities. The same authors noted that the characteristics of a family (i.e., cultural, economic, social, and educational background and structure) might have helped with the decision-making process and the implementation of interventions.

The culture of the family had the greatest impact on the implementation and success of an intervention. In the study conducted by Parette et al. (2004) Asian American families stated that they placed great trust in the school systems when deciding on interventions for their children. They expressed great respect and honored the status of educators leaving considerable decision-making to professionals.

According to the Cho and Gannotti (2005) study, some parents were initially assertive in seeking services for their child. However, such enthusiasm often diminished over time. The parents stated that their enthusiasm diminished over time because the ptrofessionals became less helpful. Also, parents mentioned they would constantly hear inappropriate comments made about their children. Parents felt the professionals did not care about their feelings and not knowing how to help them with their child. For instance, some Hispanic American parents did understand that they needed to be active in their child's education for the child to be successful as well as the ways they needed to be active. They also indicated knowledge of ways to go about communicating their desire to be active in ways that education and other professionals can connect to (Columna et al., 2008). Column et al. (2008) interviewed eleven Hispanic American families who had children diagnosed with Down syndrome, visual impairment, cerebral palsy, autism, spina bifida, and other health impairments. The purpose of the study was to identify the perspectives of Hispanic American parents of children with disabilities regarding adapted physical education (APE) professionals in relationship to purposeful play and transitioning to school programming. Parents stated that qualified professionals needed to have current knowledge about working with their child who has a diability. Parents agreed that they wanted to be more involved in their child's educational process. Parents were unaware of how the APE professionals could assist them in making their child more physically active at home and in the community.

Lian and Fontánez-Phelan (2001) mentioned that a perceived lack of parent involvement in a child's educational plan should not be seen as lack of interest in a child's education. As has been observed in qualitative studies on this topic, parents did realize that they were the tools their child needed to have a pleasant and meaningful academic experience, both at school and at home. Still, it was a gross misnomer for education and other professionals to equate CLD parental silence to a lack of desire to participate in their children's education. In particular, grandmothers were reported as being very involved in the IEP process (Gallagher et al., 2010). Gallagher et al. (2010) conducted a study with 20 African American and nonminority grandmothers that were raising grandchildren who had a diagnosis of autism, cerebral palsy, fetal alcohol syndrome, intellectual disability, shaken baby syndrome, multiple disabilities, and other diagnoses. The purpose of the study was to examine the concerns and needs of custodial grandmothers raising children with disabilities. Nineteen out of twenty grandparents stated that they had attended the IEP meetings, assisted in the writing goals for their grandchild, and interacted with the teachers and other related service providers. In addition, some grandparents

stated that they did attend trainings and workshops, support groups, and received information from professionals about special education law and rights and responsibilities (Gallagher et al., 2010).

According to Jegatheesan (2009), in order for parents to be more involved, they need more information on disabilities, their rights, and available resources. Professionals and services that did not encourage parents to become involved experience lowered parent participation. Jegatheesan (2009) stated that the majority of the participants felt that their child's school had an understanding of their culture, values, and customs. Participants also felt that a one-on-one conference was a great tool to use to inform professionals of their culture and customs. Some participants felt strongly that professionals who accepted their student's cultural and linguistic differences would provide the student with a more beneficial learning environment, according to (Jegatheesan, 2009).

However, many parents feared that they might make the professionals upset by questioning their motives and/or feared that professionals might retaliate against their child (Cho & Gannotti, 2005). The mothers from the Cho and Gannotti (2005) article mentioned that they did implement strategies to advocate for the child and to be more assertive and demanding. According to Jegatheesan (2009), parents stated if there were not a strong relationship between parents and professionals that parents were less likely to participate in their child's education.

Lian and Fontánez-Phelan (2001) stated that parents were hesitant to get involved because of their lack of knowledge of their child's disability and their limited English proficiency level. Parents that participated in the same study commented on their difficulty obtaining translated information (i.e., handouts), processing information, and with no clarifying information from professionals. Jegatheesan (2009) found that parents discussed how to become exposed, adopt, and socially interact using the American language and how they would try to maintain their native language at the same time.

Barriers to Participation

Many parents and students failed to become fully involved in the special education process and IEP and/or ITP meetings due to the following barriers: lack of communication between the parent and the professional, embarrassment due to lack of knowledge, inconvenient meeting times, a rural residence, childcare issues, issues at home, and lack of time off from work (Defur et al., 2001; Landmark et al., 2007; Lynch & Stein, 1987; Murray, 2012). Forty-five percent of the participants stated they were unable to attend the last school meeting they were invited to because they lacked transportation, had childcare issues, and they could not

commit to the meeting time set by the professional (Lynch & Stein, 1987). African American parents stressed the need for communication from school personnel and felt that it was important for parents to be knowledgeable of the IEP process (Lynch & Stein, 1987). Parents described having difficulty contacting educators and other related service providers regarding their child and wanted to be more involved in the IEP process (Cho & Gannotti, 2005).

Parents agreed that other factors that limited their participation in an IEP and/or ITP meetings included: being unaware of what the meetings were about, receiving large amounts of information, being presented with unfamiliar terms, and being denied access to information, such as, disability laws and services (Banks, 2004; Lo, 2008). During the IEP and/or ITP meeting, parents mentioned that they felt uncomfortable exchanging information and would keep quiet during these meetings to avoid confrontation with the school personnel (Murray, 2012; Park et al., 2001). Zionts et al. (2003) interviewed 24 African American families who had children with diagnosis of emotional disorder, intellectual disability, and autism. The purpose of the study was to examine the participant's perceptions of the level of considerations of cultural beliefs and values within the services and supports provided by the district and other community resources (Zionts et al., 2003). Parents felt if teachers and administrators acknowledged cultural differences, they were respected and more willing to participate in their children′s education. Parents identified several barriers preventing their child from becoming successful such as low-income neighborhood, lack of resources, and lack of quality healthcare (Zionts et al., 2003). Parents stated that they did not have much confidence in advocating for their child because they themselves had little to no education or limited English proficiency (Park et al., 2001).

The most common challenge that families from CLD backgrounds faced in the special education process was their unfamiliarity with the services that their child was receiving (Columna et al., 2008). Once their child was assessed, parents stated that they had little to no understanding of the test results (Gallagher et al., 2010). Parents agreed they lacked the knowledge to modify activities that their child could participate in at home. Many parents felt alienated for trying to advocate for their child (Columna et al., 2008; Jegatheesan, 2009; Luong et al., 2009; Park et al., 2001; Shapiro et al., 2004). Many parents also mentioned having difficulty accessing needed information and resources (Gallagher et al., 2010; Lian & Fontánez-Phelan, 2001; Luong et al., 2009). Limited English proficiency and a lack of knowledge of special education law and of the special education process deterred some parents from being active participants in their children's educations. Parents stressed that they were overwhelmed by feelings of guilt and the criticism from professionals, which resulted from the perception that

some parents did not want to interact with the professionals (Neely-Barnes, Hall, Roberts, & Graff, 2011). In the Jegatheesan (2009) study, parents mentioned that having to process complex information caused a breakdown in communication between them and the professional.

Lian and Fontánez-Phelan (2001) stated that many parents became disengaged in the education process because the professional did not display sensitivity toward diversity. The authors found that unacculturated parents believed it was the sole responsibility of the professional to advocate for their child's education. According to Park et al. (2001), parents stated that a language barrier prevented them from speaking with teachers. In addition, four mothers felt racially discriminated against even though they could not prove it (Park et al., 2001). Also, parents wanted professionals to obtain more knowledge about their child's specific disability. Grandmothers from the Gallagher et al. (2010) study discussed the challenges of raising a child with a disability and not having the knowledge and information (i.e., diagnosis, effective strategies, expectations, and potential) available to them regarding their grandchildren's disabilities.

In the study conducted by Park et al. (2001), parents stated difficulty in collaborating with professionals as equals and that they lacked the ability to meet the needs of their children. Parents stated that the cultural and linguistic factors were language barriers, discrimination, linguistic considerations, diverse values and practices (Jegatheesan, 2009). Out of the subthemes stated, parents agreed that their lack of English proficiency was the biggest barrier. Parents with limited English proficiency felt isolated, limited in their empowerment, limited in the amount of information they could receive and deliver, and unable to be active participants in their child's school and education (Park et al., 2001). With limited English proficiency, many of the parents relied on interpreters. According to Jegatheesan (2009), parents were not satisfied with the interpreter services they received. Parents felt their interpreters were not knowledgeable about the child, the family, the child's disability, or the special education process. In the same study, many parents felt that the interpreter was trying to encourage them to accept the professional's opinions and ideas. Parents stated that when interacting with professionals, they felt racially discriminated against even though other people could not rrecognize the treatment.

Another challenge that parents faced was the different communication styles between parents and professionals. The parents stated that they had minimum contact with the teachers and would rarely initiate conversations. Jegatheesan (2009) found acculturation was a challenge to parents addressing their dissatisfaction to the professionals about services their child received.

In this study parents who were more acculturated would write letters to the professionals stating their dissatisfaction. Less acculturated parents would simply do nothing because of their lack of knowledge, information, and communication skills. Parents lacked motivation to establish partnerships with professionals due to the professional's inability to be flexible during meetings and conferences. Parents felt they were being rushed through the process and were not given enough time to ask questions or to gain understanding.

According to Columna et al. (2008), parents stressed a great distrust for the school system seeing it as a barrier for their child. Parents said they met opposition from the school in trying to have their child placed in the appropriate academic setting. Some parents mentioned that some schools were not willing to give them what they asked for so they had to fight for what they wanted. Furthermore, parents stated that the professionals were not willing to collaborate, creating an "us" versus "them" relationship. Parents also stated that the school's special education professionals were a little more knowledgeable in determining services for their children than they were.

A child diagnosed with autism brought drastic changes to the child's parents and other family members (Luong et al., 2009). The parents suggested that the professionals change their goals and schedules to accommodate the needs of the child. The parents' friendships changed because they had a child with a disability and became concerned about what their friends may say or think about them. Parents stated they were not able to go on outings in fear that their child might display inappropriate behaviors and again would worry about other people think (Luong et al., 2009). Another barrier parents faced was limited finances, especially concerns that their insurance would not cover the expenses of the child's care. The parents were also concerned that they would not be able to afford quality services for their child. The authors stated that the parents not only had concerns about paying for their child's services but were also concerned about decreasing their work hours or quitting their job to care for their child. Parents also stated that the professionals themselves were barriers to them. Many parents stated that neither the medical nor school personnel were informative and would not provide them with any recommendations or suggestions. According to Shapiro et al. (2004), parents stated that other barriers that hindered their participation in their child's education were the lack of coordination, follow-through, continuity, and consistency from the service providers.

Appropriate Educational and Culturally Responsive Services

"IEP meetings have become vehicles for institutional racism within the current special education systems (Angelov & Anderson, 2012, p. 12). Negative interactions usually took place

between the professional and the parent because the professional was ignorant about the culturally and linguistically diverse issues of the child and the parent according to Salas (2004). So that students with disabilities from CLD backgrounds received free and appropriate education, it was the responsibility of the school to provide appropriate educational and culturally responsive services. Despite the collaboration between schools, social services, and Indian Health Services taking place, the educational needs of the AI/AN students with disabilities were not being met (Banks, 2004). According to Banks (2004), parents expressed their feelings of disregard by professionals when seeking appropriate, culturally responsive services for their children with disabilities. Parents shared their concern that their children were treated differently because they were culturally and linguistically diverse (Defur et al., 2001). In the study conducted by Borum (2007), the mothers were aware that there was a difference between an African American deaf child and a white deaf child. For their children to be accepted in school, they could be deaf but not Black. The participants in the study by Salas (2004) stated that because of their limited English, they felt left out, embarrassed, disrespected, and judged.

Landmark et al. (2007) found parents stressed the importance of overall support from the schools (i.e., adequate communication between school and home), language support for those parents not fluent in English, and parent friendly meetings. The study conducted by Defur et al. (2001) found mothers were aware that the professionals were not taking them seriously because of their ethnicity and gender. According to Murray (2012), parents felt that their culture did not seem to play a role in the IEP process.

Placement

The EAHCA and the reauthorizations of the IDEA mandated active parent participation in all aspects of the education of their children, ages 3 to 21, who were receiving special education services (Fish, 2008; Lo, 2008). Family involvement was limited due to differences in parenting styles, experiences, and beliefs. Families stressed their concerns about the services that their children were receiving (Zionts et al., 2003). Families felt that they were not informed about what was taking place in the classroom of their child's school. In particular, parents of lower economic status complained of the poor quality of services, if any, that their children were receiving and limited access to additional services (Zionts et al., 2003). Also, a few parents felt that their children were not receiving the correct placement and services because of the prejudices and stereotypes held by the professionals that worked with their children (Park et al.,

2001; Zionts et al., 2003). In the study conducted by Parette et al. (2004), parents mentioned that they felt at ease if their child's service provider was from their own culture. They felt that a service provider from the same CLD background had a better understanding of the child's beliefs, practices, and values and that the child would be more successful. Parents in the Park et al. (2001) study were concerned about professionals being uninformed about recent issues pertaining to disability, such as: specific diet plans, disability specific learning strategies, future planning, and related therapies.

Lian and Fontánez-Phelan (2001) described cultural and linguistic issues as conflicts between mainstream American culture and Hispanic American traditions, beliefs, and values. Parents felt uneasy communicating with professionals because they were unable to understand the terminology being used (Lian & Fontánez-Phelan, 2001). In the study conducted by Cho and Gannotti (2005) parents agreed that service providers needed to understand the fundamental cultural beliefs and perspectives of Asians on help-seeking behavior, because there was still much to learn about needs these families have for formal support and social service utilization.

The studies by Cho and Gannotti (2005) and Jegatheesan (2009) found that parents with limited English skills, lack of knowledge regarding their child's disability, and inability to access needed services, felt their comments and concerns were discounted. Parents stated that they did not attend meetings (i.e., conferences and IEP) because they were only offered in English. There was a huge desire for translators for such meetings regardless of the parents' English speaking ability. "Cultural linguistic factors, interpersonal skills, and difficulties accessing services all impacted the nature of interactions between mothers and professionals" (Jegatheesan, 2009, p. 133). Participants in the Cho and Gannotti (2005) study complained of not being informed of available services and receiving either inappropriate or incomplete information of those services.

Jegatheesan (2009) stated that professionals that were culturally and discriminatory incompetent made students and parents of color feel less than equal. The study conducted by Lian and Fontánez-Phelan (2001) stated that Hispanic American parents had a passive role in the education process due to barriers not experienced by Caucasian parents (i.e., little education and limited English proficiency). This incompetence prevented parents from receiving the advice and support, which they desired. Parents stated that during collaboration with professionals, they felt their language needs were not taken seriously (Jegatheesan, 2009). They also stated that they did not like sharing family information with others for fear of being judged for their child's disability. If a parent were silent, it did not mean that he or she agreed with the professional but

might have actually indicated the opposite. Also, parents stated that they were concerned with saving face in front of the professional and did not want to appear disrespectful or pushy.

Parent, Professional Knowledge, Expertise, and Experiences

Banks (2004) suggested professional development should be provided to professionals to ensure AI/AN students educational needs were met. Parents in the study conducted by Fish (2008) agreed that when an educator lacked the knowledge of a child's disability that it would often lead to disagreements regarding discipline issues and educational goals. Salas (2004) found when discipline issues would arise, parents felt the incidents were a valuable resource of information, and parents were willing and available to assist in addressing issues; but felt that the professionals rejected the knowledge and resources the parents possessed. In addition, parents believed that from past experience they needed to be more proactive in the IEP process and become knowledgeable of special education law. Many parents desired to have more knowledge about special education law and their rights and responsibility. Parents admitted to having little to no knowledge of what legal requirements pertaining to transition planning existed according to Landmark et al. (2007).

The school culture made parents feel subordinate to the staff. Parents, in Murray (2012), admitted to referring to their past experiences to predict what would take place for an upcoming IEP meeting. Some parents stated they felt more comfortable interacting with other parents and professionals that have experienced the same difficulties according to Park et al. (2001). Rueda et al. (2005) found mothers felt that professionals did not recognize their expertise and experience as a valuable asset to their child's education. Parents tended to lose enthusiasm in the parent-professional interaction after experiencing negative IEP meetings even though some parents felt the professionals they had interactions with were highly qualified as found in the Cho and Gannotti (2005) study. Luong et al. (2009) mentioned the parent-professional relationship was often fostered by confusion, frustration, and tension.

Rao (2000) observed and interviewed an African American family who had a child with a recurring health problem. The purpose of the study was to explore how African American parents perceived their interactions with school professionals. The participant stated that interactions with professionals became endless interactions of conflicts. The family felt uncomfortable with the label and the services her child received and saw her child's placement in special education as temporary (Rao, 2000). Throughout the process, that parent stated that she was tired and frustrated and questioned her decision to seek help for her son. She felt the professionals judged her parenting skills and that the problem was not her son, but that she was

the problem (Rao, 2000). The parent felt disrespected because she was never asked how she felt about being recorded, if meeting times were convenient, nor was she provided reasons for why she was being asked certain questions. In addtion the way the professionals talked to her made her feel incompetent. The parent stated she thought the purpose of assessing her child was to help find the correct services and not to point out his deficiencies (Rao, 2000).

To examine the experiences of one African American family in an urban middle school inclusion program, Xu (2006) observed a student with a learning disability in her classroom and interviewed the family. The mother stated she did not have a clear understanding of why her daughter had a learning disability but was making good grades and was upset that the school waited so long to inform her of her daughter's learning disability. The mother expressed her feeling that because she advocated for her child, the school staff ignored her concerns (Xu, 2006).

Parents of color and lower economic status knowledge were often devalued and discredited (Shapiro et al., 2004). This author mentioned the disadvantages parents faced when confronted with the perceived narrow mindedness of professional practice, the power and the authority the professionals demanded, and the superiority of the professional's expertise. In the written narratives in the study conducted by Ferri and Connor (2010), five young women (i.e., African American, Puerto Rican, Dominican) who reported having a learning disability, gave their perception as a female in special education. The young women realized that once a teacher received documentation about their placement, the teacher's perception of them changed. One participant stated that she had to work extremely hard to be successful (Ferri & Connor, 2010).

In the study conducted by Columna et al. (2008), parents agreed that if they did not demonstrate that they possessed the skills to employ appropriate practices at home, the APE professionals would rarely acknowledge their suggestions. Parents agreed that they had respect for the professional's expertise and that they trusted the professional. At the same time, parents feared offending professionals and often felt ashamed for their lack of understanding of the special education process (Jegatheesan, 2009). Also, parents felt professionals discriminated against them because of their cultural incompetence not allowing them to be equal partners in the special education process. Parents mentioned that professionals were impatient, dismissive, and, often times, condescending and would not be that way if they were from the same cultural background (Jegatheesan, 2009). According to the same author, due to the lack of knowledge and status the parents had, they felt they have no power to question the knowledge and abilities of the professional. Parents stated that information such as pamphlets and other written forms of

communication were inadequate and should also have been available in their language. Mothers stated that they lacked the knowledge of options (i.e., therapies and educational programs) available to them. According to Gallagher et al. (2010), once parents obtained a significant amount of knowledge about ASD and felt that they were equal (knowledge wise) to educational and associated professionals, they were more likely to advocate for their children.

Gallagher et al. (2010) found that grandparents admitted limited understanding of the test results, placement recommendations, and support services available. They also stated that once they were instructed on how to provide appropriate care for their grandchildren, it was easier to care for the child with joy, love, and patience. In order for these grandparents of children with special needs to provide the best care, school personnel needed to receive training on how to interact and teach these grandparents helpful strategies.

Zionts et al. (2003) stated that parents had the desire for professionals to receive additional cultural sensitivity trainings. The parents also want the professionals to receive relevant disabilities training, strategies, and interventions. A few parents were not aware of the professionals' cultural sensitivity training initiative and others had not witnessed any outward proof of the professionals' training, such as proof of multicultural coursework (Zionts et al., 2003). Parents agreed the teachers and administrators needed more trainings and resources so that they understood that the child's disability and race did not have any correlation (Zionts et al., 2003). In the study conducted by Jegatheesan (2009), the majority of the mothers (n = 19) had no knowledge of their rights and responsibilities; thus, they were not able to appropriately advocate for their child. Professionals needed to share knowledge and skills with the parents. This knowledge would enable parents to become better advocates and negotiators, and obtain the ability to organize and utilize learned information in order to be effective stakeholders in their children's education (Zionts et al., 2003). Park et al. (2001) stated that parents indicated that the professional needed to possess knowledge of the child and the child's disability, possess good teaching skills and strategies, resourcefulness, and the ability to assist the family in planning for the child's future.

Jegatheesan (2009) stated that interpreters who lacked the knowledge of the special education process and a child's disability hindered the collaborative process and created distrust and frustration between the parties. One mother in this study stated that she did have a fairly good experience and nine mothers complained about their experiences with interpreters. The parents stated that the interpreters lacked adequate background information on the student, the family, and the child's disability. The mothers also felt that the interpreters were not empathetic

towards their children. The interpreters stated that they had no knowledge of the service they were to provide, they were not prepared the day of the meeting, and the resulting information was dissected and incomplete.

In order for professionals to address the needs of a child, they should have possessed knowledge of the child's developmental history and developmental goals (Kasahara & Turnbull, 2005). The professional should have been aware of previous teaching strategies used, struggles, successes, and possess skills and knowledge based on the disabilities of the child. Lian and Fontánez-Phelan (2001) stated that parents that had limited English proficiency and knowledge of their child's disability had a difficult time advocating for their child because they did not have sufficient communication skills and lacked knowledge of their legal rights and responsibilities. More than half of the participants were aware of their rights and the special education services available for their children (Jegatheesan, 2009). Some parents stated that if there had been infractions in what the school was providing, they would have challenged the school's decisions. The parents understood that it was their responsibility to advocate for appropriate services for their child.

According to Park et al. (2001), the less acculturated parents stated they needed more training and knowledge to be able to advocate for their child. In addition, parents lacked the knowledge of special education and additional services available and that special education for their child was a right and not a "blessing." Having limited English skills, parents were hesitant to question or complain about the services that their child was receiving. Parents stated that their lack of knowledge about their child's disability and lack of support from families and professionals delayed them in seeking a diagnosis or an intervention for their child. They simply did not see anything unusual going on with their child. Parents stated that limited English proficiency was their greatest frustration because it limited their ability to advocate for their child. Parents stated the lack of support and knowledge of their child's disability encouraged passiveness, denial, and loss of hope.

A challenge that many parents identified was the developmental inappropriateness of services that their children received. Children were not receiving services relevant to their everyday lives. Parents felt that the services their children receive were limited due to the constraints placed on the professionals. Parent interaction with professionals with a higher expertise alienated parents from their child's education team as argued by (Park et al., 2001). In the same study, parents stated that their limited English profieciency, feeling discriminated against, uncertainty of the testing process, and professionals lacking knowledge of the student's

values and practices impeded their child's educational development. Shapiro et al. (2004) identified the following issues that created an unbalanced parent-professional relationship: (a) inadequate communication with the professionals and other related service providers, (b) lack of professionals commitment to the child or the child's family, (c) the negativity professionals displayed toward the child, (d) the treatment of the parents, and (e) the role of the mother in the parent-professional relationship. In addition, participants of the same study stated that (a) communication between them and the professionals was poor, (b) professionals seemed reluctant to share information (i.e., programs, and other resources), (c) professional did not have the ability to provide the services that they had promised (i.e., therapies, intervention programs), (d) professionals displayed a negative attitude toward the children for whom they were to provide services, (e) professionals were rude to them and/or rushed them through meetings, and (f) professionals discredited the opinions, suggestions, and knowledge of the parent, making them feel inferior to the professionals.

Park et al. (2001) stated that knowing that the professional did possess good teaching skills and was willing to assist the parent(s) in planning for the child helped build trust within the partnership. Parents were grateful for professionals who considered and accepted suggestions regarding their child. Professionals who did not keep their promises or were unable to follow through with their promises (i.e., resources, information, and training) were viewed as untrustworthy. Park et al. (2001) stated that the demand for a positive partnership between professionals and parents of children with disabilities increased in the last decade. Parents stressed that communication with professionals was almost non-existent. Parents felt that professionals could have put more effort into finding and providing services for their children. Professional displayed negative attitudes towards their students and demonstrated negative treatment toward the parents (Shapiro et al., 2004).

Discussion

The studies addressed in this chapter discussed parents' feelings and opinions regarding participation in their children's education, satisfaction and dissatisfaction with school personnel and the services that their child receives, and the treatment that they and their children received from the professionals. The studies also determined the effect the parents' role and involvement, and of the knowledge, expertise, and experience of the parents and professionals. Limitations recognized in this paper were the low number of participants and representation of diverse populations within the various studies. The perceptions of school personnel and other related

professionals were not represented because the review focused only on the perceptions of the parents. Also, the nature of participation in each of the studies was voluntary.

Jegatheesan (2009) found that due to professionals not acknowledging the child's strengths, tension and discomfort escalated between the parents and professionals. It was possible that parents perceived tension and discomfort as they felt they were being accused by school staff (i.e., teacher, administrator) of not taking care of their child and not being involved with their child's education.

The studies demonstrated that some parents of color were satisfied with the IEP and/or ITP process. The less knowledgeable the parents were of the process, the less involved they were. The parents wanted the goals and objectives of their child's IEP to be more culturally relevant. The majority of the participants believed "teacher knows best". People of color underutilize services due to distrust and disrespect of the professionals they interacted with. With the increasing number of children of color with disabilities requiring services, research and implementation of culturally and linguistically appropriate services were needed.

For parents to become full participants in their child's education, they needed to have the knowledge of their rights and responsibilities, clarity about what services their child qualified for, and how to access those services. Parents felt professionals would often underestimate their child's ability and concentrate too much on their disability, as found by (Defur et al., 2001; Rueda et al., 2005). Mothers wanted more information about obtaining services for their child, but due to their mistrust of the system, education professionals, and the inconsistency of the services being provided access to information was limited (Banks, 2004; Rueda et al., 2005). External events impacted parent participation including (a) transportation, (b) home issues, (c) childcare issues, (d) scheduling issues, (f) language barriers, and (g) inconvenient meeting times.

Conclusions from this review reveal while some of the parents were partially satisfied with the special education services that their child/children was/were receiving and the relationships they had with the service providers, other parents expressed their dissatisfaction with the lack of respect they received from the special education teachers and other related service providers. Unsatisfied parents viewed the roles and behaviors of some professionals as the reason for their stress and the delay in obtaining necessary special education services for their children (Cho & Gannotti, 2005).

It was important to make the parent feel like a much-needed member of the special education process and the IEP and/or ITP team. Parents were willing to participate and assist in a process to ensure their child was receiving the best education, but they needed to be provided

access to their child's records, they need to be acknowledged as experts of their children, they needed to be respected, and they needed to be heard. Parents wanted to be valued as equal partners in the decision making process of their child's IEP and/or ITP. Parents had to be encouraged to collaborate with the IEP and/or ITP team and to provide their experiences and expertise. IEP meetings were for all members of the IEP team, including the parents, to help establish and implement the most appropriate services for children who received special education services, according to Fish (2008). Establishing positive and collaborative parent-professional relationships benefited the child.

Flett and Conderman (2001) proposed that the establishment of culturally sensitive programs within the school might increase positive parent-professional relations, improve attendance and behaviors, and create a higher confidence level in parents Professionals (i.e., teachers, administrators, and therapists) needed to be aware of and respect the child's, parents', and family's beliefs, values, and expectations. For a culturally sensitive program to be successful, teachers needed to gain the trust of the parents. To gain that trust, recommended research was to be conducted (i.e., reading books and articles and talking to the family or members of that culture and community) keeping in mind that each family was uniquely different. Flett and Conderman (2001) recommended that teachers linked the curriculum with learning activities that parents might implement at home and encouraged native-language support groups. "It behooves professionals in these fields not only to understand the beliefs and parenting practices of families from different cultures, but also to understand the impact of the services they provide for these families" (Cho & Gannotti, 2005).

Gallagher et al. (2010) suggested that teachers asked the grandparents about the child and provided them with strategies so that they might implement them to get the desired results and consistency between home and school. Jegatheesan (2009) suggested that professionals possessed cultural competence and positive interpersonal skills in order to build strong, positive relationships with parents. "Factors such as communication style, adequacy of information and professional support, commitment to the child, and interpersonal skills such as empathy, respect, and trustworthiness, are all useful in promoting healthy parent-professional relationship" (Jegatheesan, 2009, p. 124).

It was important for professionals to provide as many resources as possible in order to enhance the collaborative relationship between the parents and themselves. Professionals needed to provide appropriate services and foundations for CLD children with disabilities. For parents

that require interpreters, those interpreters needed to have the proper knowledge and information of the IEP process.

Gallagher et al. (2010) suggested that professionals encouraged parent participation with respectful communication. Communication was an important factor when interacting with families from culturally and linguistically different backgrounds. To ensure that parents were receiving necessary information, it should have been provided to them in several forms, including formal and informal meetings as well as letters in their native language (Flett & Conderman, 2001). Teachers and professionals should also have considered providing an interpreter to be present for those formal meetings and created letters that provided parents with information regarding the services and resources available to their child. Many parents became more involved if the teacher and other service providers kept in contact with them informally and frequently. Park and Turnbull (2001) stated that components required to facilitate a positive partnership were communication skills such as attentive listening, openness to suggestions, being responsive, displaying adequate professional knowledge and expertise, and flexibility. The authors also stated that there were components that could hinder a partnership such as ineffective communication, large caseloads, and inadequate scheduling to spend atime with parents and children. Jegatheesan (2009) stated that professionals should practice patience, stop rushing parents through the paperwork and meetings, and be aware of certain body language such as parents who were looking at their watches or tapping on their notepads. Professionals needed to limit the use of technical jargon and explain things in terms that parents could understand, so that parents felt more confident in communication and were at ease in their environment. Parents agrred that professionals needed to maintain a positive view of their child when collaborating. Park et al., (2001) suggested that "professionals should provide a personal note when refusing or postponing parents' suggestions or requests in order to diminish the possibility for misunderstandings or parental perceptions of discrimination" (p. 168).

Shapiro et al. (2004) recommended that professionals should have been aware that parents expected and valued teamwork, collaboration, cooperation, positive relationships, partnership, and shared responsibility. It was suggested by this study in order for the professional to provide adequate services for the child, they needed to have personal knowledge of the child and the child's family. Parents suggested that professionals should actually live with families who have children with a disability so that they may be more empathetic and understanding of the parents. The authors stated that after completing the study, there seemed to be a cultural "disconnect" between the parents and the professionals. Professionals needed to

become aware of the expectations and needs of the parent in order to provide adequate service for the child. "To build meaningful and successful relationships with parents from non-dominant cultures will require more than cosmetic alterations in individual behavior, more than merely delivering services to them" (Shapiro et al., 2004, p.48).

Parette et al. (2004) suggested that professionals should help promote acceptance among other children without disabilities. Professionals should have identified what role the child had within his or her family and community. They should have been flexible in order to accommodate and individualize each student's specific needs. The parents of this study mentioned that they desired a smoother passing of information from one service to another so that their child's services would not be interrupted or redundant. Each professional and parent partnership should have been looked at differently because each situation was different. Professionals should have respected each family and the culture of each family with which they worked. Parents wanted the professional to be aware of "their reality".

Jegatheesan (2009) suggested that schools should employ bilingual personnel, have Spanish translators available during IEPs, bilingual meeting notices, and any bilingual documentation provided to the parent. Parents stated they wanted to feel welcomed and be a part of their child's academic growth. They needed to be assured that the professional working with their child was committed to getting to know the child, parent, and family. Parents should have been allowed to fully participate in helping the professionals make decisions about the child's education. In addition, professionals needed to increase their knowledge and understanding of the Hispanic American culture and as well as individual family traditions. "Schools must participate in ongoing staff development programs on multi-cultural and linguistic issues, such as the pre-service/in-service workshops…" (Jegatheesan, 2009, p.191). Professional and parental interactions needed to take place according to individual preference and at a comfortable pace for the parent. Schools needed to be able to identify those barriers and become proactive along with the parents to remove them (Jegatheesan, 2009). The same author suggested that schools should establish more facilitative and collaborative environments so that the parents felt welcomed. Utilization of bilingual personnel would help encourage parents to participate in meetings, support, and instruction. Schools could support parents of CLD backgrounds who had a child diagnosed with a disability by providing workshops on disabilities, discussion groups about future implications, lessons on how to prepare for IEP meetings, and classes to assist in communication skills.

Professionals needed to have a strong knowledge base of the child, child's family, child's disability, and how the disability affected the family (Luong et al., 2009). The authors also stated that school nurses could advocate for the changes of education outreach efforts, development of additional support programs, and creation of appropriate and adequate information in a variety of languages. It should be a standard practice for every school to practice working with families and building that positive home-school relationship, maintain positive relationships, and be sensitive to various cultural beliefs. Parents suggested that professionals understood Korean American traditions and values because each family was different (Park et al., 2001). They also stated that they would like their children to work with professionals that see them as their own children. They wanted to be assured that the professional did not see their child as just "working for a paycheck."

Parents wanted to know that the professionals working with their children had the passion for teaching and really had their child's development as a priority. Authors Parette et al. (2004), Park et al. (2001), and Cho and Gannotti (2005) recommended that professionals who worked with Korean-American parents should make appropriate accommodations for them (i.e., during parent-teacher conferences allow additional time for communication). Parents needed to learn how to communicate more effectively with professionals, but professionals needed to also make accommodations for those parents. Jegatheesan et al. (2010) recommended: (a) professionals needed to be aware of and understand the families' experiences and provide them with appropriate and consistent suggestions for interventions, (b) practitioners in the field needed to advocate for early detection and intervention, (c) professionals needed to work collaboratively with parents and acknowledge their expertise, (d) professionals needed to educate themselves and collaborate with other practitioners and the disability community to be more knowledgeable of various disabilities, and (e) professionals needed to look at the family variables (e.g., respite and marriage counseling services).

Jegatheesan et al. (2010) emphasized the importance of frequent and honest communication, parental involvement, collaboration, and a family-centered approach. Participants from this study stated that if that if educational professionals were honest with the parents and committed to the students trust could be established. Personal interactions, encounters, and exchange were three important components needed to build trust. Both the parents and the professionals needed to set clear expectations of each other, keep promises, and make a genuine commitment to meet the needs of the child's needs in order to build trust. Cho and Gannotti (2005) suggested that professionals took time to listen to the parents and did not

hesitate to suggest evaluations and screenings of the child to address the parent's concerns. Professionals needed to prepare parents for IEPs by familiarizing them with the vocabulary that could be used, informing the parents of their legal rights, and informing them of other related services and programs available. Professionals needed to provide parents the opportunity to be key players in the IEP process by providing adequate and appropriate location and time for the meeting, allowing them to be equal partners with the professionals, and encouraging team work. Special educators needed to recognize that the parents also had expertise with their child and the child's disability. Professionals needed to promote a feeling of belonging for the parents. Professionals should have made arrangements to become familiar with the child and the family before school started in order to make the transition from early intervention to special education less stressful and more successful for all parties involved.

Zionts et al. (2003) stated that an element of trust should be built between parent-teachers and parent-parent. Professionals should have assisted parents in finding information and provided suggestive strategies. All parties involved needed to work toward establishing trust, respect, and to commit to invest in the child's success. Professionals should have created opportunities for parents to receive training about their child's disability, special education law, outside services and resources, and ways to become an effective advocate.

Conclusion

Overall, this chapter reviewed families of color and the special education process. Themes included (a) perceptions, (b) experiences, and (c) expectations of the special education process. These themes were described as critical elements experienced in the special education process. The first theme described how families perceived the special education team and the IEP and/or ITP process. This is worthy of further exploration because it has not yet been clearly understood where and how families are trained to maneuver through the special education process successfully. The second theme revealed attitudes that families had toward the special education team and related service providers. Findings of the reviewed studies indicated that families' attitudes were varied depending on their culture. Designs of the reviewed studies indicated that some researchers attempted to determine ways that families' attitudes were dependent on factors inherent to the special education process. The third theme that emerged from the reviewed literature was families' expectations of the special education team, the related service providers, and the families themselves of the special education process. Among the findings was the strong call for more positive parent-professional relationships and professionals understanding of student cultures and disabilities. Although studies revealed that families felt the special

education team and related service providers needed training, it was unclear what specific training was needed. This literature review focused on what families believed mattered most being a part of the special education process.

Biography

Lenell D. Walton is a 10-year special education teacher. She received her bachelor's degree in Psychology and Communication and her master's degree in Special Education from the University of New Mexico. Lenell is currently pursuing her Ph.D. in Special Education, and her research interest includes African American families' perceptions, experiences, and expectations of the special education process. During her free time, she plays for the Rio Grande Heat, a women's full contact football team.

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CONTENT AND PEDAGOGY: EDUCATIONAL TECHNOLOGY IN-SERVICE EDUCATION FOR PRIMARY SCHOOL TEACHERS IN TAIWAN

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ABSTRACT

Educational technology for primary school education in Taiwan is to teach students to gain the ability of information technology application and to develop the attitude and behavior education on information technology application. Today's teachers should not only have content knowledge (CK) and pedagogical knowledge (PK) of information technology, but also have the use of information technology to enhance the effectiveness of student learning ability. In-service teacher advancement education is help teachers to enhance teachers' professionalism and specialized knowledge of courses. This study aims to evaluate the content of educational technology related in-service advancement education for primary school teachers in Tawian. We used Nationwide In-service Advancement Education Information Network database by the M.O.E. and randomly selected 920 subjects out of 312,419. The sample size was calculated with 95% confidence level and confidence interval radius of 3.2 percentage points.The results shows among the three aspects of teacher knowledge, the majority of primary school teachers in Taiwan studied educational technology relevant to in-service advancement education courses they spent the most hours to study PCK related courses. The course hours of educational technology relevant to in-service advancement education has a significant difference between three aspects of teacher knowledge.

Keywords: teacher education, in-service education, primary school teachers, teacher knowledge, teacher development

Introduction

Educational technology for primary school education in Taiwan is to teach students to gain the ability of information technology application and develop the attitude and behavior education on information technology application. Information technology application ability includes abilities of software applications, hardware, applications and network applications. Attitude and behavior in information technology application covers correct of concepts and behavior in legal, hardware, software, and internet using.

Content knowledge (CK), pedagogical content knowledge (PCK), and pedagogical knowledge (PK) are today considered the core categories of teacher knowledge (Krauss, Baumert, & Blum, 2008). Teachers are professionals and they are the key men to guide students to study and apply information technology. Today's teachers should not only have content knowledge (CK) and pedagogical knowledge (PK) of information technology, but also should have the use of information technology to enhance the effectiveness of student learning ability. Therefore pedagogical content knowledge (PCK) is a special knowledge and a must need for teachers (Shulman, 1986,1987; Wilson, Shulman & Richert, 1987). According to the "White paper for ICT in K-12 Education 2008-2011" (Institute of Information & Computing Machinery, 2008) in the next four years, the government needs to proactively train teachers getting capability of information technology application in teaching. When teachers have more professional knowledge and pedagogical content knowledge, they can be able to offer more study opportunities for students (Lin, & Chen, 2006).

In view of the rapid changes in today's society, life-long learning and on-the-job training has become the important subjects in education reform. In-service teacher advancement education is help teachers to enhance teachers' professionalism and specialized knowledge of courses so that the overall quality of education is elevated. It also offers educational technology related courses for teachers. This study focus on the primary school teachers and aims to find the which aspect of teacher knowledge primary school teachers spent the most time to study educational technology relevant to in-service advancement education courses in Taiwan. Also find out which variable (age group and gender) affect primary school teachers to study educational technology related in-service advancement education courses.

Aim of the Study

This study aims to evaluate primary school teachers studied educational technology related in-service advancement education courses in Taiwan. The research goals in this study are:

- Which aspect of teacher knowledge primary school teachers spent the most time to study educational technology related in-service advancement education courses?
- Does aspect of teacher knowledge affect primary school teachers to study educational technology related in-service advancement education courses?
- Does age group affect primary school teachers to study educational technology

related in-service advancement education courses?

- Does gender affect primary school teachers to study educational technology related in-service advancement education courses?

Literature Review

Teacher education must equip future professionals with much more than an ability to use particular teaching techniques. It requires more knowledge and a deeper understanding of the historical, political and economic context for a particular education system comprehension that might not necessarily manifest itself in an observable, immediately assessable way (Pantić & Wubbels, 2010).

Shulman distinguishes theoretically between pedagogical content knowledge (PCK), which is the knowledge of "how to make the subject comprehensible to others," and content knowledge (CK), which is the "deep understanding of the domain itself." He further identifies pedagogical knowledge (PK), which is subject independent knowledge of how to optimize learning situations in the classroom in general.

Teachers need to possess a body of knowledge and be able to apply that knowledge to a variety of situations within their professional setting. This body of knowledge involves knowledge of subject matter and pedagogy, including pedagogical content knowledge (Shulman, 1987), as well as a philosophical, historical and sociological framework for educational ideas (Cowen, 2002). The assumption that teachers need a strong knowledge base has always been and today remains present in the region, as in many other places.

There are two main reasons to study teachers' PCK for the most researchers: 1) PCK is a special knowledge and a must need for teachers (Shulman, 1986, 1987; Wilson, Shulman & Richert, 1987). For those teachers have PCK and apply it to their daily teaching can improve ability of communication with students and provide more chance of comprehension for students. Therefore, enhance PCK of teacher competencies knowledge is the most important step to encourage teaching. (Miller & Nakhleh, 2002). 2) PCK can help newly hired teachers to improve their teaching. A research (Adam & Krockover, 1997) point out, some newly hired teachers they concern the most are classroom work, curriculum development, time management, classroom management, and content attribute before they enter the classroom. In addition, PCK represents the integration of knowledge in the form and it can answer to these important concerns for newly hired teachers. To explore the professional growth of teachers, the best way is start from exploring the teacher's PCK, because it is the main core of teaching knowledge (Shulman, 1986).

Methods

This study uses content analysis to evaluate in-service advancement education based on primary school teachers study technology related courses in Taiwan. The generalized linear model is performed to see the significance among age groups, gender, and aspect

of teacher knowledge.

Data source & Participants

Nationwide In-Service Teacher Advancement Information Web (http://www.inservice.edu.tw/) is the network provides teachers with a communication platform for in-service teacher advancement education in Taiwan and provides in-service training analytic statistics for relative educational authorities' policy-making use.

The participants in this study refer to participant categories registered with Nationwide In-Service Teacher Advancement Information Web, including in-service tenured teachers (excluding substitute teachers, student teachers, teaching assistants, administrators without teacher's certificates) of primary school. The subjects are the primary school teachers attending educational technology related in-service advancement education activities in Taiwan.

We use Nationwide In-service Advancement Education Information Network database randomly select 920 subjects out of 312,419. The sample size is calculated with 95% confidence level and confidence interval radius of 3.2 percentage points.

Table 1 is Number of primary school teachers studied educational technology related in-service advancement education courses by age groups. The highest percentage of in-service primary school teachers studied educational technology related courses falls in the age group of 40 to 44 with 263 teachers (28.6%) and followed by age group of 35 to 39 with 248 teachers (27.0%). Teachers of 60 years old or above represent only 0.5% of total primary school teachers studied educational technology related courses are the lowest. [Table 1][Figure 1]

Table 1 Number of primary school teachers studied educational technology related in-service advancement education courses by age groups

Age groups	No. of teacher	%
22-29	49	5.3
30-34	158	17.2
35-39	248	27.0
40-44	263	28.6
45-49	135	14.7
50-54	45	4.9
55-59	17	1.8
60 above	5	0.5
Total	920	100.00

Fig. 1 Bar graph of primary school teachers studied educational technology related in-service advancement education courses by age group

Model

Contents and Composition	developing model steps
■ vision ■ principle ■ objectives ■ methods/strategy ■ organizations /institutions ■ factors/conditions affecting success	■ model creation ■ model examination ■ model proposal

Resource Mobilization for Education

Resources for Education	Mobilization Methods
■ Cash ■ Non-cash 　■ Individuals (wisdom/labor 　■ knowledge 　■ technology/innovation 　■ learning media 　■ materials/equipment 　■ clothes 　■ durable articles 　■ buildings etc.	✦ Directly by school 　- mobilizing activities 　- donation, etc ✦ Indirectly: upon school's request 　- individuals, families, communities, enterprises, foundation and etc. 　-participation

Resource Mobilization Model for Education

Table 2 is primary school teachers studied educational technology related in-service advancement education courses by gender. There are 318 male teachers and 602 female in-service teachers teaching in primary school and studied educational technology related in-service advancement education courses. The percentage rate of female teachers in the total teachers of primary school studied educational technology related in-service advancement education courses.is 65.4% and that of male, 34.6%. [Table 2][Figure 2]

Table 2. Number of primary school teachers studied educational technology related in-service advancement education courses by gender

Gender	Male	Female	Total
No. of teacher	318	602	920
%	34.6	65.4	100

Fig. 2 Pie-chart of primary school teachers studied educational technology related in-service advancement education courses by gender

Principles on the level of service leaders

Principles on the level of intervention

Organizational and leadership culture

Responsive and effective

Strategic planning

Cooperative, positive

Children and families

Cultural competency

Efficiency measurement

Child-focus practise

Understanding professionals

Available resources and services

Integrated

Partnership

Development and learning possibilities

Educational technology In-Service Advancement Education & CK/PK/PCK

We used course name of in-service advancement courses shows on Nationwide In-service Advancement Education Information Web database as the non-literary texts from which concepts and words were taken. The table of the keywords shows in appendix 1. The purpose was to use computer software assisting in the process and generated a concept list based on frequently occurring words and phrases from all texts and then to see which primary school teachers studied educational technology related in-service advancement education courses belongs to which aspects (CK/PK/PCK).

Instrument & Data analyses

The SPSS statistical software is used in this study. We use generalized linear model to compare different age group and gender fo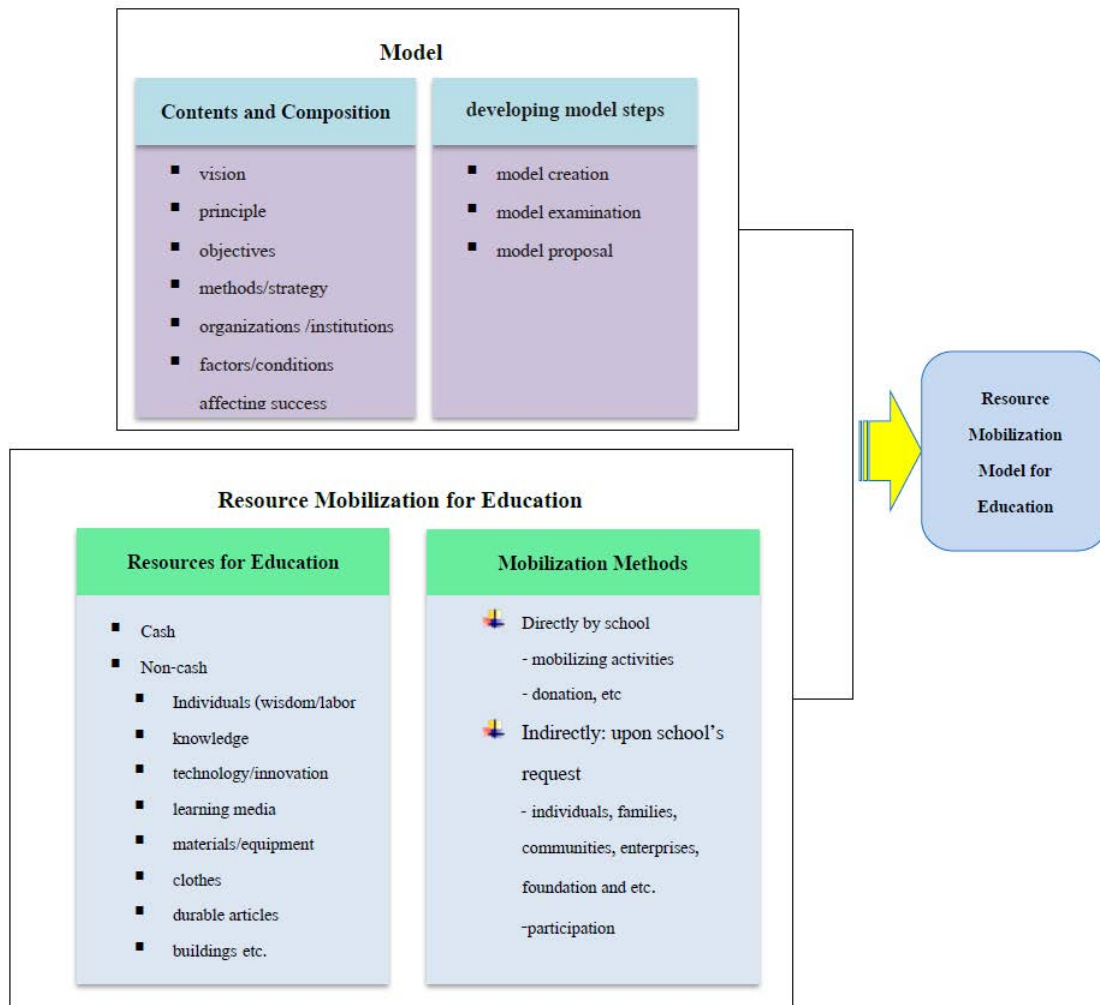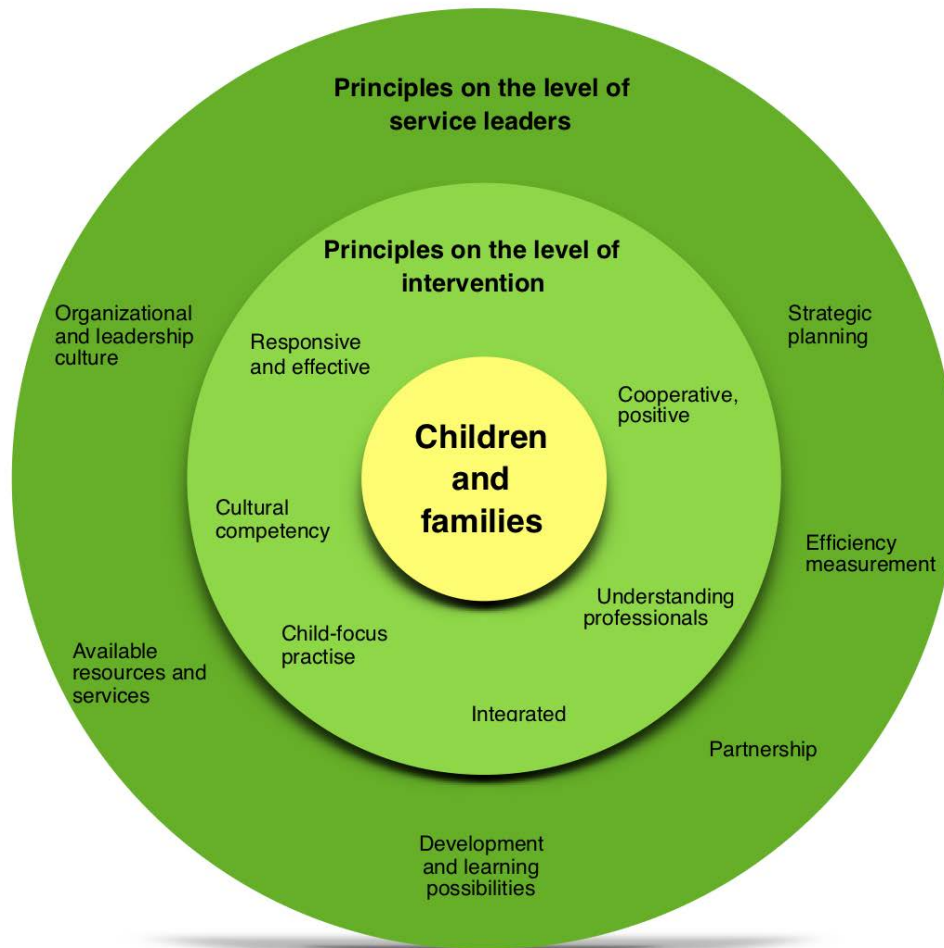r primary school teachers studied educational technology related in-service advancement education courses. The variables in this study are as follows:

- **Course hours:** number of educational technology related in-service advancement education course hours studied by primary school teacher
- **Age group:** 22-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, or 60 above.
- **Gender:** either male or female
- **Aspects:** three aspects of teacher knowledge, CK, PK and PCK.

Results

After doing content analysis, primary school teachers in Taiwan has been study educational technology related in-service advancement education courses are assigned to the core categories of teacher knowledge (Table 3). Table 3 is the frequency table of situation of primary school teachers studied educational technology related in-service advancement education courses by three core categories of teacher knowledge. The number of in-service advancement education courses with CK category is 420, being 45.7% of total technology related in-service advancement education courses. The number of technology related in-service advancement education courses in PK category is 15, representing 1.6% of total technology related in-service advancement education courses. The number of technology related in-service advancement education courses with aspects in PCK is 485, equal to 52.7% of total technology related in-service advancement education courses. Overall, of the numbers of technology related in-service advancement education courses with three aspects of teacher knowledge studied by primary school teachers, the greatest is with PCK category. [Table 3]

Table 3 Situation of primary school teachers studied educational technology related in-service advancement education courses by three aspects of teacher knowledge

Aspects	Persons/time	%
CK	420	45.7
PK	15	1.6
PCK	485	52.7
Total	920	100.00

Table 4 is the situation of primary school teachers studied technology related in-service advancement education course hours by the core categories of teacher knowledge. The number of technology related in-service advancement education courses hours with CK category is 3388, being 42.5% of total technology related in-service advancement education course hours. The number of technology related in-service advancement education course hours in PK category is 61, representing 0.8% of total technology related in-service advancement education course hours. The number of technology related in-service advancement education course hours with aspects in PCK is 4,516, equal to 56.7% of total technology related in-service advancement education course hours. Overall, of the numbers of technology related in-service advancement education course

hours with three aspects of teacher knowledge studied by primary school teachers, the greatest is with PCK category (Fig 3.). [Table 4][Figure 3]

Table 4. Number of educational technology related in-service advancement education courses hours studied by primary school teacher

Aspects	No. of hours	%
CK	3388	42.5
PK	61	0.8
PCK	4,516	56.7
Total	7,965	100.00

Fig. 3 Pie graph of educational technology related in-service advancement education courses hours studied by primary school teacher
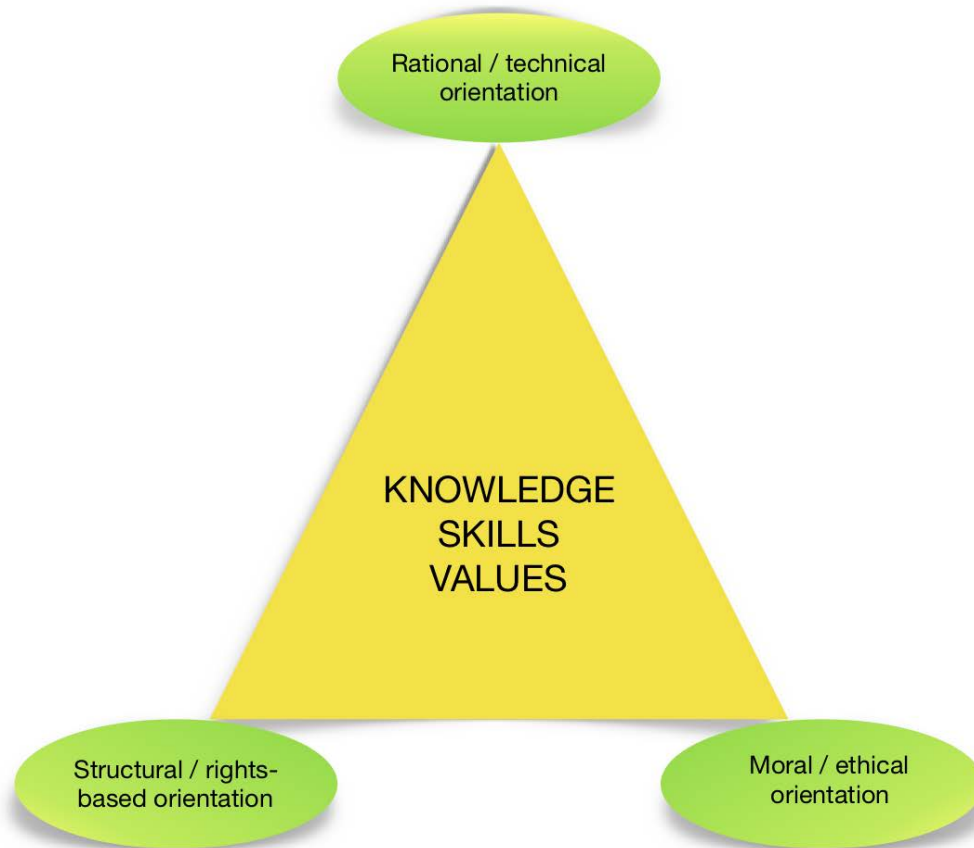
Table 5 shows number of educational technology related in-service advancement education course hours has a significant difference between three aspects of teacher knowledge. We have no evidence that gender and age group will affect number of course hours of educational technology related in-service advancement education.

Table 5 Tests of between-subjects effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2270.207[a]	37	61.357	1.040	.406	.042
Intercept	3394.887	1	3394.887	57.544	.000	.061
Gender	9.284	1	9.284	.157	.692	.000
Age_group	220.835	7	31.548	.535	.809	.004
Aspects	416.065	2	208.032	3.526	.030	.008

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2270.207a	37	61.357	1.040	.406	.042
Intercept	3394.887	1	3394.887	57.544	.000	.061
Gender	9.284	1	9.284	.157	.692	.000
Age_group	220.835	7	31.548	.535	.809	.004
Gender * Age_group	482.892	7	68.985	1.169	.318	.009
Gender * Aspects	3.251	2	1.625	.028	.973	.000
Age_group * Aspects	245.321	10	24.532	.416	.939	.005
Gender * Age_group * Aspects	208.140	8	26.018	.441	.897	.004
Error	52034.940	882	58.997			
Total	123263.000	920				
Corrected Total	54305.147	919				

Dependent Variable:Course_hour   a. R Squared = .042 (Adjusted R Squared = .002)

We estimate primary school teachers studied educational technology related in-service advancement education the average course hour are 7.7, 9.0, and 3.8 hours on CK, PK, and PCK respectively (Table 6). [Table 6]

Table 7 is the comparisons of three aspects of teacher knowledge on the number of educational technology related in-service advancement education course hours. PCK is about 5.2 hours in average higher than the PK; we estimate the average difference of educational technology related in-service advancement education course hours between PCK and PK is somewhere between about 0.5 and 9.9 hours. If CK and PK combined together to compare with PCK., the results shows there is a significant difference between them (Table 8).

Table 6 Course hour estimate by three aspects of teacher knowledge

Aspects	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
ck	7.658a	.656	6.370	8.946
pck	8.985	.721	7.571	10.399
pk	3.775a	2.292	-.724	8.274

Dependent Variable: course_hour

a. Based on modified population marginal mean.

Table 7 Three aspects of teacher knowledge Comparisons

(I)(J)Mean Difference				95% Confidence Interval for Difference[b]	
Aspects Aspects (I-J)		Std. Error	Sig.[b]	Lower Bound	Upper Bound
ck	pck	-1.327[a]	.975	.174	-3.240	.586
	pk	3.883[a,,c]	2.384	.104	-.797	8.562
pck	ck	1.327[,c]	.975	.174	-.586	3.240
	pk	5.210[c,,*]	2.403	.030	.494	9.926
pk	ck	-3.883[a,,c]	2.384	.104	-8.562	.797
	pck	-5.210[a,,*]	2.403	.030	-9.926	-.494

Dependent Variable: course_hour . Based on estimated marginal means

a. An estimate of the modified population marginal mean (I).

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

c. An estimate of the modified population marginal mean (J).
*. The mean difference is significant at the .05 level.

Table 8 Independent Samples Test for CK+PK and PCK

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	28.824	.000	-2.733	918	.006	-1.383	.506	-2.375	-.390
Equal variances not assumed			-2.668	711.479	.008	-1.383	.518	-2.400	-.365

Conclusions & Discussion

This study aims to evaluate the content of educational technology related in-service advancement education for primary school teachers in Taiwan. We randomly selected 920 primary school teachers has been study educational technology related in-service advancement education courses in Taiwan.

The numbers of technology related in-service advancement education courses with three aspects of teacher knowledge studied by primary school teachers in Taiwan, the greatest is with PCK category (52.7%).

The percentage of course hours that primary school teachers in Taiwan studied educational technology related in-service advancement education with CK, PK, and PCK

category is 45.7%, 1.6%, and52.7% respectively. Therefore, the numbers of educational technology related in-service advancement education course hours with three aspects of teacher knowledge studied by primary school teachers in Taiwan, the greatest is with PCK category and PK is the lowest.

The course hours that primary school teachers in Taiwan studied educational technology related in-service advancement education has a significant difference between three aspects of teacher knowledge. We have evidence the average course hours that primary school teachers in Taiwan studied educational technology related in-service advancement education with PCK is higher than PK and we estimate the mean difference is 5.2 hours. We have no evidence that gender and age group will affect number of educational technology related in-service advancement education course hours. It means in each age group or gender the primary school teachers studied educational technology related in-service advancement education course are even. That is the in-service advancement education for primary school teachers in Taiwan it doesn't differentiate between gender and age.

The study shows primary school teachers studied in-service education with educational technology related course among teacher knowledge is not equal. Among the three aspects of teacher knowledge, we have evidence the most primary school teachers in Taiwan studied educational technology related in-service advancement education courses they spent the most hours to study PCK related courses. It responds to the study (Shulman, 1986,1987; Wilson, Shulman & Richert, 1987), which describe in the literature review at the beginning of this paper, PCK is a special knowledge and a must need for teachers. In addition, educational technology is a new and a very important ability in today's society so the results confirmed primary school teachers they enhance their content knowledge on educational technology and also the pedagogical content knowledge. That is for those teachers have PCK and apply it to their daily teaching can improve ability of communication with students and provide more chance of comprehension for students.

BIOGRAPHY

Lung-Hsing Kuo received his Ph. D. in Education (1993~1997) from National Kaohsiung Normal University. He specialized in Educational database. He is the author with more than 100 papers published in international journals and conference proceedings, and invited book chapters. He is also the COO. of Nationwide Teacher In-service Education Information Web, Taiwan, R.O.C. ' http://inservice.edu.tw '(2003~).

Hung-Jen Yang got Ph. D. of Industrial Education and Technology from the Iowa State University, USA in 1991. Since 1994, he has worked for the department of Industrial Technology Education in the National Kaohsiung Normal University. National Science Council in Taiwan has contracted with Dr. Yang for more than twenty research projects in the last twenty years.

Tasi Pei-Hua worked as a high school English teacher since 1994. She is a Ph.D. Candidate in Industrial Education and Technology at National Changhua University of Education. Her research interests include multimedia applications on teaching, bilingual education, e-learning and educational issues.

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Appendix 1

Table of keywords

CK	PK	PCK
• Software	• Creative teaching	• Integration of information technology into teaching
• Technology	• Teaching methods	
• Ethics of technology	• Teaching methodology	• Integration software and information technology into teaching
• Ethics of information technology		
• Information security		• Apply software
• Educational of information technology		• Apply software and information technology into teaching
• Office		• Apply teaching in e-learning
• Educational technology		

HOUYHNHNM AND YAHOO TRANSFORMATION ON THE GEORGIAN STAGE

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ABSTRACT

In the 90s of the 20th century socio-political situation in Georgia changed greatly. If in the Soviet Union human study was under a hidden flow, transition from the communist system to a different (probably similar to capitalism) system, found a peculiar manifestation in the socio-political and cultural fields, and open door policy in different countries played a significant role in reestimation of human values.

The presented work is dedicated to a new performance of "Vano and Niko" by the world-renowned Georgian director Robert Sturua. The new performance, based on the profound study of the work of a Georgian writer Erlom Akhvlediani, even in the 21st century, confirms the idea that the scale of a drama director's education, life experience, ability to read and understand the text, undefined imagination and fantasy, principles of precise work with the actors is one of the main conditions for the success of a performance; In the work there is discussed a general picture of the performance of "Gulliver's Travels" (2012) by the world-known director Silviu Purcarete, where the life of Houyhnhnms and Yahoos described by Jonathan Swift is linked to present life. The characters of the performance by Robert Sturua - Vano and Niko remind us of Jonathan Swift's Houyhnhnms and Yahoos and we can say without reserve, that in the Georgian performance there was made a peculiar transformation of the above mentioned characters of Jonathan Swift.

Keywords: Specific, General, Model, Mask, Psychology, Author, logic.

Introduction: On March 27, 2018, on the international day of Theater, in the capital city of Georgia – Tbilisi, there was held the first night show of Robert Sturua's "Vano and Niko" (author Erlom Akhvlediani) in Rustaveli Drama Theater. This performance is important for Georgian theatrical life, since in the performance, there are put forward acute issues of honesty, loyalty, helpless condition of love and its destruction. A few years ago in "Gulliver's Travels" a picture of a brutal relationship between humans was created by the Romanian director Silviu Purcarete. In the Georgian and Romanian performances, there is reflected a process of collapse of general human values and the search for the way of their revival, that goes beyond national frames and gains a wide scale character.

The brilliant English writer Jonathan Swift (1667-1745) in the 4th part of "Gulliver's Travels" described the world of ideal relations of Houyhnhnms, where justice, peace and harmony prevail. In the Swift's imagination, only horses can have this kind of relationship, though, the writer described the ideal people whom he could not find in the real life. In this work there are described animals similar to human beings - Yahoos, whose aggressive life is observed by traveler Gulliver and Houyhnhnms. In the work "Vano and Niko" there are given two types of people - an honest, loyal, philanthropist Vano and greedy, envious, Niko. Namely, differentiated by Jonathan Swift human beings gave a start to view these Georgian characters as categories of Houyhnhnms and Yahoos. Prof. Paata Chkheidze, expert of Anglo-American literature, told us that: "It can be said, that Jonathan Swift's "Gulliver's Travels" is written about modern Georgian life. It is a paradox that a writer of the 18th century wrote about 21st century Georgia, but if we give a glance to our recent history, we'll be convinced that this can be possible. I think that it was God who saved us, as we have done nothing to save ourselves".

Body of the paper: One of the characters of "Vano and Niko" by Erlom Akhvlediani, "Author", who suffered with insomnia, began to think about the life and riding in the "Chariot of imaginations" figured pictures of two new images in an alternation - Vano and Niko, whose relationship, expressed in riddles and fables, was reflected in the fight with each other. Erlom Akhvlediani's work wakes up the reader's ability of interpretation by the following perception: 1. A work as a fairy tale, or a dream, or an imagination (or all together); 2. Intersection of the Vano and Niko's roads - from hostility to friendship and vice versa; 3. One man's - Vano's spiritual split and his appearance in several hypostasis as Niko. These perceptions have their layers, where there is seen a connection of humans with nature; Relationships between a man and woman, a mother and son; Political and social problems; Discussion of the idea of freedom and the process of collapse of human values and their reconstruction. Erlom Akhvlediani wrote "Vano and Niko" in 1956-58 and it was translated in different languages.

When I watched Robert Sturua's new performance at Rustaveli Theater, I remembered "Gulliver's Travels" by the wonderful Romanian director Silviu Purcarete performed on the same stage at the Tbilisi International Theater Festival (2013), which horrified us with its cruelty and at the same time, liberated us from wearing the masks of the faceless people, that the modern life forces us to wear on. Within the festival, there was held a meeting with Silviu Purcarete, where form the speech of the director it became clear that, apart from "Gulliver's Travels", he had used other works by Swift. By Gulliver's explanation: "The word Houyhnhnm, in their tongue, signifies a HORSE, and, in its etymology, the PERFECTION OF NATURE" [1; 297]. In the 4th part of Swift's work, exactly a Houyhnhnm saved Gulliver from Yahoos, form the attack of these disgusting human-animals and hosted him warmly. Yahoos are led by a lot of filthy passions, that

feature Sturua's characters - Niko and Woman. Gulliver (Perhaps the writer himself) discovers great similarities between Yahoos and his compatriots, as for his friend Houyhnhnm, he is greatly surprised by Gulliver the only wise Yahoo. One of the characters of Sturua's play –"Stranger" travels in his dream and it can be said, that he is somewhat like Gulliver, with the writer and the director behind him. As for Vano – he is a clear Houyhnhnm – or an ideal person, who almost does not exist in nature, but if we take into consideration the life of Erlom Akhvlediani, we can say, that the existence of Georgian Houyhnhnm is completely possible.

Here we will again return back to Jonathan Swift: "Friendship and benevolence are the two principal virtues among the Houyhnhnms; and these not confined to particular objects, but universal to the whole race; "[1; 342]. Houyhnhnm Vano is in the environment of Yahoos, he "cannot follow the life" and cannot betray general values of the mankind: friendship, love, kindness, etc. He cannot lie. Jonathan Swift's Gulliver describes the peculiarities of the Houyhnhnm language in a following way: „for they have no word in their language to express lying or falsehood" [1; 297].

Swift's work is written in the direct speech, where unlike Yahoos, Houyhnhnms (horses) have the ability to analyze and a good sense of perspective. Silviu Purcarete tells the story according to well-studied and properly understood life and creative works of Swift. Actors, based on the exact tasks are improvising and surprise us by fireworks of the physical movements. With expressive psychological gestures, conditional gestures that have a greater influence than a word, Romanian National Theater "Radu Stanca" creates an international language, which is understood by the representatives of all countries, social groups, origins and religions.

Silviu Purcarete creates the most complicated score: His narrative is watched by Swift and his childhood, and it often seems to you that everything that happens on the stage is like a child's nightmare. These two characters are involved in certain episodes, more often, they alienatedly watch stories on the stage created by Purcarete about the Yahoos. From childhood, human beings observe reasonable, bizarre or cruel behavior of their parents or relatives, which remains in mind of the child until the age of adulthood and then some of them make choices -either for the path of Yahoos or Houyhnhnms. Some of them from the very beginning determine either one or the other direction. On the stage, Purcarete's child sees the cruelty, irony, absurdity, and phantasmagorical unicorns hidden in the mass psychology: such as clerks, prostitutes, cannibals, murderers, lawyers, nonbelievers, and so on. Characters of Niko and Woman in Georgian performance, are the representatives of Yahoos described by Swift.

The Romanian director notified us from the very first beginning about three layers of a performance: 1. Phantasmagorical and dream like feelings and stories; 2. "Narration with the body" by the actors; 3. "Direct" touch to the reality. Romanian performance is a multi-layered, complicated, phantasmagorical imagination, whereas in Georgian performance all scenic riddles or signs are very simplified and easy to solve, although the dream is still an active element here. Both directors create an illusionary dream world, where logic seems to be distorted, where everything is permitted and where any character is on the verge of reality and delusion, but everything is plastic, bright and transparent, at the same time light and perfect.

Antonin Artaud in his work "Theatre and Cruelty" wrote: "The viewer will believe dreams on stage, if he really takes them as dreams, and not for tracing paper with reality, if they help him

find that magical freedom of dreams that he agrees to admit, only if it is saturated with horror and cruelty" [2; 177]. The characters of the Romanian play are general images, in whose actions the audience sees its reflection and at the same time, finds similarity to today's life. Robert Sturua's characters are specific faces, who with the development of the performance are generalized and in our opinion, are grouped in two types of people - Houyhnhnms and Yahoos. The scenic world of Purcarete is the arena of modern Yahoos, where noble Houyhnhnms are Jonathan Swift, the author himself and an alive horse stepping on the stage, Robert Sturua's performance is also a field of Yahoos, where the author known as "Stranger" studies the actions of Yahoos, while Vano is a victim of manipulations of Yahoos.

At the beginning of the performance - "Vano and Niko" decorations by the painter Miron Shvelidze, which where reproductions of the works by the artists Andrea Mantegna (The Camera degli Sposi) and Rembrandt ("Danae") pointing to the process of human study by the director, though there are only four characters in the performance: I – The author, who was named as a "Stranger" by the director; II - Honest and loyal Vano; III - Envious and greedy Niko; IV - Coquette , light-minded, silly, angel "Woman". In this decoration a figure of a white horse was clearly visible and one would involuntary remember Vano's dream represented in the work, where Vano is sitting on a white horse and notices a sleeping woman while approaching a pink cloud.

It seemed that young men on the left side of the stage stopped talking right at that moment and grew torpid in Rustaveli Theater together with the golden dogs from Mantegna's fresco. Their heartbeat was resonated by a harnessed white horse with a slightly bent nice head standing next to a young boy (maybe Vano), it seemed like it was continuing a stopped conversation between two boys -a tall and a short one, disturbing no one by his silent monologue, this dumb creature being reminiscent of Vano's night dream about a beautiful white horse, which made Vano's human nature created by actor Mikheil Archvadze even more beautiful and the task of human study even more complicated, at the same time, the girl-doll's head depicted in the next picture with a torn away body was an evil omen that crunched and tortured everyone's mind like a worm, and if you remember the sweethearts of Vano, who were performed by one actress - Nino Arsenishvili, you could not see anything enviable, since the sincerity and innocent soul of the men like Vano, could be fascinating to any woman, as they anyway like males like Niko, the kind of a man who appropriates such possessions of others like: loyalty, love and life.

Rembrandt's "Danae", placed at the foot of the advertising signboard has lifted her hand either in expectation of a stranger or in surprise and this beautiful creature locked underground by her father, waited for the golden beams of Zeus, but how did "Danae" get in the "Dream" of Rustaveli Theatre? Maybe "Danae's" still unborn child – Perseus was connected to Robert Sturua's Stranger (actor David Darchia), who having emerged from the underworld began the show by the words of Erlom Akhvlediani: "Since grandfather's death, nobody has ever told me sweet Georgian fairy tales."

The character created by the director, who represented the author, blew breath to the little doll – characters -Vano and Niko, animated them and he like the hero – Perseus, fought centuries established Georgian model of the death of a person, as Vano's helplessness, homeless honesty and humanity maintained by really equal to heroism efforts, are not valuable for our present

society, because today, great gifts like knighthood, honesty, sincerity and generosity are still being suppressed.

Three actors participating in Georgian performance help to shape the main character - Vano, who, unlike the characters of fragmented by masks Woman and Niko, is one whole, he is not fragmented into the masks, he lives his own drama and he is close to the idea of energy theater. Hans-Thies Lehmann, in his book "Postdramatic Theater" based on the opinion of Jean-François Lyotard explains the idea of the energy theater: "According to his thoughts, this should not be a theater of meaning, but a theater of forces, intensities, affects in their real presence" [3; 59]. The big stage of Rustaveli Theater requires specific acting techniques and large-scaled traits, but the emotional source of Vano's part was so sophistically built, that the actor improved spiritual values of his hero through the improvisation and became an instrument that created an atmosphere by a precise emotion, flowing like lava down to the pit and reaching the hearts of people, making the audience sympathetic to the vanity of Vano's innocence, purity and honesty. Antonin Artaud wrote: "At the point of deterioration which our sensibility has reached, it is certain that we need above all a theater that wakes us up: nerves and heart" [2; 175]. Actor Davit Darchia, who plays the part of "Stranger" or the same as the author – director, uses Robert Sturua's traditional acting guidelines practiced in previous performances, applying powerful brush strokes and creating contrasts with Vano's character.

Nino Arsenishvili, acting as Woman appearing in a number of different roles, served for setting up the tasks of the performance and solving them, at the same time, she appeared on the stage as an established character-mask in front of the audience such as: I. Ballerina – performer of Giselle party, a mysterious dream of men of all ages; II. Tempting coquette; III. A blind girl, Charlie Chaplin's "City Lights" Character, whose tenderness and helplessness were so fascinating for a poor and undersized tramp. Sturua gave the blind girl tobacco and a cigarette for sale instead of flowers and put a sarcastic scratch to Chaplin's romantic smile. IV. The bride - deceived and cast-off by Niko; V. Angel, who in the final episode gives its wings to Vano and Niko.

Finally, Niko, who is Vano's evil ghost appearing to us, including the final scene, is: Niko-handicapped, Niko-in love, Niko-wealthy, Niko-cripple, Niko-hunter, Niko-military, Niko-saint. I counted Nikos faces in my imagination many times and finally focused at seven, as Erlom Akhvlediani wrote in one of the short chapters of the work: "Once Niko was seven..." Niko's face transformations are associated with many masks that people tend to try on and wear according to the social-political changes throughout the lifetime being involved in the life game. When Niko is moving from one form to another, the spectators become witnesses of the destruction of the previous form. The masks of Woman are in the same round dance and both – Niko's and Woman's lifestyles are very similar to the life of Yahoos, described by Jonathan Swift in the Houyhnhnms country, who are led by many vice passions. Vano and his values are threatened to be enslaved by Georgian Yahoos, that is the pain felt by the director Robert Sturua, who is "Stranger" in the play.

In one of the episodes of the book, titled "Vano and Niko and the matches", the writer as if puts two figures on the chess board and prepares them for playing. Seven moves of Niko and his transformation from a pawn into the black king, takes place in the smallest part of the smallest book: On the first day Niko falls in love with Vano's sweetheart, the next day he asks Vano for a candle, then a cap, after for the woman's love, life and loyalty... Vano gave everything to his so called friend – Niko, but on the seventh day he could not give him a simple thing - the Woman's

gift – the matches, as he could not force himself to give his remainder and souvenir of love to Niko. Seven days encoded in the text by the writer were seemingly pointing to the first seven opening pages of the Bible and if you made comparisons, you would think that the author-creator was trying to debate God. There no longer was Adam, or Abel of God or Cain his jealous brother, but the children of the writer-creator – an honest Vano and multifaced Niko, created as his opposite. And there was revealed a one-faced, transparent instantly noticeable kindness of Vano and malice of deceiving multifaced Niko, who, like a chameleon, obsessed with the envy, changed his color every time; as for the Woman, she, a woman generally, once called Eva, was fascinated exactly by this multiformity of Niko, so that she could keep the law of life in purity after, becoming a victim of a man by her own will.

In the problem that is put forward in the performance of being or not being honest, there is reflected that pain, which in the Soviet era Erlom Akhvlediani predicted as a "new friendship" system, based on extortion, lies, and destruction of a person. By this performance Robert Sturua seemed to reject a "political theater" and he didn't explain the collapse of general values of humankind caused neither by hard social-political situation, nor by starvation or almighty authorities. Robert Sturua reaches deep into the human psychology and strips the soul of the person who does not need Vano's spiritual richness, that deep in his heart he calls weakness, although paradoxically enough, like Niko, played by the actor Makuchadze-Gaghanidze, is still dreaming for Vano's spirituality, attracted by his beautiful dreams or real life, envious of him.

Images of the characters created by four actors, exploded like an emotional mine in the audience, sometimes they identified themselves by feelings of Vano's character and recognized their masks in Woman's and Niko's masks, other times they remembered Vano's helplessness in real life. Yet they excused themselves by saying – "what can we do? This is the "wisdom" of the life", and in the hall, they obeyed to "brutal and ruthless" director and perhaps they could not even admit how the roles they had played in their lives, resembled Woman's and Niko's schematic faces, which broke down their integrity and caused a spiritual split. It is possible, that Vano and Niko are the souls of one person in the book and even in the play and their struggle is an eternal battle of good and evil in one man. Which of the characters will win – Vano's bright and transparent essence, or Niko's fractional multiformity, who changes the face according to situation change?

On a big signboard, where every episode of the performance was printed, appeared an inscription: „SHOW MUST GO ON "and you would remember famous Freddie Mercury and the "Queen", with a soul-stirring music, with humor, with self-irony, with the essence of a show and the Creator, but Robert Sturua continued his song and he converted the show into a monumental canvas. Different types and sizes of stairs replaced each other and Vano and Niko, who were on the stairs, seemed to be competing with each other for conquering of the heights. The director outlined the ways of their future, both clinging the top, but the top for Niko is the power that can endure even the glow of the sun and is painted in purple blood color. In this competition, Vano also has the passion to the heights, but his climb on the stairs is capturing of spiritual heights, that is what he says: "I am high, high than anyone else." The roles are changed – The director gives a new task to the actors – Vano, who is imputed as an honest man during the performance, changes the face and cognizes the essence of an insane person, while Niko is softened and becomes loyal by the kindness of Vano, he plays Vano's role – he becomes a noble man and the play ends in humor and irony, fascinating us with its childish naivety: Now there are two Vanos on the stage – two real men, as earthly angels, as a sign of kindness, honesty, friendship, devotion and

generosity and your hope is born – if you try hard and bid a farewell to your demons, you will see stars in the sky on the edge of the hell and paradise. The skeptical director turns the final scene into the celebration of humanism.

Conclusion: Is there a possibility of changing a human? Georgian philosopher Elene Topuridze wrote in her study "Luigi Pirandello's Philosophical Concept": "Only the process of self-awareness, which is at the same time a process of self-knowledge makes life true, because it is the life of the spirit" [4; 45]. Swift is skeptical about Yahoo's change, nor does Robert Sturua give hope, because it is well known that people in real life take part in a great performance of life. That is why the final utopian episode created by him, is tinted with such humor, but both of the directors push us to the necessity of self-cognition, though it's well known, that this is the fate of the chosen ones. Here I will call for the extract from William Faulkner's Nobel Prize Acceptance Speech: "I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance" [5].

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Autobiography

Manana Turiashvili was born in Tbilisi (Georgia). She studied at Shota Rustaveli Theater Institute of Georgia. In 2006 she defended doctoral thesis (in the direction of Georgian Theater). She worked as a head of the Theater Division of the magazine "Art". She gave the courses of "Myth

of the 20th Century", "Dramaturgical Analysis" (Ivane Javakhishvili Tbilisi State University and Shota Rustaveli Theatre and Film Georgian State University). Participates in scientific conferences, cooperates with magazines and newspapers, is a blogger. She has published more than 100 articles (Scientific and other magazines, newspapers, internet space). Head of the "Theatrical Fund", (NNLE). Manana Turiashvili is the author of books. The scope of her interests are the history of theater, contemporary theatrical processes and the research of the person in the artistic faces.

EXPECTATION X REALITY THE USE OF MEMES AS A TOOL FOR COMMUNICATION AND ITS IMPACT ON LANGUAGE LEARNING

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ABSTRACT

The predominant concept of language in many Brazilian schools is still based on linguistic structure. Teachers provide students with input on, for example, different verb tenses, discuss their forms and expect students to produce very controlled utterances grammatically correct. But the reality is that these verb tenses are not usually presented in meaningful contexts, which makes it difficult for students to relate themselves. This article aims at presenting a didactic proposal which embodies the concept of teaching a foreign language as a social practice, meaningful to students. In order to achieve this aim, I decided for the use of memes to investigate how students understand and produce the Present Perfect. This investigation is justified by the fact that the Present Perfect is not found in Portuguese. Indeed, the uses of the Present Perfect are expressed in Portuguese via the Presente do Indicativo (which relates do the Simple Present) and the Pretérito Perfeito do Indicativo (communicated by the Simple Past, in English). On the other hand, the choice of the text genre meme falls on the belief that they are very popular amongst students, especially adolescents, who have mastered their production and use. The theoretical framework of this article is founded on the studies of Richard Dawkins (1976) and Susan Blackmore (1999), among others. As for the methodology adopted, it comprised discussing the concept of memes, accessing students understanding on the features of a meme, the production of a meme by each student and the qualitative analyses of the memes produced. Students were asked to produce a meme on any topic they wanted, provided that these memes contained one or more

examples of the Present Perfect in a meaningful context. The subjects of this research are students at the third year of the Ensino Técnico Integrado ao Médio – somewhat a blend between American High School and Vocational School – at the Instituto Federal de Educação, Ciência e Tecnologia da Bahia, campus de Salvador, in Brazil. The results show that the use of the text genre meme, with which students can easily relate, has contributed for them to better understand such a complex piece of grammar as it is the Present Perfect, which does not exist in their native language. Therefore, this article proposes a paradigm shift, one that makes teaching the target language more socially and culturally accessible, thus going further than merely exposing students to grammar contents.

Keywords: language teaching, memes, English learning

INTRODUCTION

Throughout the years, we have faced numerous debates regarding the dichotomy academic knowledge x pedagogical praxis. In other words, how can we apply the discussions carried on at the university to a school, and its reality socially marked by the dynamics of human relations?

"Language is a subsystem of culture", tells us Keesing (1974, p. 77). More specifically, Chaui (2002, p. 141) describes language as "a system of signs used to name things, for communication between people and for the expression of ideas, values and feelings". Nevertheless, in many Brazilian schools, language is still seen as a system, with rules and patterns that must be followed by students. Therefore, teachers provide students with language input and expect them to produce standardized and very controlled utterances. The problem is that, by doing so, schools fail to realize that the classroom constitutes a rich environment, one where psycho-sociological interactions between teachers, with their origin, personal reality and history of life, and their students, who also carry their private infinity, occur (SILVA, 2014). The result is a disconnection between these two actors, expressed in the fact that, not rarely, students are not presented language in meaningful contexts for them, which makes it difficult to relate themselves.

Brazil is a country where people are separated by different economic realities, and access to school, which is divided into public and private, is segmented, with the latter encompassing, in general, students from the most privileged social classes. The most visible consequence of this division is that school becomes less heterogeneous. As a consequence, establishing a metaphoric relationship between school and a kaleidoscope, the mosaic produced by the possible interactions between individuals of different cultural backgrounds becomes less rich and varied, and, if we may say, less beautiful.

It must be pointed out that the *Instituto Federal de Educação, Ciência e Tecnologia da Bahia, IFBA*, constitutes an exception. It is a public educational institution which attracts large numbers of students from private schools because of its differential of quality, expressed in the continuous training of its teachers and in the variety of resources offered – library, laboratories in various areas, computer rooms, etc. in fact, the articulations between the individuals that compose it make our kaleidoscope more beautiful.

As English teachers at the second year of the *Ensino Técnico Integrado ao Medio[1] at IFBA, Campus de Salvador*, in Brazil, we have begun to reflect about our teaching, and to think about possible approaches in our classes to present and have students practice language in ways that value their cultural backgrounds, hoping that this will make learning English easier and more purposeful for them.

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[1] It is somewhat a blend between American High School and Vocational School.

In this sense, this article aims at presenting a didactic proposal which embodies the concept of teaching a foreign language with a shift of focus, from grammar to social practice, mediated by language, thus making it more meaningful to students. In order to achieve this aim, we decided for the use of memes to investigate how it helps students understand and produce a verb tense which is not found in Portuguese, our native language: the Present Perfect Tense.

WHY MEMES TO PRACTICE THE PRESENT PERFECT?

It is safe to say, based on our experience as EFL teachers and the feedback we have received from students throughout the years, that the Present Perfect Tense is one of the most difficult pieces of grammar for students to understand and produce. In order to understand the reasons why it is so, we have to review the concepts of tense and aspect.

Tense refers to where events are located in time (Downing and Locke, 2006). It is realized morphologically in the verb. Therefore, there are two tenses in English: the past, expressed with the suffix –ed in regular verbs, or different forms in irregular verbs, and the present, recognizable by the prefix –s in the third person singular of verbs.

Aspect, on the other hand, refers to how we view the event, in terms of duration and completion. Once again, English has two aspects: progressive and perfect. In the first, we see the event – or the action – dynamically, that is, happening at some point in the past, present or future. The latter shows the relationship between a completive event and the present or an event that started in the past and continues into the present.

The problem with the Present Perfect is that it is not found in Portuguese. Its perfect aspect is expressed in Portuguese via the *Presente do Indicativo* (which relates to the Simple Present) and the *Pretérito Perfeito do Indicativo* (communicated by the Simple Past, in English), as we can see in the examples below.

1. An event that occurred in a specific time in the past: we use the Simple Past Tense in English and the *Pretérito Perfeito* in Portuguese, which are equivalent.

   I **read** this book yesterday = *Eu **li** este livro ontem*;

2. An event that occurred in an unspecified time in the past**:** we use the Present Perfect in English but still use the *Pretérito Perfeito* in Portuguese.

   I **have watched** this movie once x *Eu **assisti** a este filme uma vez*;

3. A habit or routine: we use the Simple Present Tense in English and its equivalent *Presente do Indicativo* in Portuguese.

   I **play** tennis three times a week = *Eu **jogo** tênis três vezes por semana*;

4. An event that started in the past and continues into the present: we use the Present Perfect in English but the *Presente do Indicativo* in Portuguese.

I **have lived** in Salvador for 10 years x *Eu **moro** em Salvador há 10 anos*.
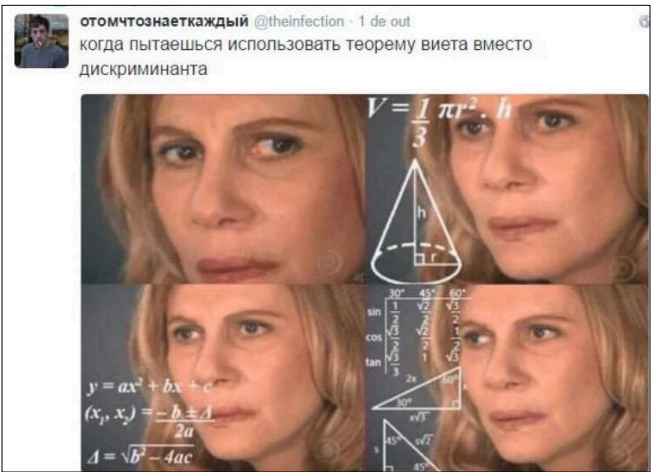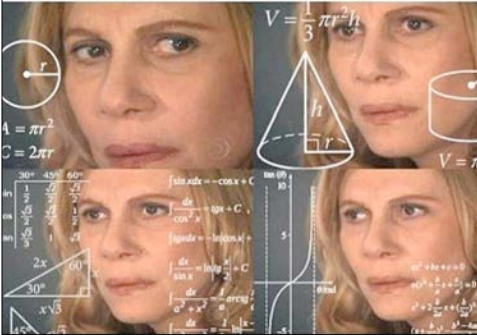
From the examples above, it is not difficult to conclude that Brazilian students have problems understanding what the Present Perfect means. As a consequence, they tend to produce sentences such as I **watched** this movie once or I **live** in Salvador for 10 years.

At IFBA, a group of teachers, including the authors of this article, produce their own material, called Planting Seeds. There are eight units in each level, and each unit is covered in four classes, the first one used to contextualize and present the grammar topic. We also have WhatsApp groups with students from the courses we teach. They are used informally for sharing information, clarifying students' doubts etc.

After presenting the Present Perfect to one of the groups, a meme was shared in one of the WhatsApp groups: the iconic Nazaré Confusa (Confused Nazaré), one of the most popular Brazilian memes ever. Nazaré Tedesco was a character of a very popular soap opera from the 90's. For some reason, her image began to be used in memes and, two decades later, it became huge not only in Brazil, but in different countries where it became viral. There are versions in her moods confused, angry, bitter, vindictive etc. Below, you can see three memes portraying Nazaré. The latter is the one mentioned in the beginning of this paragraph.

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                              Rational / technical
                                  orientation


                                  KNOWLEDGE
                                    SKILLS
                                    VALUES


       Structural / rights-                              Moral / ethical
        based orientation                                  orientation
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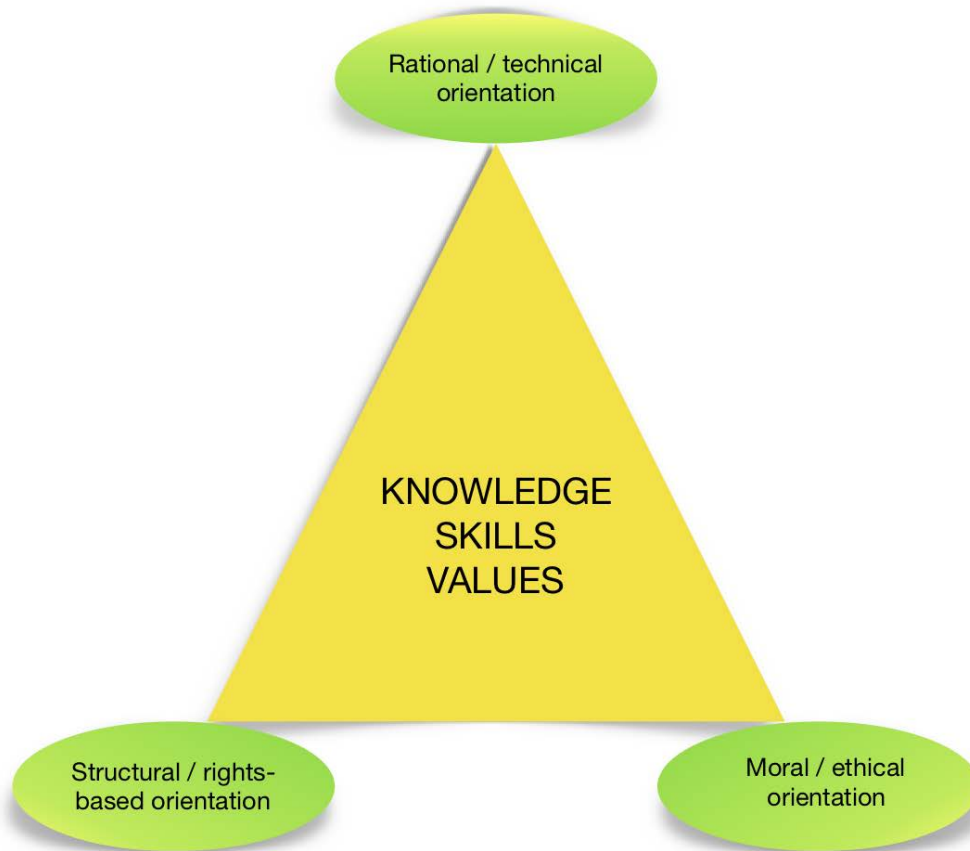
Following the meme, there were laughs and comments. In common, their difficulty in understanding the Present Perfect. In one of the regular meetings we have, the authors of this article and the third author of Planting Seeds, Lucélia Ramos Alcântara, discussed ways to help students understand this difficult piece of grammar better. It was when the idea of using memes came out: would giving students the chance to deal with English grammar using a tool they master help them better understand and produce the Present Perfect?

We decided to investigate that. After all, nowadays, teaching cannot be separated from modern technology. It is everywhere. Teachers communicate with their students, and vice versa, via WhatsApp groups. Students present their works using Instagram, Facebook, blogs etc. On the other hand, Blackmore (1999) reminds us that what makes

humans different from all other creatures is the ability to imitate. It comes naturally to us. And she goes further:

> When you imitate someone else, something is passed on. This 'something' can then be passed on again, and again, and so take on a life of its own. We might call this thing an idea, an instruction, a behaviour, a piece of information… but if we are going to study it we shall need to give it a name. Fortunately, there is a name. It is the 'meme' (BLACKMORE, 1999, p. 04).

Although very popular nowadays, the theory behind the use of memes to spread culture dates way back. The word meme comes from the Greek word 'mimeme', and it was coined by Richard Dawkins in its 1976 book, The Selfish Gene. Memes can be any idea, fashion, catch-phrase, invention or way of doing something which is spread through imitation. In this respect, Dawkins says that:

> Just as genes propagate themselves in the gene pool by leaping from body to body via sperms or eggs, so memes propagate themselves in the meme pool by leaping from brain to brain via a process which, in the broad sense, can be called imitation (DAWKINS, 1976, p.192).

For our purposes, the choice of memes falls on a series of beliefs:

1. They are multimodal texts: this means that written words may be used combined with images, sounds, music… making it more appealing to students;

2. They reflect social and cultural structures: students easily recognize themselves and others in memes;

3. They are very popular amongst students, especially adolescents: they have mastered their production and use. In fact, for them, memes are very easy to make – and share, (re)post and (re)blog, or (re)tweet;

4. They are easy to produce: nowadays, there are many apps exactly with this objective. As a result, memes have become a simple way for teenagers to promptly and successfully disseminate information online;

5. They develop skills: the work with memes helps develop both reading and writing skills, as it deals with understanding context and using figures of speech, such as metaphors, or irony, for example.

The choice of which form of meme could be used was narrowed down to the one known as image macro. It usually consists on the use of an image in the middle of a pictorial frame with text above and below it. Image macros are probably the most used mode of meme, especially in social media. Examples are Sarcastic Willy Wonka and Ermahgerd.

THE METHODOLOGY

This study has a qualitative nature, considering that features such as reading skills, textual comprehension and cultural competence cannot be quantified, but observed and described. It is also interpretive, since it focuses on interpretation rather than on measurement; And it is ethnographical because it values the interactions of the social actors, their points of view, their categories of thought and ultimately, their logic (ANDRÉ, 1995, p.45).

The subjects were seventy-six students at the third year of the *Ensino Técnico Integrado ao Medio* at the *Instituto Federal de Educação, Ciência e Tecnologia da Bahia (IFBA), Campus de Salvador*, in Brazil. They study English as a compulsory subject on the second and third year. They were divided according to the course they study at IFBA.

Table 1: Subject Information

COURSE	NUMBER OF STUDENTS
Eletrônica (Electronics)	15 (10 males, 5 females)
Edificações (Building)	33 (12 males, 21 females)
Eletrotécinica (Electrotechnics)	28 (16 males, 12 females)

The activity consisted on the production of a meme on any topic students wanted, provided that these memes contained one or more examples of the Present Perfect in a meaningful context. In order to help them with the language, a guideline was handed out. The objective was to guide them through the correct use of the Present Perfect in the memes.

The instruments used in this study were two questionnaires and students' production of memes. The questionnaires were answered orally, during the tasks proposed. Their answers were written on the board and later transcribed to a field journal. The first questionnaire intended to discuss the concept of memes and access their understanding of the features of a meme, as well as understand their relationship with memes: how often they make memes and how they share their memes. The second was handed out along with a series of memes. It aimed at checking students' recognition and understanding of the Present Perfect. The analyses were made from the triangulation between the two questionnaires and the students' productions.

Finally, the results of this study as well as the suggestions contained therein aim to broaden horizons and raise more questions about the English language teaching/ learning in high school programs of both public and private schools.

THE ACTIVITY

As said before, each unit in Planting Seeds is covered in four classes of 100 minutes each. In the first class, the Present Perfect was presented. From the feedback received in one of the WhatsApp groups, the activity with memes was planned for the next three classes, as follows.

In class two, students were divided in groups of three and given a questionnaire for them to discuss. After that, the answers were elicited and the main ideas were written on the board. Then, six memes were projected and the students asked to say if each one was a good meme and why, based on the previous discussions. Finally, they were asked as homework to produce a meme that would be considered 'good', regardless of a topic, and save it on their smartphones. The questionnaire and one of the memes brought to class by the teacher can be seen below.

Table 2: Questionnaire 1

QUESTIONS
1. What is a meme?
2. How often do you make it?
3. Where do you share it?
4. What makes a good meme?

The students' answers are not going to be exhibited here, since it is not the focus of this study, but we will make some remarks:

1. Students relate memes to internet. All the answers to question 1 included sharing in social network. Answers included "something funny we share through the internet", "the gifs, images, videos etc. we share on Facebook and Instagram";

2. All the students have made at least one meme in their lives. Five students said they make memes almost every day;

3. They all said that they share memes via Facebook, Instagram and especially WhatsApp;

4. Answers to the last question varied a lot, but most included "they are funny", "they go viral" and "they describe our everyday life". One student said that "they mirror our culture".

In the 18th edition of Big Brother Brasil, the participant Jessica Mueller went viral on social networks when, talking to other competitors about what she does when she is sad, she said she repeated to herself: "Raise your head, Princess, or the crown will fall". The motivational sentence was used in countless memes and different versions for various types of situations.

All the six memes brought to class by the teachers were considered good ones by the students. About the one above, students said it was a good meme because it was funny, went viral and was used a lot in many of their posts.

In the third class, the concept of a good meme was reviewed by brainstorming its characteristics and writing them on the board. Then, students were paired off and shared the memes they had made at home. Once again, they had to say whether their classmate's meme was good or not, based on its features. When they finished, they were encouraged to publish their memes on any social media they wanted. Here is a meme brought to class by a student.
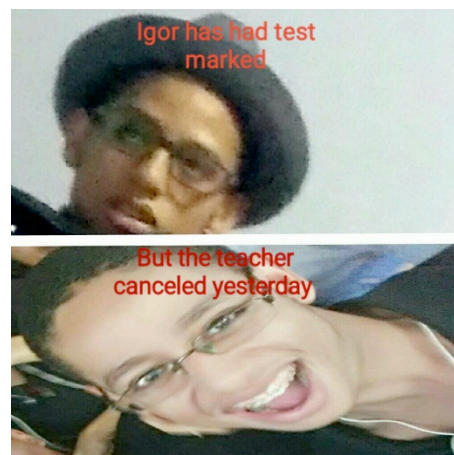
Even though it was not asked, some students made memes truing to use the Present Perfect, as the one above. Students considered this a good meme because it was funny and portrayed a reality they frequently face. One student pointed out, in

Portuguese: "We have so many tests that when a teacher cancels one of them, it's a moment of joy".

For the next step, four memes brought by the teachers containing the Present Perfect were projected. Students were paired off and given a second questionnaire. For each meme projected, they had two minutes to discuss the questions and take notes of their answers. Then, the memes were projected again, and their answers were elicited, written on the board and discussed in groups. Later, they were transcribed to the teachers' field journal. Two of the memes brought by the teachers along with the questions asked in the questionnaire can be seen below.
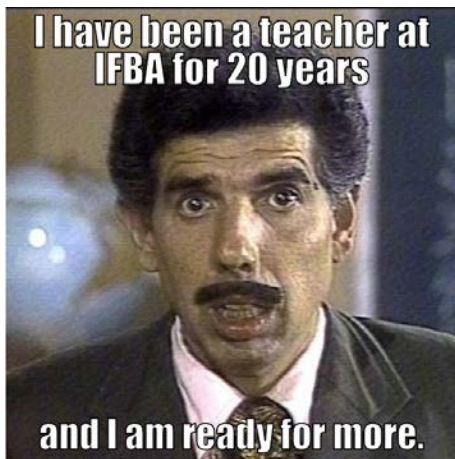
The first question asked was 'Do you recognize the verb tense in these memes?'. Most students were able to identify the Present Perfect, but none could explain its use satisfactorily by themselves, as asked in the second question: Can you say what the verb tense describes in each sentence? Then, students had their attention addressed to each meme, and they were asked three other questions, the two first orally, the last one written on the board. In the first example above, they were asked:

1. I looked into your soul at some time in the past. Is that correct? Most students answered yes;

2. Can you say exactly when I looked into your soul? All of them answered no.

3. Can we say that the Present Perfect describes an event that happened at an unspecified past? most answered yes.

In the second example above, the process was repeated but with different questions. They were asked:

1. I am a teacher at IFBA. Is that correct? All students answered yes;

2. I started working here 20 years ago? Is that correct? Again, all them answered yes.

3. Can we say that the Present Perfect describes a situation that started in the past and continues in the present? One more time, they all answered yes.

Once they had recognized and understood the uses of the Present Perfect, they were told to avoid thinking in Portuguese when making sentences using it, and focus on the two uses they had been exposed to. Finally, they were given a final assignment: to make a meme which was meaningful for them, containing one or more sentences in the Present Perfect with any of its use, and send it to their teacher via WhatsApp. In order to help them, they were given a guideline:

Table 3: Guideline

A GUIDE TO HELP WITH YOUR MEME
1. If your sentence in the Present Perfect contains 'since' or 'for':
a. Did the event / situation start in the past?
(   ) Yes. Go on to the next question.
(   ) No. Something is wrong. Review your sentence.
b. Does the event / situation still happen now?
(   ) Yes. Your work is done. Congratulations.
(   ) No. Something is wrong. Review your sentence.
2. If your sentence in the Present Perfect does not contain 'since' or 'for':
a. Did the event / situation occur in the past?
(   ) Yes. Go on to the next question.
(   ) No. Something is wrong. Review your sentence(s).
b. Can you say exactly when it happened?
(   ) Yes. Something is wrong. Review your sentence(s).
(   ) No. Your work is done. Congratulations.

As students sent their memes, they were analyzed and corrected in terms of grammar use. If necessary, they were sent back for students to make necessary

corrections. After all the memes were corrected and the changes made, if necessary, students were asked to publish their memes on any social media they wanted. They were also asked to send their meme to the group's WhatsApp. In class four, the memes were projected and students could vote for their favorite meme. Some of the memes produced are the following:
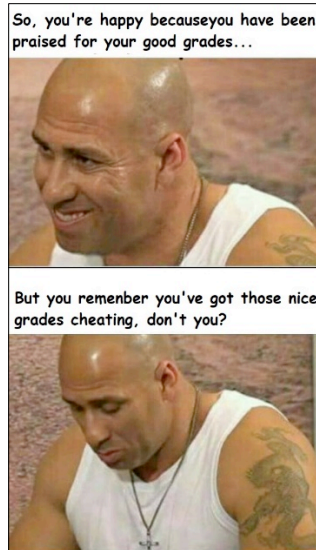
RESULTS AND DISCUSSION

Considering that the production of the mems had a language purpose – using the Present Perfect correctly – but also a social purpose – create a meme which featured a meaningful context to them – the results were analyzed considering these aspects:

1. Language is grammatically accurate: the structure of the Present Perfect is correctly applied; it is possible to identify its uses.

2. They reflect social and cultural structures: students mentioned that characteristic when they answered the questionnaire – they are funny, describe their everyday life and mirror their culture. In other words, students should feel represented by the memes – empathy. They should also be able to recognize themselves in the situations described in the memes – self-recognition.

Student's views on the social features of a meme are in line with Maciel e Takaki (2015), to whom memes embody cultural frameworks of various types. They represent ideas and values, as well as interpret symbolic and behavioral social phenomena.

After analyzing students' production, and based on the characteristics described above, it is possible to say that they succeeded in their task, as they appropriated the gene meme. All the memes comply with the linguistic requirements. They all contain one or more sentences featuring the Present Perfect; all the sentences are grammatically accurate; the uses of the Present Perfect are well recognized, as we can see in the two sentences below, taken from different memes:

a. I have drunk a lot of coffee, I'm not going to sleep in class: student probably had problems sleeping the night before so, at some point before going to school, he drank a lot of coffee. The fact that he does not mention when he had coffee justifies the use of the Present Perfect.

b. I have studied Maths for two days x When I saw the test: student says she started studying for the test two days before the scheduled date and kept studying until the day the test took place. But when the test was handed out…

On the other hand, most memes feature common issues students face on their everyday school life: expectation x disappointment (I studied for the test, but the results were not good, or the test was different from what I expected), irony (you got good grades, but you got them cheating), worries (I don't want to sleep in class so I drank a lot of coffee). They also portray aspects of their personal lives, such as music preferences (McCartney is the king of the US) and even a suggested drinking problem (I say I don't drink, but pictures tell a different story).

In concordance with the student who said that memes mirror our lives, we can say that these memes are a fair representation of their culture, mediated by language. About the intrinsic relationship between language and culture, Silva (2014) defines it as being

> the various possibilities of expression and interaction among individuals who are members of a discourse community in social, historical and symbolic contexts common to this community, being the language the fundamental element in this process (SILVA, 2014, p.46).

CONCLUSION

As teachers, we believe in education as an agent of transformation. It must develop in students some attitudes to life. Students must be co-responsible for their learning, and should have an active role in this process. One way of doing this is by promoting an environment where students, and their needs, are heard and taken into account by teachers. Thus, students will be able to share their life experiences, speak their minds and collaborate for learning to take place.

We strongly believe that, speaking particularly about this activity with memes, we have done our share in this process. The idea for the activity came from student needs, expressed in a meme sent by one of them. Our role was to be sensitive enough to hear the message and transform it into action.

Memes suit many purposes and goals, but at a basic level, they function as an expression of people's opinions and emotions. They are simple, succinct and explicit in their messages, and this cultural paradigm is a reflection of the mentality of modern society.

After analyzing the results, we concluded that the use of memes, contributed for them to better understand such a complex verb tense as it is the Present Perfect Tense, which does not exist in their native language, Portuguese. Also, throughout the activity, students were always in the center of teaching and learning process. The grammar topic chosen was one of great difficulty for them; the features that would be taken into account when evaluating the memes were decided by them. It was their social construct which was displayed in their memes.

Therefore, this article proposes a paradigm shift, one that makes teaching the target language more socially and culturally accessible, thus going further than merely exposing students to grammar contents.

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FROM A COURSE TO BUILDING UP A SOCIAL ENTERPRISE - A CASE OF THE COLLABORATION AMONG UNIVERSITY, PRIMARY SCHOOL, AND THE COMMUNITY IN A RURAL AREA

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ABSTRACT

The aging and declining population together with perception of low social status in agriculture workers has become a common problem in rural area in the modern society. They cause the serious difficulties of existence of a local small primary school. However, a primary school can be viewed as the core factor that may provide education, space, and platform for the development of a community. The high possibility of closing the primary school makes the local farmers more unwilling to invest resources or engage in their farming career. Such limited education and economic resources accelerate those existent problems and may eventually lead to the disappearance of the community. In this study, I am trying to adapt a new way of the collaboration among a university, a primary school, and a small community in the rural area in Taiwan. Thus, I conduct a problem-based learning and service learning course to ask MBA students to diagnose the problems of the community, bring the new ideas to deal with the problems. Eventually, the students base on the management knowledge to work with the local farmers to investigate the market, develop the new growing process, and adapt new business model for creating a new brand for local agricultural products and building up a social enterprise which will share the earning to maintain the primary school. Through directly selling the

products to customers, the social enterprise helps the farmers to earn more stable and higher profits, also to engage more efforts in developing their profession to increase confidence and commitment to farming career. Moreover, in this study, I also figure out that benefiting the local primary school may play a key role to reduce the conflict in the community; it helps the students to work on the transformation of the community more easily. This course design includes teaching the knowledge of defining business problems, public fundraising, and products distributing, and adapts a full coaching process to make sure that the students may apply the knowledge to the social entrepreneurship practice.

Keywords: Social Enterprise, Problem-Based Learning, Social Entrepreneurship, Service Learning

1. Introduction

The case of C University in this report adheres to the spirit of "holistic education" and emphasizes that in addition to imparting professional knowledge, it is necessary to cultivate students with rich humanistic qualities and sound character to become the "intellectuals" who contribute to the society, the country, and even the world. Therefore, C University attaches great importance to the students' moral education and social care practice. It also encourages teachers and students to take care of the disadvantaged families with practical actions, creates the local community and participates in international volunteer services, and enables teachers and students to grow with the service objects through systematically and continuously promoting "service learning" and combining doing in learning and learning by doing. Since the promotion of service learning in 2008, there are six types of volunteer services including education counseling, community building, international care, information technology, creative design and environmental maintenance, to thoroughly implement the spirit of establishing a school with love. In the mid-term school promotion policy from 2017 to 2019, with making good use of knowledge and taking social civic responsibility as the main axis of development, and "social design, service learning" as the implementation policy, we continue to promote the teachers and students of Chung Yuan to practice with knowledge and help others so as to cultivate caring intellectuals.

The course participated in the "program of developing a school-centered community innovation and entrepreneurship" promoted by Ministry of Education in 2015. It was stationed in the Shuanglian Community of Zhuolan Township, Miaoli County. We introduced the university energy to the rural primary school to assist the community development and assist the primary school to find its own advantages and create new companies through local small things. With the experimental innovation course as the starting point, it will inspire university students' creativity and imagination, guide students to care about the current situation of Taiwan's development in the local community, try to develop the local micro-enterprises to promote the young people to return to the countryside, and make primary school students understand the hometown industry and the problems they face via the university helping the primary school. The professors of Department of Business Administration and Department of Commercial Design collaborated to jointly set up a pioneering innovation and entrepreneurship course, led the student team to Shuanglian Elementary School and the community, and worked with local farmers. With the support of the company, the social enterprise of "Shuanglian Pear Co., Ltd." was successfully

established to develop the "Ideal Pear Home, See Shuanglian" plan, and built the exclusive brand for the Shuanglian Community with the local cash crop "Gaojie Pear" as the core product, to increase the income of small farmers and also make consumers more aware of the fine fruits and vegetables in the local area.

After deep understanding of the region, the plan mainly classified the problems in the region into three major items, namely "lack of manpower, social and educational resources", "poor overall industrial environment of the community", and "greatly unbalanced production and sales revenues of the fruit industry". In response to these three issues, we have developed three corresponding implementation strategies, namely, "in-depth local cultural cultivation", "emerging agricultural industry model development", and "social enterprise entrepreneurship". We will use these three strategic objectives to help Shuanglian Community regain its former reputation and glory.

In the plan, in addition to formulating strategic objectives based on C University's policy of promoting knowledge responsibility, we also integrated a large number of external resources into our team in order to make the plan more effective and promote the spirit of sustainable development, such as winning 600,000 R&D grants, 2 expert consultation opportunities and a lot of exposure opportunities as one of the 4.7% winners among the participants in Small Business Innovation Research (SBIR) Program sponsored by the Ministry of Economic Affairs.

The plan will eventually deepen to local farmers, assist vulnerable farmers to analyze and evaluate their own work, and combine with market evaluations to create different market values for different planting techniques and promote farmers' commitment to continuous improvement of farming techniques so that rural farming is no longer just about relying on the sky for maximizing production, but about cultivating high-price agricultural products with a focus on quality instead of quantity. In other words, the plan aims to inject the academic energy of C University into the rural area, so as to improve the evaluation of the work of the farmers in the rural areas, and urge them to work hard to carry out technical research and development and breakthroughs. The combination of universities and social enterprises acts as a pusher behind the scenes to reverse the existing negative stereotypes of the farmers, fundamentally improving the long-term population outflows in Taiwan's remote areas and the fate of industrial decline, and making C University lead students to practice and completely implement the spirit of holistic education. It is also hoped that in the future, the success story of Shuanglian Pear Social Enterprise will be

extended to the entire Zhuolan Township, so that Zhuolan Township will regain the reputation of "Home of Fruits".

2. Plan Content

2.1 "Zhuolan Township" Overview

In the mountainous area of Miaoli County, Taiwan, there is a small town known as "Home of Fruits" -Zhuolan Township, which is located in the upper reaches of Liyutan Dam. Due to the large temperature difference between day and night in the middle altitude area, and because it is a water source protection area, the control on pesticide dosage is strict, so the fruits produced here are not only healthy and sweet, but also friendly to the environment. "Shuanglian Community" is located in the south of Zhuolan Township. Its main fruit is Gaojie pear, which has great potential for brand developing as it is sweeter and of higher quality than the pears in the neighboring Shigang and Dongshi areas of Taichung City because of the climate and water. However, due to the transformation of the current industry, the current Shuanglian Community has serious population outflows. In addition, it is inconvenient for access to the mountainous area. Only a few dealers come to the Community for purchase and the price is entirely determined by the buyer, so the profit of the farmers is meager and the previous glory of the "Home of Fruits" is lost. Coupled with the migration of the young population, the number of students enrolled in primary schools is insufficient. Shuanglian Elementary School, which has a history of more than 50 years and has been a long-term gathering center for residents is now facing a crisis for cutting down and merger, which makes the development of the Community worse. So, we take the Elementary School as the core to continue the lifeline of unity of the Community from the humanities. Through the establishment of the brand -Shuanglian Pear, we will change the original condition of distinguishing between size and weight in the pear industry, establish a brand with sweetness and quality as the benchmark, and make the seemingly similar agricultural products distinctive and characteristic. In addition to improving the publicity, the sales platform established via network can reduce the exploitation of the intermediate distributors by means of direct sales from the origin. The acquisition method adopted by the team is to purchase the pears at the dealer price first, and the profit of the sales is redistributed to farmers. This way can not only prevent farmers from taking unnecessary risks, but also build trust between the two sides. Zhuolan Township, the southernmost mountain town of Miaoli County, is rich in fruit and has a reputation as a "Kingdom of Fruits." There is a Shuanglian Elementary

School 15 minutes from the town of Zhuolan to the mountain. Due to the long-term rural population outflow and low birth rate, this year's number of students fell below 30 for the first time. A group of young people from other places set up a "Shuanglian Pear" social enterprise, which will give back the surplus of the pear sale to the local pear farmers and the School, and join the Community to reverse the fate of the primary school in the rural area. "Our vision is to create a brand and make each pear farmer proud of the label attached to Shuanglian pear."

Figure 1 Overview of Shuanglian Pear Social Enterprise

2.2 List of Community Problems

1. Lack of human, social, and educational resources

A. The outflow of young people, and seriously aging in the population structure of the town

The prevalence of industry, commerce and business service industry nowadays has made Taiwan's basic industry -agriculture gradually neglecting by the society. Coupled with the high effort and low pay of farming, young people are reluctant to roll up their sleeves to be a farmer. Shuanglian Community is far from Zhuolan Township with at least 5 kilometers of mountain roads, most of the young people are looking for work in the more prosperous Zhuolan Township, Fengyuan District, Taichung and other places under the mountains, and are not willing to stay in the fruit producing areas to continue farming. Their elders are left to work alone. Reduced population makes this beautiful mountain city decline day by day.

B. Outflow of youth, insufficient enrollment of primary school students and school merger crisis

Because of the financial crisis of Miaoli County Government, schools with less than 30 students will face a school closure or a school merger crisis, but Shuanglian Elementary School is currently the emotional center that connects the communities. All the community activities are held here, and many alumni who have graduated for many years would specially return to this

school with historical value. The traffic construction in the rural area is very inadequate with only three buses going up the mountain in one day. If it merges with the primary school in Zhuolan downtown, population migration is bound to become more serious because of the lack of educational resources, and the gathering center of residents will disappear, which will make the situation of the Community worse.

C. Lack of cooperation mechanism between industry and government, and failure in industrial transformation

Some of the second generation of farmers in the Shuanglian Community also hope to improve the awkward situation of high effort and low output value of agriculture through the transformation of sightseeing orchards. But, because of the lack of supporting measures, such as: food, accommodation, transportation, environmental maintenance and the gap between the concept of elders, or lack of relevant knowledge, manpower and policy planning, the results are poor, and there is no popularity as that Dahu or Dongshi in the neighboring region.

D. Obvious gap between urban and rural education, and lack of local children recognition

The teachers in the local township are seriously under-resourced. The Elementary School teachers not only need to attend classes, but also need to help the children who are living in the mountains to go to school because of the danger of mountain roads. Sometimes there are students with special needs, yet there are no special teachers in the Elementary School, which causes a lot of extra burdens to the teachers of the Elementary School. And when in the busy season, the students will help the family to do farming. There is no specific learning goal for the students after class. Parents also take more laissez-faire management because of the shortage of people in farming, and there is a huge gap between the education of children in the rural areas with the urban areas.

2. Poor overall industrial environment of the community

A. Farmers generally lack of land sustainable thinking

The government has long encouraged farmers to improve their planting techniques or to find better quality varieties and hopes to improve Taiwan's overall agricultural industry by planting high-yield crops. But although farmers have developed many better-quality fruits than before, they can never get rid of the low price of fruits because the technology has a low threshold. In

order to grow high-quality fruit, the fertility of each farmland is even consumed more quickly. Farmers always think that the more output they produce, the more they earn, so the concept of planting in whatever space they have also accelerates the consumption of land fertility. Due to all the above reasons, Shuanglian Community needs to change crops for cultivation every several decades. Redeveloping and improving, and using a large amount of chemical fertilizer to extend the land fertility are not friendly to the land, so it is more difficult to sustain the environment.

B. Dramatically increased wasteland due to insufficient farmers

After the second generation of young farmers left, the age of the old farmers is increasing, and it is gradually inconvenient for them to move so the scope of the farmer is getting smaller and smaller. Many orchards are even directly abandoned after they are inherited by the second generation of farmer. No one controls the weeds; the problem of the wasteland is in sharp contrast to the problem of insufficient land fertility. It is obvious that there is no coordination manager in this area, resulting in random waste of resources.

C. Located in the water source protection area, and industrial development is severely limited.

The main fruit producing area is located in the water source protection area upstream of Liyutan Dam. It takes a long time of review for any industrial activities to be carried out. For example, changing the cultivated crops requires a review period of at least half a year, so there are certain difficulties in industrial transformation. It is a long-term solution to solve industrial problems with the original industrial energy that the Community has by itself.

3. Greatly imbalanced production and sales revenues of the fruit industry

A. Price controlled by the dealers for long-term exploitation

Due to the inconvenient transportation of Zhuolan Township, only one or two logistics companies are willing to enter and the prices are very expensive. The main way of selling goods for farmers is to sell goods through the big wholesale dealers. The price is completely determined by the dealers according to the market price. Sometimes the income of the whole year is not always the same as the cost of input, and the pricing of the fruit is mainly based on the shape, size and weight, making the farmers exploited very seriously.

B. Lack of benefit incentives, and difficulty in fruit preservation

Since the use of Shuanglian Community's land in the water conservation area is strictly controlled, it is very difficult to build a larger ice storage or by-product processing plant. In addition, farmers do not have the money to purchase the machine for the processing of by-products, so many secondary-grade fruits can only be sold to the purchaser at a very low price, and the farmers can only bear losses in silence.

C. Lack of multiple channels with exposure to dull sale risks

In addition to the inconvenience of transportation, it is more important that the downstream channels are insufficient. It is not easy for farmers to find their own cooperation with large-scale chain channels. There are often outputs but no channels for sales, so they can only return to the situation of wholescale dealers. If the wholescale dealers control the main channels, they can continue to exploit the farmers. Under this vicious circle, the farmers cannot turn over by their own strength, thus making Taiwan's agricultural industry more vulnerable.

D. Conflicts in production and sales to cause failure of synergy

There are many different places in the business form of business and agriculture. When farmers find the cooperative vendors on their own, they often fail to cooperate because of misunderstandings between the two parties, such as the damage compensation method caused by the delivery of goods or the requirements for the delivery of goods. In the case of mutual distrust, the farmers can only sell their own blood to the wholesale dealers in the original way. In addition, various fruit production-sale groups have always been ineffective in Zhuolan Township, and farmers are unwilling to support them. As told by the farmers, although the Zhuolan Community has many production-sale groups, their function is not much different from the wholesale dealers. The hope of resource sharing and technology sharing has not been successfully implemented because of the establishment of production-sale groups. Everyone gradually no longer trusts the production-sale groups any more, and the production-sale groups have become a nominal general goods yard.

2.3 Corresponding Measures

We focus the problem of the loosening of the industrial base caused by the population loss of Zhuolan Township and have further found that the Elementary School in the rural area is its humanistic base and an important foundation for nurturing local culture. The gradually strengthening of the Elementary School will help to alleviate the population loss in the

Community and even become an important factor in attracting immigrants. Therefore, the plan attempts to strengthen the local connection of the Elementary School with the combination of re-creating the agricultural professional image and creating a social enterprise business model, to help the Zhuolan local community to attract second-generation farmers to return home and increase their willingness to deepen their roots in the local area, to choose to stay in the Community to raise children, so that the entire Zhuolan Township can return to the positive humanistic cycle, and then solve the problem of the long-term development stagnation of Zhuolan Township. However, the population return needs a long-term cyclical accumulation, which will gradually make the returning youth willing to get married locally, and let the next generation have the willingness to continue to farm. Therefore, this plan will be based on the spirit of C University's implementation of knowledge and social responsibility, and will go deep into the Zhuolan Township community, and help the local agriculture to regain its vitality by constructing a mechanism that will generate sustained influence, so that local agriculture is no longer the career of only one generation of people, but a sustainable undertaking that continues to pass on to future generations.

The planning team believes that we should make good use of C University's years of social practice experience, complete industry, government and academic network systems, and build a complete sustainability mechanism through appropriate strategic interventions to change the always short-lived situation in the past, as the previous government policies always benefited only one or two generations. It is hoped that by cutting from the human roots, a vertical generational cycle is realized instead of the original horizontal generation.

With the goal of "implementing the sustainability mechanism", we will further develop our promotion structure under the three major strategies, namely, "in-depth local cultural cultivation", "emerging agricultural industry model development", and "social enterprise entrepreneurship", to promote our plan step by step through on-site problem exploration, problem reconciliation, corresponding measures and expected results. In the "in-depth local cultural cultivation", we will cooperate with the primary schools through the C university curriculum, let the students understand the hometown industry and let them participate in brand design and community beautification to make a contribution to the hometown industry, and inspire the students' curiosity to all things, helping local primary schools to form local characteristics. "Emerging agricultural industry model development" is no longer focused on

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how to transform agricultural industry to tourism and other industries, but counseling the community to make good use of its own original farming resources, constructing a sustainable system based on the original industrial foundation, changing the social evaluation of the functions of farmers. Through the mutual cooperation of farmers, they will jointly teach each other different types of fruit and vegetable cultivation essentials, and improve the consistency of overall output, so that brands can have the guarantee of quality, further complementing the perfect production and marketing model to enhance the value of crops, so that the stereotype with a low status of farming society of the second generation of famers will be reversed, and their willingness to return to its hometown and take root in the land will be increased. For "social enterprise creation", based on the social enterprise of Shuanglian Pear, a whole set of cyclical business models will be designed, that is, foster the capacity of independent development and survival of farmers in the community, use brand marketing to enhance the value of crops, and help farmers develop downstream channels, so that agricultural products can be directly sold to consumers, greatly reducing the exploitation of wholesale dealers; and coordinate the allocation of resources through social enterprises, allow local farmers to courageously invest in the future, improve the problem of excessive wasteland and geographical disadvantage to achieve the goal of environmental and community sustainability.

Figure 2 Comparison of Purchase Price between Original Wholesale Dealer and Development Channel through Social Enterprise (with PX Mart as an example)
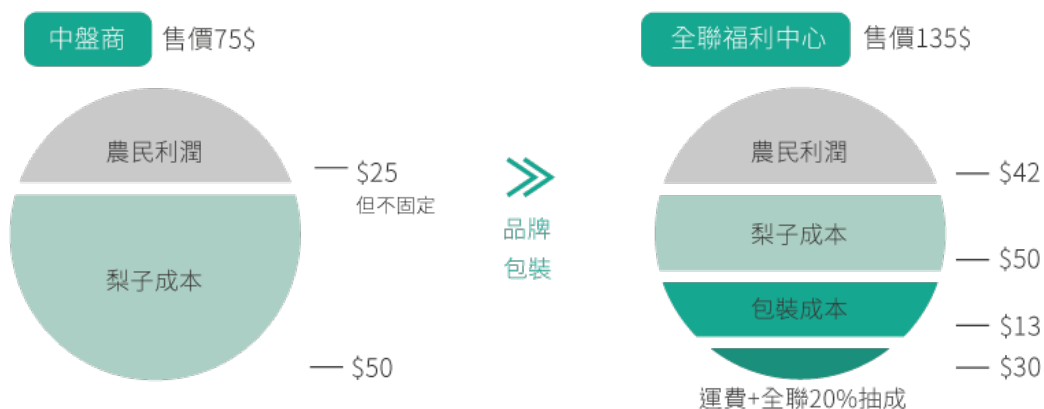
中盤商	Dealer
售價	Price
農民利潤	Farmer profit
梨子成本	Pear cost
但不固定	But it is not fixed
品牌包裝	Brand Packing
全聯福利中心	PX Mart
包裝成本	Packaging cost
運費+全聯 20%抽成	Shipping costs + PX Mart 20% commission

Figure 3. Shuanglian Pear Social Enterprise and Local Link
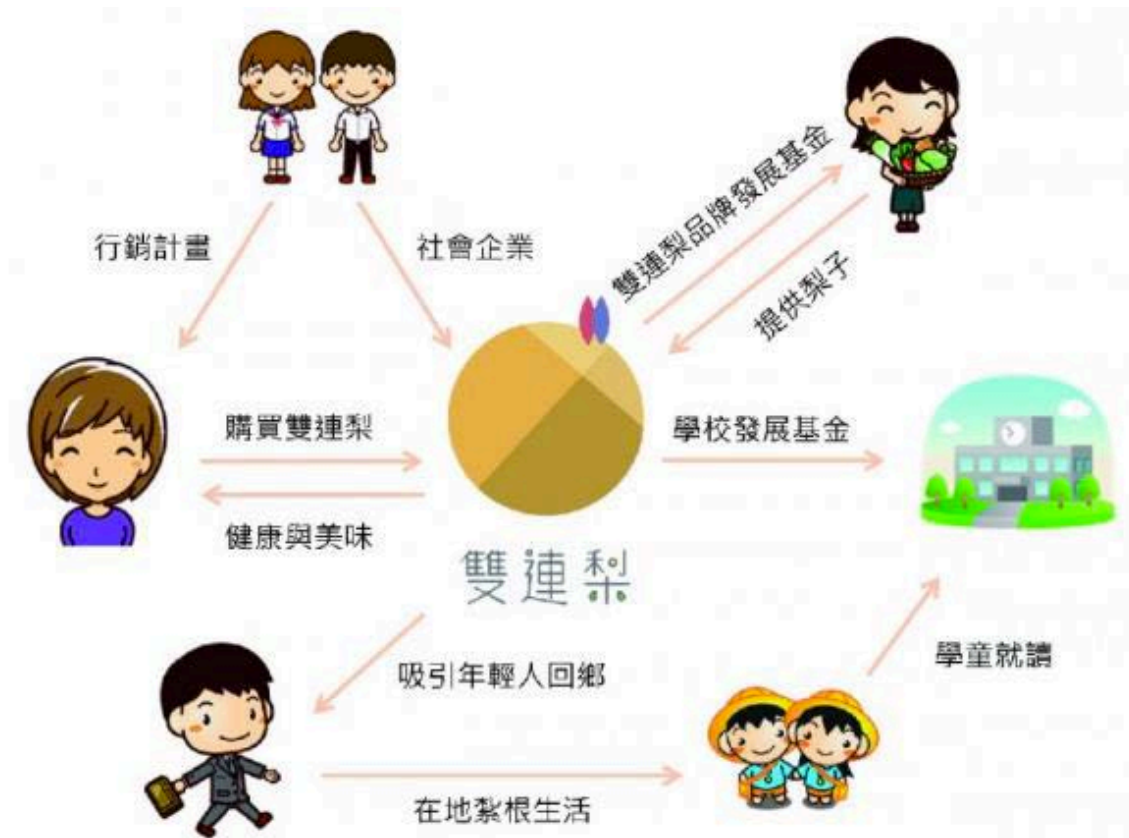
| 行銷計畫	Marketing Plan
社會企業	Social Enterprise
購買雙連梨	Buy Shuanglian pear
健康與美味	Healthy and delicious
雙連梨品牌發展基金	Shuanglian pear brand development fund
提共梨子	Provide pear
學校發展基金	School development fund
雙連梨	Shuanglian pear
吸引年輕人回鄉	Attract young people back to their hometown
學童就讀	Children study in school
在地紮根生活	Stay in local area

2.4 Implementation Effectiveness

Shuanglian Pear combines university social responsibility, and practices what is learned in the university in the society. The professors lead the students to enter the industrial scene and distinguish between high-quality fruits and vegetables by establishing brand recognition to change the situation of high-economic fruits and vegetables selling outside, which not only reduces the carbon footprint of fruits and vegetables, but also allows consumers to taste good local fruits. While assisting farmers, it also enables the students to observe the changes within the industry and promote dialogue between industry and academia. C University teachers and students participated in the "program of developing a school-centered community innovation and entrepreneurship" promoted by Ministry of Education from 2015. With the subsidy of NTD 200,000 from Ministry of Education in the beginning, it has grown into a mature and independent social enterprise after one year of fundraising and operation.

After deducting the marketing and personnel operating costs from the turnover of Shuanglian Pear Social Enterprise, we will give 30% to the farmers, 30% to Shuanglian Elementary School, and 40% will be used as the company's operating capital, so that the primary school has sufficient income to survive as the spiritual core of the local people, to successfully implement the university's social responsibility for the creation of three wins by schools, farmers and the community. Taking the first batch of pear turnover NTD 6 million as an example, the cost is about NTD 5.25 million, and the profit is about NTD 750,000, of which NTD 225,000 is given to farmers, NTD 225,000 is given to Shuanglian Elementary School, and NTD 300,000 is given

to Shuanglian Pear Company for distribution. As compared with the sale to the wholesale dealers, each household can increase the income by about 10%. The Shuanglian Pear team not only helps farmers and the Elementary School to increase their income, but also the team is stationed in the Shuanglian Community. With their own expertise and influence, they have been cultivating farmers for a long time in the hope that the Community can continue to maintain its brand advantage with its own strength to build an everlasting industry cycle chain.

Figure 4. Profit Distribution of Shuanglian Pear Social Enterprise
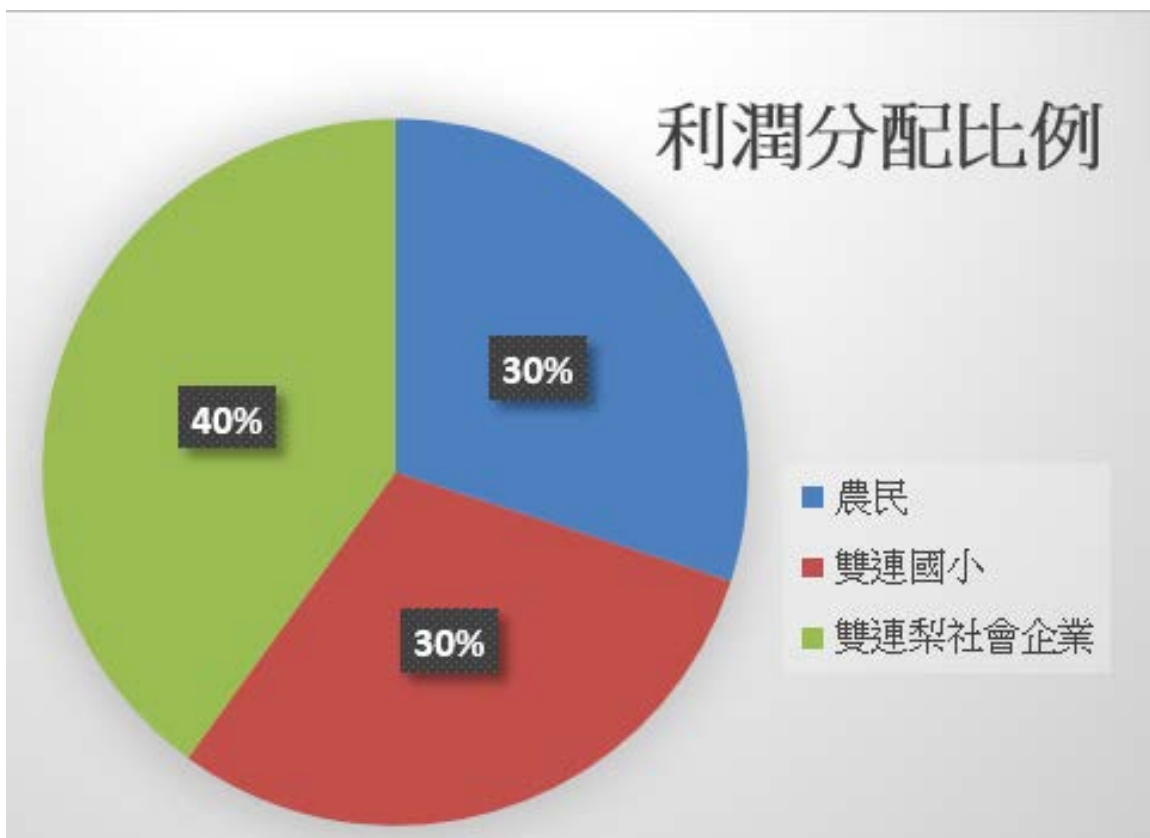
利潤分配比例	Profit distribution ratio
農民	Farmer
雙連國小	Shuanglian Elementary School
雙連梨社會企業	Shuanglian Pear Social Enterprise

Figure 5. Annual Revenue Distribution
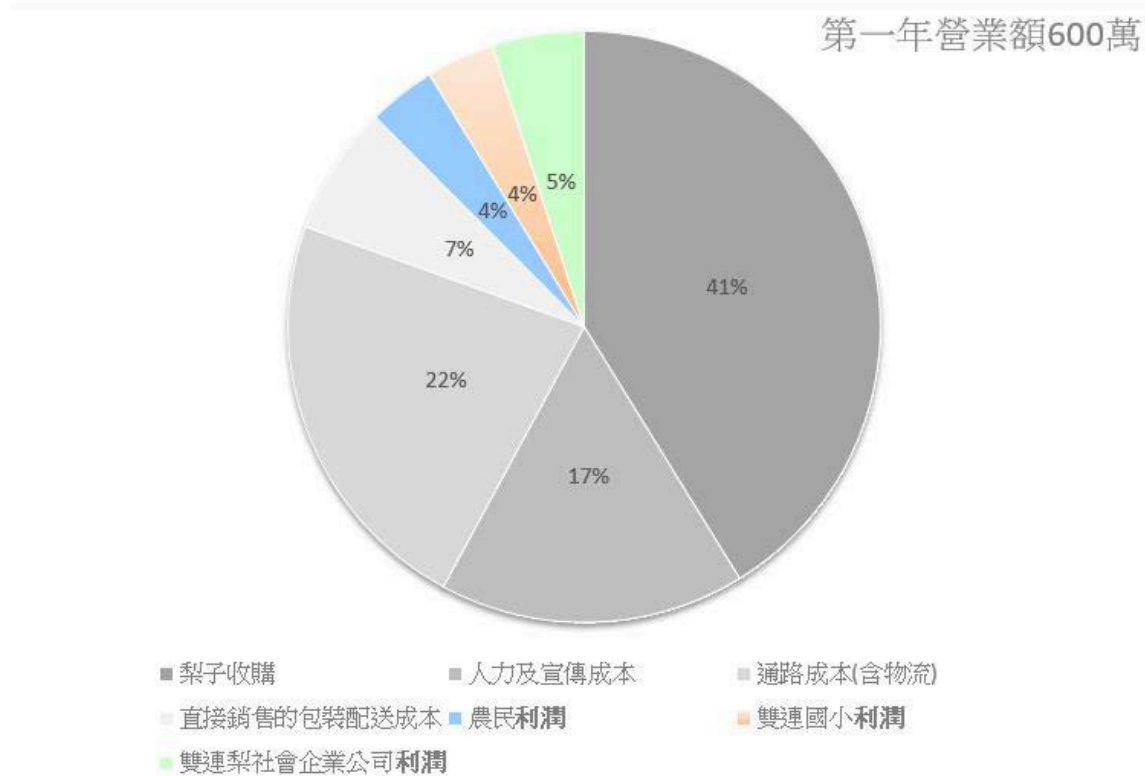
梨子收購	Pear purchase
人力及宣傳成本	Manpower and publicity costs
通路成本(含物流)	Channel cost (including logistics)
直接銷售的包裝配送成本	Package and delivery costs for direct sales
農民利潤	Farmers' profit
雙連國小利潤	Shuanglian Elementary School's Profit
雙連梨社會企業公司利潤	Profit of Shuanglian Pear Social Enterprise

In addition to the above operating profit, the team also created a fundraising platform with the help of the students of Business School of C University, which not only raises funds for Shuanglian Pear Social Enterprise, but also promotes our concept of helping the primary schools in the rural area and finds the socialists who are willing to do their part for the hometown school. We have successfully raised NTD 1 million on the fundraising platform with the slogan of "selling big pears to save the primary school", of which NTD 200,000 was given to the Elementary School, NTD 200,000 was given to farmers and NTD 600,000 was used as operating cost. We have successfully helped Shuanglian Elementary School to become financially independent

through the pear sale profits and fundraising platform. In 2016, it was removed from the Miaoli County list for school merge. The following is the design of the fundraising platform:

Figure 6. Fundraising Platform Design

梨想家園-偏鄉小學與社區共生計畫　期程

5~6月
與包
廠裝
商、
完文
成案
洽設
談計

7月
募
資
平
台
上
線

8月
募
資
回
禮
寄
送

9月
雙
連
梨
通
路
販
售

10月
確
認
學
校
及
社
區

發
展
合
作
方

2017年
新
年
度
梨
想
家
計
畫
啟
動

募資金額使用

學校及社區發展基金
30%

30%

商品成本
40%

40%

30%

雙連梨品牌發展基金

● 學校及社區發展基金
● 雙連梨品牌發展基金
● 商品成本

梨想家園-偏鄉小學與社區創新創業募資計畫	Pear Missing Home - Innovation and Entrepreneurship Fundraising Plan for Rural Area Primary School and Community
雙連梨社會企業	Shuanglian Pear Social Enterprise

梨想家園-偏鄉小學與社區共生計畫	Pear Missing Home – Co-existence Plan for Rural Area Primary School and Community
期程	Schedule
5-6 月	May to June
與廠商完成洽談包裝、文案設計	Complete packaging negotiation with the manufacturer, copy design
7 月	July
募資平臺上線	Fundraising platform goes online
8 月	August
募資回禮寄送	Send gifts in return for fundraising
9 月	September
雙連梨通路販賣	Shuanglian pear channel sale
10 月	October
確認學校及社區發展合作方	Confirm development partners of school and community
2017 年	2017
新年度梨想家計畫啟動	New Year Pear Missing Home plan starts
募資金額使用	Use funds raised
學校及社區發展基金	School and community development fund
雙連梨品牌發展基金	Shuanglian Pear Brand Development Fund
商品成本	Commodity cost

雙連梨	Shuanglian pear
雙連梨，是好梨	Shuanglian pears are good pears
1. 來自鯉魚潭水庫上游，經嚴格檢驗品質保證	1. From the upper reaches of the Liyutan Reservoir, with strict tests for quality assurance
2. 雙連社區日夜溫差大，雙連梨果肉甜脆多汁	2. Shuanglian Community has large temperature difference between day and night. Shuanglian pear flesh is sweet,

	crispy and juicy.
3. 大學生社企梨農合作，新鮮雙連梨產地直送	3. Cooperation among university students' enterprises and pear farmers, fresh Shuanglian pears direct delivery from origin

邀請您，吃好梨，做公益	You are invited to eat pears and contributed to public welfare
田野調查時，我們經常看到蝸牛，唯有健康的農業，才可以看到這些小動物的蹤跡	In field surveys, we often see snails. The traces of these small animals can only be seen in healthy agriculture

Figure 7. Shuanglian Pear-Feedback Products

雙連梨-回饋產品	Shuanglian Pear-Feedback Products

In terms of overall brand image design, through the inter-disciplinary cooperation course between the Department of Business Administration and the Department of Commercial Design of C University -the integrated marketing and design, with the cooperation of different departments, the corporate identity logo exclusive for Shuanglian Pear was designed. The original color of the pear is revealed through a simple design. The neat and simple lines create a simple, unique, young and dynamic look to clarify the image of the Shuanglian pear brand and the product story is incorporated into the packaging, so that the society can better understand our determination and philosophy to help the Elementary School.

Shuanglian Pear Social Enterprise has many good achievements in 2017, so that the society can see the results of our efforts in previous years. The extra operation profits of Shuanglian Pear Social Enterprise were donated to Changbin Elementary School, Taitung County, and therefore it was reported by the CNA in early 2017. Helping the primary school baseball team that has nurtured many Taiwanese nationals to continue to operate proves that Shuanglian Pear Social Enterprise not only has the ability to operate its own, but also has the ability to help more rural communities. And in October this year, we won 600,000 R&D grants, 2 expert consultation opportunities and a lot of exposure opportunities as one of the 4.7% winners among the participants in Small Business Innovation Research (SBIR) Program sponsored by the Ministry of Economic Affairs. It shows that Shuanglian Pear Social Enterprise is a social enterprise that has not only matured and but also is extremely promising.

Figure 8. SBIR Team Awards Ceremony

After two years of operation under the assistance of Business School of C University and the Innovation and Cultivation Center, Shuanglian Pear Social Enterprise is now an independent and mature social enterprise. In addition to helping Shuanglian Elementary School to avoid the merger crisis, it also donated the company's extra profit to Changbin Elementary School, Taitung County in 2017, to help the primary school baseball team that had nurtured many Taiwanese nationals to continue to operate, showing that the Shuanglian Pear Social Enterprise has gradually grown stronger.

The following is a report of Hakka TV, CNA:

Sell high-quality fruits for local residents through the network and physical channels, and to return the operation revenues to the primary and local small farmers.

This year, we will further cooperate with the charitable trust fund, and raise funds for the baseball team of Changbin Elementary School of Taitung County as the fund for matches and the purchase of baseball equipment.

Chung Yuan students join hands with good heart, 1 box of Shuanglian pears of 2 love, by CNA reporter Ruei-chi Wu 2017/9/7

Figure 9. Hakka TV reports Shuanglian Pear Social Enterprise helps Changbin Elementary School

In the news, Principal Cheng-hsiung Yen of Changbin Elementary School, Taitung said, "We can use this fruit for the sale of charity to get the money from the school，and it can also help the children get equipment, and when they go out to play, there will be no worries."

Cheng-An Lin, a baseball player of Changbin Elementary School, Taitung: "Others can give pears to us. In the future, I can play the baseball and be able to help others, just like they do."

Chia-hui Peng, a student of Shuanglian Elementary School, Miaoli: "It is a great honor to be able to help them."

Li-kun Chiu, a pear farmer: "If we, when we produce this high-quality fruit, we can create other things, such as other units like schools, this is what we will do in the future."

It can be seen that the Shuanglian Pear Social Enterprise helps the primary schools, farmers, and children in the rural area to find their own value. It is working towards the self-sufficiency of the rural area, and make the rural area can help others rather than just remaining as a group of people who receive social assistance. In this way, it enables the rural area to establish a positive cycle to change the fate of the rural area with their own industrial forces.

Figure 10. Shuanglian Pear Social Enterprise Helping Changbin Elementary School Students

Figure 11. Students of Shuanglian Elementary School and Changbin Elementary School Cheering Each Other

3. Energy of C University Injected in Community

3.1 Course Introduction

Through the cooperation of Service Education Center, Department of Business Administration of Business School, Department of Commercial Design of Design School and etc. of C University, the C University course was combined with the Shuanglian Pear Group Social Enterprise, and the Department of Commercial Design and Department of Business Administration jointly launched -Integrated Marketing and Design to design for the exclusive trademark and packaging Shuanglian Community's Gaojie pears. The course schedule is as follows:

Table 1. Integrated Marketing and Design Course Outline

Week	Service learning phase	Class date	Content
1	Preparation	9/15	Course introduction + NPO introduction
2	Preparation	9/22	Experience learning activities
3	Preparation	9/29	Summer homework report
4	Service/action	10/6	Class
5	Service/action	10/13	Class
6	Service/action	10/20	Lecture
7	Service/action	10/27	Meet the teacher on your own
8	Service/action	11/3	Each group meets with the teacher
9		11/10	Mid-term examination, no class for a week
10	Service/action	11/17	Group PK tournament
11	Service/action	11/24	Class
12	Service/action	12/1	Class
13	Results publication	12/8	Internal review proposal
14	Results publication	12/15	Proposal conference preview
15	Reflection/review	12/22	Proposal conference (location: International Conference Hall)
16	Reflection/review	12/29	Final review
17		1/5	no class for one week before the term-end exam

3.2 Course Results

Through the inter-disciplinary cooperation course between the Department of Business Administration and the Department of Commercial Design of C University--co-integrated marketing and design, under the cooperation of different departments, a unique corporate identification logo for Shuanglian Pear has been designed. The minimalist design reveals the original color of the Gaojie pear, and creates a design-oriented trademark in a modern and simple style. It is hoped to show a young and energetic look and feel, to clarify the image of the Shuanglian pear brand. The design approach with geometric color blocks presents a minimalist style, and incorporates the color of the Shuanglian Elementary School badge into the color of the leaves, combining the brand image of Shuanglian Pear with Shuanglian Elementary School. In addition to the trademark design, we have also designed different packages for different amounts of donations, allowing consumers to have more choices, to expand the diversified market, and to attach brand stories with products to increase consumer's recognition of our Shuanglian pear brand.

Figure 12. Shuanglian Pear Brand Vision

包裝外側印刷上光部分(黑色部分)
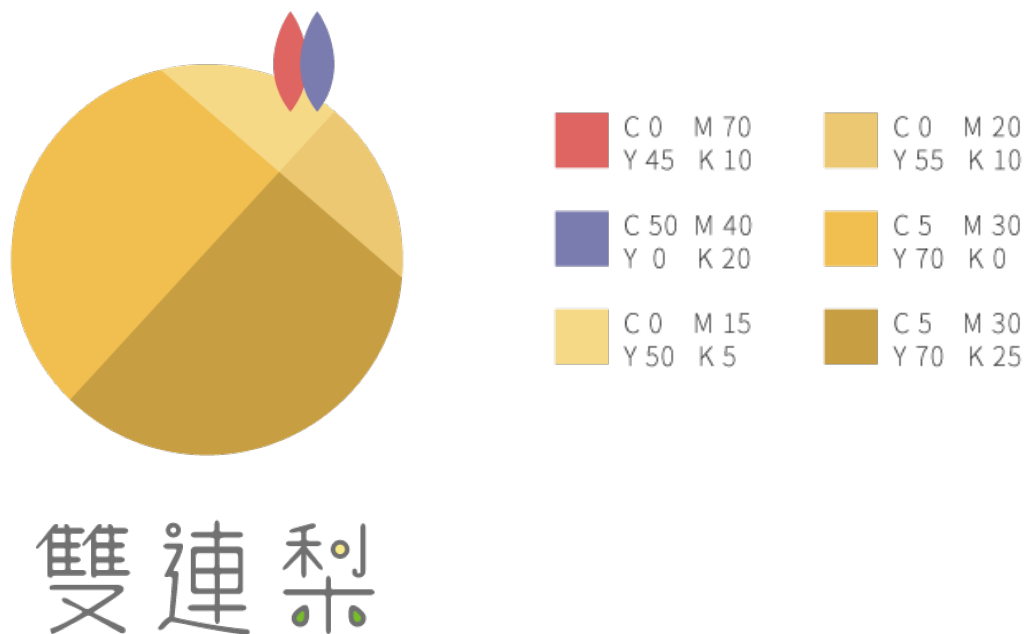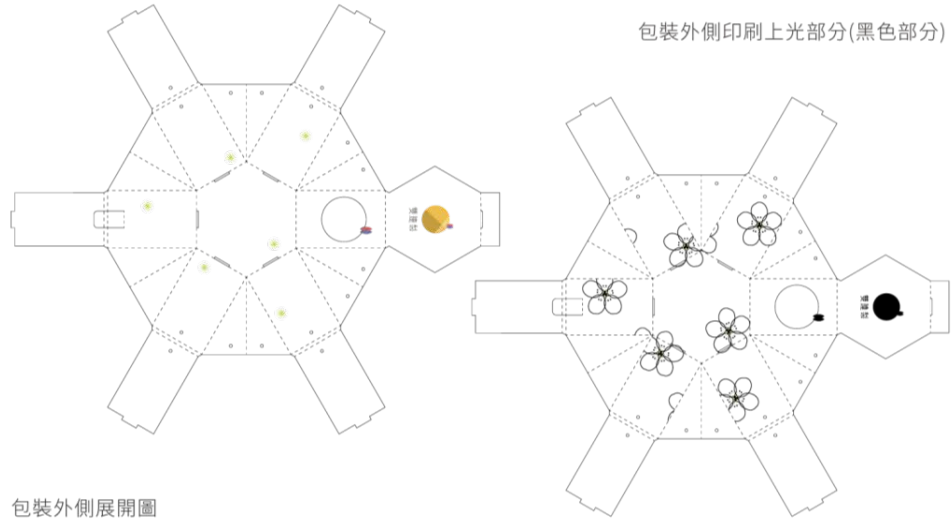
包裝外側展開圖

包裝外側展開圖	Package outside expansion
包裝外側印刷上光部分(黑色部分)	Printed on the outside of the package (black part)
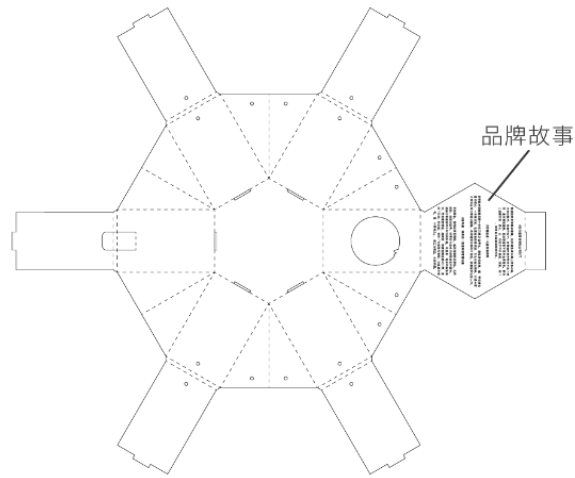
品牌故事

包裝內側展開圖

品牌故事	**Brand story**
包裝內側展開圖	**Package inside expansion**

Figure 14. Finished Products Packed
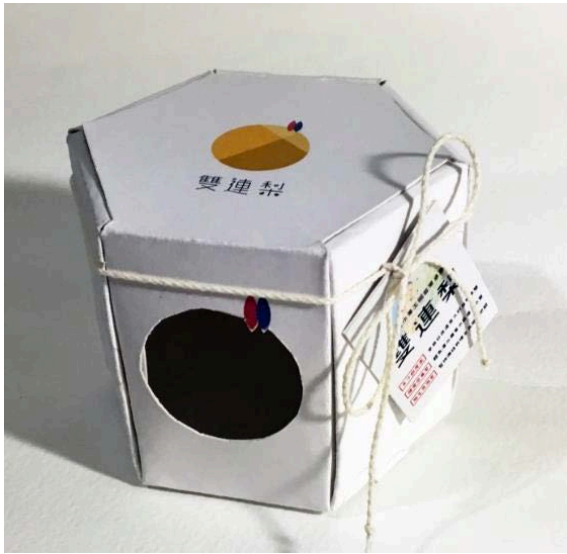
大吉大梨	Good Luck Big Pear
(2 入 2 台斤±8%裝)	(2 pears, 2 jin (1.2 kg) ± 8%)
苗栗雙連所盛產的大梨，果實碩大，亦有「大梨」之稱，取其「大吉大利」之意。雙連農民讓果樹以最貼近自然的方式生長，果肉飽滿多汁，搭配精美禮盒，是自用送禮首選聖品。	The large pears produced by Shuanglian of Miaoli are big, and they are also known as "big pears". They take the meaning of "great good fortune". The farmers of Shuanglian let the fruit trees grow in the most natural way, so the flesh is full and juicy. Packed with beautifully

	matched gift box, they are the preferred sacred gifts for personal use.
木盒 福大梨大　情意無價 (6 入 6.2 台斤±8%裝) 苗栗雙連所盛產的大梨，有著飽滿福氣的外表，甜美多滋的內在，穿起木頭色的包裝，是低調穩重的伴手禮首選。	Wooden box Good Fortune Big Pear with Priceless Love (6 pears, 6.2 jin (3.72kg) ± 8%) The large pears produced by Shuanglian of Miaoli have the appearance full of blessings, and the sweet and juicy taste. Packed in wood-colored boxes, they are the first choice as low-key gifts for your friends.
大箱 (40 入 32 台斤±8%裝) 團結力量大，40 入的數量搭配 32 台斤的份量，擁有的是情意是心意更是雙連社區每一個人成長的回憶。	Large carton (40 pears, 32 jin (19.2 kg) ± 8%) Unity is strength. 40 pears packed with the weight of 19.2 kilograms present the affection, the kind feelings, and the memory of the growth of each person in Shuanglian Community.

3.3 Website Design

In order to achieve accelerated promotion, in addition to physical channels and physical packaging, the plan has also built and designed web pages and developed online sales channels through the social platform's fan pages to penetrate the youth market to let consumers know the brand story of our Shuanglian Pear by making use of the rapid spread of the network. The expertise of C University students was utilized to help the social enterprise to set up websites, write brand stories and lead the children of Shuanglian Elementary School to speak for their hometown industry, to convey the belief of our social enterprise. 25

Figure 15. Website Design

Figure 16. Community Platform Fan Page

4. Team Energy

4.1 Team Members

The principals of this project are Professor Ming-yen Lee of Department of Business Administration of C University, Professor Yi-ting Huang of Commercial Design of C University, and Professor Yun-Pin Li of Department of Public Administration and Management, National Tainan University who led the student team to Shuanglian Elementary School to serve and assist the Community and the School. The various professional knowledge and skills required for the entire program were provided through the cross-school inter-disciplinary energy.

Table 2. Course Participants

	Position	Department	Personnel
1.	C University	Department of Business Administration	Professor Li
2.	C University	Department of Commercial Design	Professor Huang
3.	T University	Department of Public Policy and Management	Professor Li
4.	C University	Master of Business Administration	Miss Kao
5.	C University	Master of Administrative Management	Mr. Lin
6.	C University	Master of Administrative Management	Miss Lee

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4.2 Team Work Distribution

Table 3. Work Assignments for Each Group

Name / Assignments	Mr. Lin	Mr. Lin	Mr. Kao	Chia-chi Kao	Mr. Lee	Mr. Lee	Mr. Lee
Field investigation	✓	✓	✓	✓	✓	✓	✓
Set up a fan group and an official website				✓	✓	✓	✓
Logistics connection, market research	✓		✓	✓		✓	
Communicate current program feasibility with the Community and School	✓			✓			✓
Facebook promotion, advertising, documentary	✓	✓	✓	✓	✓		
Entity channel promotion	✓	✓	✓		✓		
Teaching course execution		✓	✓				
Online sales execution		✓		✓		✓	✓
Entity sales execution	✓		✓		✓		
Establish customer database		✓			✓	✓	✓
Film production and upload	✓	✓	✓	✓	✓		
Submit results report	✓	✓	✓	✓	✓	✓	✓

4.3 Establishment Fund of Shuanglian Pear Social Enterprise

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Table 4. Table of Funds Required

Unit: a thousand yuan

Various expenses / Estimated sales	55,600 jin	111,200 jin	Remark
Sales revenue	6,005	12,010	60% channel sales 40% direct sales
Cost of goods sold	2,502	5,004	Purchasing cost NTD 45 / jin
Sales gross profit	3,503	7,006	
Sales expense	1,350	2,700	Channel cost
50% channel operator	1,150	2,300	
50% direct sales	200	400	Packaging costs
Logistics costs	517	1,034	
Advertising cost	300	400	
Production costs	100	200	Packaging production
Media fee	120	120	Online promotion
City transfer fee	80	80	City transfer fee
Fruit damage costs	25	50	
Overhead	618	618	
Personnel expenses	500	500	Professional salary
Labor costs	88	88	Work-study
Other fees	30	30	Miscellaneous
Net operating profit	863	1,443	
Pre-tax profit and loss	428	1,443	
Current profit and loss	723	2,234	
Initial investment	3,000	3,000	
Pre-tax return on investment	15%	55%	

5. Future Studies

The specific strategy and action planning of the plan will be based on the three strategies of "in-depth local cultural cultivation", "emerging agricultural industry model development", and "social enterprise entrepreneurship" o gradually achieve "improving the student's local identification", "cultivating the spirit of sustainability", "balancing the production and marketing model" and other goals. We will describe the different specific measures as 29

follows:

5.1 In-depth Local Cultural Cultivation --Improving Student's Local Identification

A. Develop a special curriculum for primary schools

Through the combination of C University and the primary school curriculum, the team members will lead the primary school students into the community to gain a deeper understanding of the industry culture of the community. We have set two courses:

a. Art Design Course

Through the student design course of Department of Commercial Design of C University, they will go to the mountain every 2 weeks to lead the primary school students to design the exclusive LOGO for Zhuolan Township, industrial map, social enterprise brand visual design, etc., and lead the students and the volunteer group to beautify the community environment on holidays. It will not only deepen students' sense of community identity, but also prepare for the fruit season of summer vacation through this course.

b. Agricultural Industry Observation Course

We will combine the "Plant Physiology" expertise of Department of Life Sciences, NCU, and lead the children every 2 weeks to record the growth of different fruits for the farmers, and set up relevant websites to share the records made by the children for the observation period of 1 year. Through long-term observation, we can find the most suitable growth factors for farmers, so that can benefit both farmers and primary schools.

C. Reconstruction of Community Landscape

We will combine the "planting design internship" course of Department of Landscape to create an exclusive landscape for the community with the community primary school teachers and students as well as local volunteers. Through the exploration and analysis of social networks and the investigation of available space, we will help the community to improve the abandoned farming. The specific measure is to identify the space that can be improved and organize the environment through the natural engineering method. The land that has been abandoned is often unfinished. The dumping of the scaffolding in the field not only causes poor perception, but also easily causes the breeding of mosquitoes and flies. Therefore, we will help the community to organize the wasteland by coordinating with the landlords so that not only the land become neat, but also the subsequent rotation system can get started faster. Zhuolan Township is located in the water source protection area, and the land use regulations are strict. Therefore, the team members mainly carry out landscaping through the branches of the local crops or native crops. This method is not only in compliance with regulations but also is friendly to the land.

D. Establishing Zhuolan Volunteer Group

We will hold a two-step volunteer training program at National Zhuolan Senior High School. Qualified persons will be awarded a letter of appointment from the Volunteer Group and a national-level volunteer manual. In the busy farming season, they will enter the fruit 30

production area to help pack and ship, and paint the community together with the small school students. In addition to assisting high school students to obtain volunteer manuals, they also provide the course of guided tours through the Department of Cultural Tourism Industry of National United University, so that the hometown can be introduced in the fruit season, which will not only increase local identity but also enhance the image of the community.

5.2 Emerging Agricultural Model Development--Cultivating the Spirit of Sustainability:

A. Internship in Rural Enterprises

Recruit agricultural or business-related departments to participate in social enterprises during the summer and winter vacations. Each sub-team recruits 2 to 3 college students. The main goal is to assist farmers in improving their planting status or marketing status through their own specialties, and helping the social enterprise to find their own shortcomings through outsiders. The specific goal is to submit a regional problem inventory report and implement the solution during the internship period. The social enterprise will give 10% of the annual income as the improvement fund.

B. Recruiting New People by Combining CSR plan,

Through active contact, Walsin Foundation has agreed to subsidize NTD 2 million per year to recruit new people to enter Shuanglian Community, Zhuolan Township, and recruit 4 new people every year to work within the four sub-teams, who will be paid 1 year salary and requested to enter the place of production for communicating with farmers at close distance to understand the current situation of Taiwan's industry and continuing to bring in new ideas to the rural area. After the end of the term, the new people will be free to choose to continue to work here or to be released to the enterprise. In this way, young people who are willing to serve the community in the rural area for a long time can be found, and they can also share the successful examples of Zhuolan to other rural areas that need help.

C. Development and Contact of Various Channels

In addition to the distributors of long-term cooperation with Shuanglian Pear, such as the business unit of Taisuco, the fruit-growing enterprise, City Super, etc., we are now negotiating with Kerry TJ Logistics, which deliver in the form of corporate feedback, helping the local farmers transport fruits at a cost price. and sell our team′s fruits on Kerry TJ Logistics′ online sales platform. In this year, Shuanglian Pear has reached a consensus with the large-scale American distributor, Costco, and it is expected to successfully pass various product inspections before the prolific production period next year. The fruits of Zhuolan can be seen in large-scale retail stores, which is much better than only being sold to wholesale dealers. And we will further approach the small-scale supermarket channels, so that Zhuolan fruits can reach more consumers, and the future direction will focus on stable cooperation, so that farmers can have a stable sales channel and get rid of the clamps of wholesale dealers, and increase the willingness of farmers in the community to continue investment. 31

5.3 Social Enterprise Entrepreneurship-Balanced Production and Marketing Model

A. Workshop Selection

For the selection of suitable teams, social entrepreneurship-related lectures will be held in the Tao-Chu-Miao area in the first three months of 2018, and also invite the social enterprise sub-teams to submit proposals. And 12 groups of all the proposals will be selected to enter the Zhuolan area to understand the local situation, organize the local workshops and teach, and finally the merchandise sales competition will be adopted. Four groups of sub-brands will be officially selected to establish the sub-brand, and registered as a filing company at the C University Innovation and Cultivation Center.

B. Regularly Farmer′s Market

At the beginning of each month, booths will be set up in traffic-intensive places such as railway stations and national highway rest stations. Firstly, small-scale sale by vendors will be mainly used. After the fixed customer base is successfully cultivated, the Wenchuang Farmers' Market will be expanded into various urban green spaces, to slowly enter the young people′s market through long-term accumulation and cultivate awareness of the fruit in the Zhuolan area.

C. Revival of Zhuolan Fruit Season

We will revive the Zhuolan fruit season. In the past, the fruit season was only two days and the content were unchanged. We will hold a small-scale event (farmer market, Zhuolan image film contest, etc.) for the term of one year for long time publicity of this annual event. The main goal is to hold different fruit festivals (such as music and fruit season, parent-child fruit season, etc.) on different weekends during the summer vacation to attract different customer groups with different themes, and hope to bring tourists to the Zhuolan area to improve the popularity of Zhuolan.

The website and application are set up, and the exclusive electronic barcode is designed on the website, and the electronic barcode with discount is used for promotion.

6. Conclusion

There is a fruit town, Zhuolan Township in the mountainous area of Miaoli, but it is now gradually declining due to industrial transformation. Its Gaojie pear producing area, Shuanglian Community, which is located 10km of mountain road from the center of Zhuolan Township is also declining due to the population outflow, the wasteland has increased dramatically, and only the elderly are left to stay in their homes. A small number of the elderly are taking care of a whole mountain forest. This not only wastes the fertile land that 32

can produce high-quality fruits, but also makes this piece of land that was originally very human gradually lose vitality. So, we took Shuanglian Elementary School as the starting point for development to recover the most important foundation of Shuanglian Community -people, and connect "humanity character", "agricultural products -Gaojie pears", "brand--Shuanglian Pear" through the Elementary School, which is expected to help Shuanglian Community to create a good cycle of sustainable management, and to plan a complete future prospect based on the good development of Shuanglian Pear social enterprise, so that the continuous development will enable Shuanglian Community to retrieve its previous glory.

Figure 17. Elementary School and Local Connections

人文	Humanities
根基	Foundation
創造	Creation
傳統	Tradition
小學	Elementary School
農產業	Agricultural industry
品牌建立	Brand building

HEALTH RISK ASSESSMENT OF INHALATION FORMALDEHYDE EXPOSURE ON MEDICAL STUDENTS AND RELATED STAFFS

NANTAWAN SOONKLANG, NARUWAN SAOWAKON

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ABSTRACT

Formaldehyde (FA), which is a major chemical embalming solution in preparing of cadaver preservation, is a carcinogenic agent class I. Then, medical students, academic staffs, and instructors have a higher risk of exposure to FA inhalation from cadaver during dissection class. The aims of this study was to investigate of FA exposure in indoor air and breathing zone of medical students during dissection classes in order to evaluate the relationship between them.The indoor air and personal air samples in breathing zone were collected 3 times during anatomy dissection classes in semester 1/2017 with sorbent tubes, which were analyzed by Gas Chromatography with Flame Ionization Detector (GC-FID).The mean of FA concentrations ranged from 0.211 to 0.719 ppm in the indoor air and from 0.454 to 1.252 ppm in the breathing zone of students. All the personal exposure data obtained exceeded the threshold limit of all World agencies guideline except Thailand legislation. Clinical symptoms that were observed in nose and eyes irritations with general fatigue. We suggested that the modified exhaust ventilation and a locally table-exhaust ventilation were considered for reducing FA levels in the gross anatomy dissection room.

Keywords: Formaldehyde, Gross anatomy dissection room

MY JOURNEY TO BECOME A BILINGUAL TEACHER

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ABSTRACT

This study explores my professional development as an English language teacher who learns to make kindergarten children bilingual in the classroom setting. While narrating my journey to become a bilingual teacher I will first discuss my initial understanding of language teaching before the bilingual program we we were offered. Later I will highlight the challenges I experienced in adopting bilingual teacher identity. Following this I will provide examples of the new ways of interaction with children, which supported their bilingual development. I will use the teacher logs I stared to keep in a private school in Izmir since September 2017 till May 2018. I will thematically analyse the children's recorded voices from the classroom to provide the evidence for bilingual development. Finally, I will be reflecting on the changes I have gone through as a language teacher while also sharing those in the use of language by the children in my classroom.

RESEARCH ON RESOURCE MOBILIZATION MODEL FOR EDUCATION

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ABSTRACT

The objectives of the research on resource mobilization model for education were to 1) study current condition, problems and factors affecting the resource mobilization for education in Thailand and foreign countries i.e. United Kingdom (UK), Commonwealth of Australia, Republic of Indonesia and Lao People's Democratic Republic (Lao PDR); 2) propose the resource mobilization model for education and; 3) submit guidelines to enhance the resource mobilization for education at policy and school level during May 24 – November 19, 2018. Data collection was conducted by study documents and from field trips at basic education schools representing the public schools, private schools and local administration organization schools in all regions; small, middle, large and extra-large sized schools. By purposive sampling, a number of 12 schools were selected. Instruments for data collection composed of survey form, interview and focus group. Key informants from each school were 9 related administrators, teachers, chairperson of school committee, representatives of parents, communities, and representatives of resource supporters totally 108 persons. Data analysis was done by content analysis following variables as to the research conceptual framework consultation. A model was then drafted and reviewed by experts. Findings were as follows. 1) The resource mobilization for education; at policy level, it was clearly identified by law while at school level, there happened to be cash mobilization and non-cash mobilization. The problem was a lack of participation from people concerned in the resource mobilization. Factors affecting success in mobilizing resource included well planning, participation, administrators' leadership, building favorable relationship with community,

continued public relations, spending resource according to the objectives, monitor and evaluation as well as report of progress. 2) The resource mobilization model to apply for education would be the central form that could simply be chosen by any school fit to its context. The model consisted of concepts and principles, objectives, how to mobilize cash and non-cash, type of the mobilized resource, strategy for mobilization, warnings for mobilization, and factors affecting a successful mobilization. And 3) Guidelines for promoting the resource mobilization; at policy level, there should be an identification of policy to apply the resource mobilization model for education in schools according to their contexts and at the same time to motivate all sectors to support educational resources by different ways. At school level, schools are encouraged to use the resource mobilization model by planning, identifying clear objectives and proceed diversely with the planned program, then follow-up, evaluate and officially and unofficially report the results to public and resource sponsors thereafter.

Keywords: Education, Resource Mobilization, Resource Mobilization for   Education

Introduction

A key mechanism in developing human's quality of life, education   provides an important foundation for the country development and plays a vital part in building competitiveness. Education for All is a global movement led by the United Nations through launching a number of projects rendering support, developing education and human's quality of life, particularly education has been identified one of 17 sustainable development goals in the century by the year 2030 (UNDP, 2016). In this respect, there has been an identification of insurance to confirm every boy and girl will complete the quality primary and secondary education at no costs, aiming at effective learning outcomes, eradicating gender inequalities in education, building insurance for the vulnerable group; the disabled, minor groups, and children accessible equally to education and profession at all levels, for instance - children and youth deserve quality and equity in education.

In accordance with all the past Thai constitutions, especially the current one B.E.2560 (2017) as stipulated in Section 27 that "Men and women shall enjoy equal rights" and in Section 54 indicated "The State shall ensure that every child receives quality education for twelve years from pre-school to the completion of compulsory education free of charge".   On top of this, the Constitution also stated "All education shall aim to develop learners to be good, disciplined, proud in the Nation, skillful in their own aptitudes and responsible for family, community, society and the country. In undertaking to provide young children to receive care and development or to provide people the education under paragraph three, the State shall undertake to provide persons with insufficient means with financial support for educational expenses in accordance with their aptitudes".

The National Education Act, B.E.2542 (1999) and the Amendments (Second National Education Act) B.E.2545 (2002) (Office of Education Council, 2002) had identified principles of organizing the system, structure and process of education provision in Section 9, (5) Mobilization of resources from different sources for provision of education and (6) Partnership with individuals, families, communities, community organizations, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions as well as from abroad for provision of education as follows. (1) State and local administration organizations shall mobilize resources for education by tax rebates for education as appropriate and prescribed by law. (2) Individuals, families, communities, community organizations, local administration organizations, private persons, private organizations professional bodies, religious institutions, enterprises and other social institutions shall mobilize resources for education by being providers and participate in provision of education; donation of properties and other resources to schools as well as participate in sharing the burden of educational expenditures as it may deem appropriate and necessary. Moreover, the National Scheme of Education B.E.2560-2579 (2017-2036) which was issued in accordance with the Constitution B.E.2560 (2017) stated the opportunity for guardians/communities to participate in support for curriculums development, learners' learning activities, support for schools operation in diverse forms together with teachers and network for skills development, knowledge and competencies of their children at full potentialities including monitor, taking care, prevent, help and find solutions to schools' educational issues. This is the first of its kind in identifying clear roles.

In practice, it was however discovered the resources mobilization has been found in diversity and differently according to those particular schools contexts; between the state schools, private schools, local administration organization schools, schools located in township and in rural area, or even schools sizes, in the aspect of finance, wisdom, knowledge, technology and exchange of innovation between schools, materials, equipment, buildings, and learning media, for instance, depending upon contexts, society, local culture and schools, particularly whether or not competences of the leaders or schools administrators recognized by different sectors as well as efficiency of organizations related to schools i.e. the parents' association, school committee, community leaders, private organizations, foundations and enterprises, for instance. For the above causes, some schools apparently received resources quite high whereas those in disadvantaged community have been supported by a limited number of resources. Nevertheless, with school administrators' high competencies, likely support from outside would be provided as well (Siridhrungsri, 2016). Although it was prescribed by law, but the mentioned mobilization of resources has stayed unclear and systematically unorganized at the national level. Accordingly, eradication of equity and equality in leaners' opportunities is not made possible to receiving resources support for equitable and quality educational opportunities as it should be.

The Programme for International Student Assessment, PISA) in 2013 (OECD, 2013) revealed there was very little relationship between the educational outcomes and resources, policy including educational practices. Undoubtedly, sufficient resources played an important part in enhancing learners' opportunity towards learning achivement by converting the educational resources to learning outcomes,

only if using them efficiently.   In this case, the resources to be used in education investment included finance, individuals, materials and time spent by learners for learning attainment (OECD, 2013, pp. 38-40). Further, it was revealed in the mentioned assessment the mobilization of resources was also as significant as allocation of resources in the system and in schools.   Allocation of good resources to the underpriviledged schools would certainly narrow gaps of handicap among schools (OECD, 2013, p.10). In industrial countries, the utilization of resources and quality resources appeared to have an impact on variation of learners' efficiency.

As for the case of Thailand, through follow-up and evaluation results of the education reform since B.E.2542 (1999) onwards, as part of submitting a proposal for the education reform in the second century B.E.2552-2561 (2009-2018), it was learned there was inefficiency problem in financial administration and management for education as well as the utilization of resources for education because the state mechanism did not favourably allow all social segments to efficiently get involved in the resources mobilization and resources management for education which resulted in decreasing participation in the mobilizaton of resources and funds.   Schools, therefore lacked of inspiration in developing administration and management efficiency for competition (Office of the Education Council, 2009, p.8).   At last, this have affected learners' learning quality. The problem, so far still existed up to the present time.

On that account, it is necessary to study the resource mobilization model for education, at the basic education level, in particular; the majority learners' group as fundamental to the country development in the future which involved with the support for educational resources at the most.   The study was conducted both in the country and foreign countries namely United Kingdom (UK), Commonwealth of Australia, Republic of Indonesia and Lao People's Democratic Republic (Lao PDR)   hoping to serve as further guidelines to promoting the schools' resources mobilization for education. The objectives of this research were to 1) study current condition, problems and factors affecting the resource mobilization for education in Thailand and foreign countries; 2) propose guidelines to promoting the resources mobilization for education at policy and school level.

Research Conceptual Framework

The model comprised contents, and the model composition; i.e. concepts, principles, objectives, methods, strategy, personnel, organizations and institutions, factors affecting achievement, and model's conditions with procedure steps to developing the model; i.e. model creation, model examination and model proposal (Office of Education Council, 2014), while the resource mobilization for education, taking into consideration the cash and non-cash resource content; i.e. personnel, wisdom, labor, knowledge, technology and innovation, learning media, clothes, materials, equipment and buildings under the direct and indirect resources mobilization method (OECD, 2013,pp.38-40) as shown underneath in Figure 1: Research Conceptual Framework for the Resource Mobilization Model for Education.
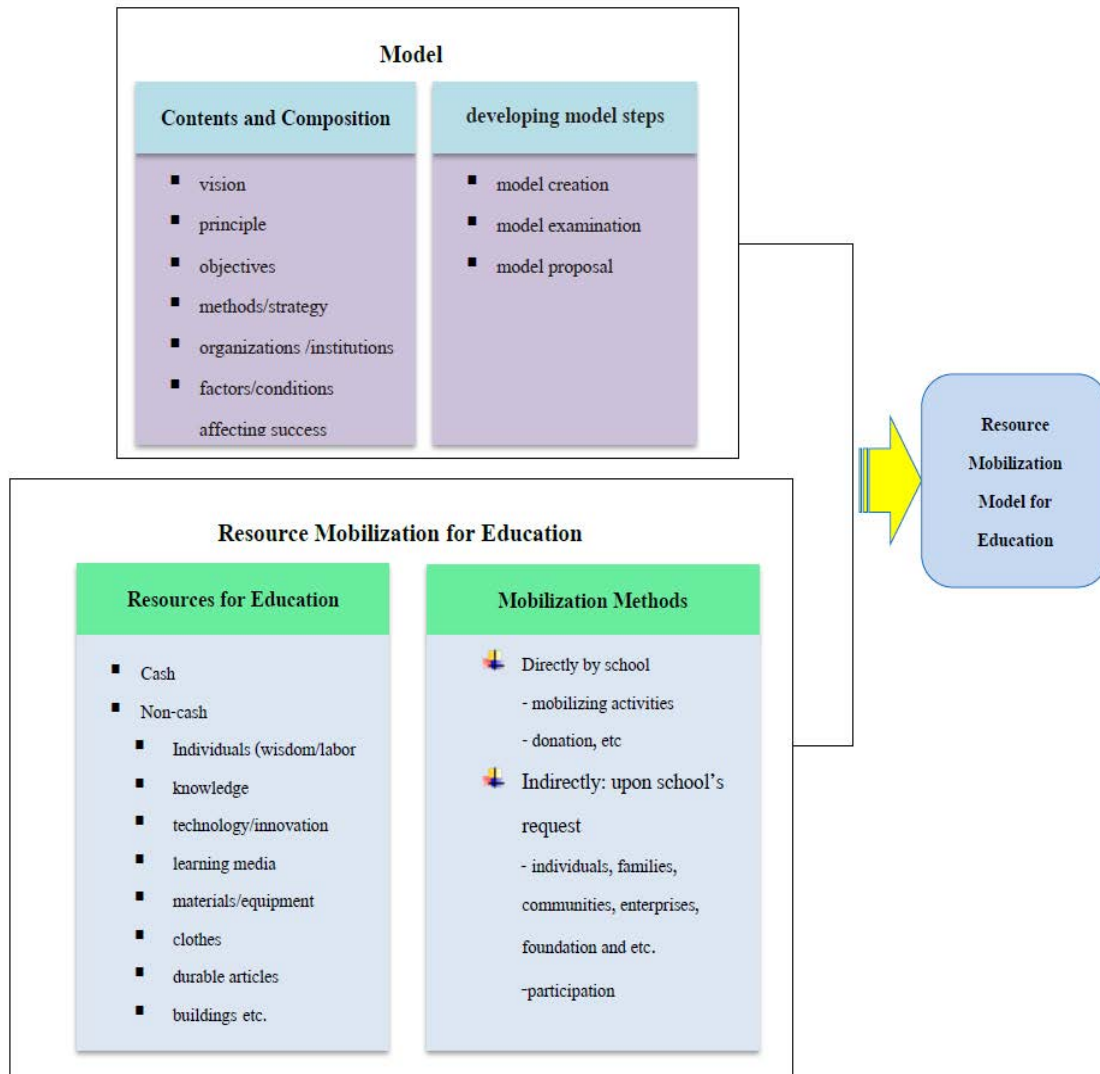
Figure 1: Research Conceptual Framework for the Resource Mobilization Model for Education.

Findings:

The resource mobilization for education deals with an operation expecting to obtain resources in form of cash, non-cash i.e. individuals, and objects such as wisdom, body of knowledge, academic contents, labor, materials, equipment, buildings, and etc. that academically contributed to support for provision of education meeting with the objectives and goals towards the happenings to learners with efficiency and effectiveness, both at policy and school level. Results of the investigation were as follows.

1.Current condition, problems and factors affecting the resource mobilization for education in Thailand; it was found at the policy level, there happened to be a law as clearly presented in the National Education Act B.E. 2542 (1999) stipulating the principles of educational provision in Section 8 (2) All segments of society participating in the provision of education; Section 9: In organizing the system, structure and process of education, the following principles shall be observed; (5) Mobilization of resources from different sources for provision of education; Chapter 8: Resources and Investment for Education in 5

Sections, particularly in Section 58 clearly indicated "There shall be mobilization of resources and investment from the State and foreign countries including to levy or exempt educational taxes as appropriate or necessary.

With regard to school level, the practical level or application from policy to practice, there happened to be the resource mobilization for education in line with circumstance and school's needs that harmonious in the same direction. In other words, the education concept was the people's business; education for all and all for education, bearing in mind the principle of participation, utilization of resources at maximum benefit, distribution of responsibility, trust each other, coordination for cooperative efforts, public relations, monitor, check and report with the following objectives; 1) the people's participation; 2) developing efficiency and effectiveness of teaching and learning; 3) increase learners' learning quality and; 4) increase people's educational opportunities.   Methods for the resources mobilization either cash and non-cash could be divided into three steps namely; preparation stage, operation stage and post-operation stage which composed of planning for implementation, project implementation, assignment of responsible persons, coordination of implementation, and public relations. The implementation stage started to implement as planned with projects and related activities i.e. the monk's robe offering ceremony to mobilize funds, exhibition of students' achievements, music performance, and sports competition, for instance. The post-implementation stage featured the announcement of appreciation and acknowledgement ceremony, summary and report of the resources mobilization results.   Non-cash mobilization ranged from mobilization of knowledge, labor forces, materials, equipment, buildings and other objects relating to support for education.   Individuals and organizations who sponsored the resources mobilization included wealthy persons, senior citizen, wisdom individuals, community leaders, association of teachers and parents, alumni club, enterprises, state and private organizations, local administration organizations belonged to community and related agencies outside community, for instance.

Problems found in the mobilization of resources for education were the people's lack of participation, no faith in leaders, some people were not aware of the significance of education, unclear work plan, unclear project, unclear objectives, no inspiration in support of resources, economic condition and poverty in community, and political interference in the area. Solutions to the problems consisted of a policy encouraging the people to participate in the resources mobilization, building favorable relationship with community, managing adequate basic infrastructure to meet with educational management in the area, having a clear work plan/clear project to prevent from external interference.

Factors affecting achievement included leadership of administrators, building favorable relationship with community, participation from the people and people concerned, supporting individuals/ organizations/units, good governance with transparency, accountability, good coordination, public relations, monitor and evaluation.

For the current condition, problems and factors affecting successful mobilization of resources for education in foreign countries; it was found the developed countries chiefly have placed an importance upon a mobilization of knowledge, academic progress and personnel development (i.e. UK and Australia). With clear policy in mobilizing resources, they set a policy and measures for the resources mobilization as well as establishing cooperation agreements at the central government level and the state level (Australia), concepts in mobilizing resources are to reduce inequity and strengthening efficiency, making opportunities available to various agencies to offer financial support for schools educational management, particularly the schools' association of parents and citizen will mobilize funds from students' parents and communities (i.e. Australia).   In addition to the above-mentioned, there is a knowledge participation through training, personnel development, and academic progress; giving freedom in educational management and resources mobilization including their support to change schools status from under the state supervision to be autonomous aiming at administration agility and development of education quality (i.e. UK).   In the developing countries, their concept is education for building equality; quality, education for all, all people and society are to participate in education, while the people take part in the resources mobilization (i.e. Indonesia and Lao PDR) opening opportunities for higher education institutions from overseas to share the education investment (Indonesia) and clearly identified roles of each party at certain level in law in the mobilization process (i.e. Lao PDR).   Factors affecting achievement comprised clear policy and law, identification of responsible persons' roles and functions, participation of the general public/organizations/ development institutions for education and related bodies to render support for knowledge and academic matter, assistance from internal and external organizations.

Problems in the mobilization of resources were economy and poverty in disadvantaged area of developing countries.   Usually, they rely on knowledge, academic and financial support from foreign countries, paying less attention to the people's education, shortage of potential personnel, poverty and far-

off area (i.e. Lao PDR); difference, inequity in the resource mobilization in schools of different education mode, inequity between learners in far-away schools and learners from different social status, inconsistence of learners' needs in different schools (i.e. Australia), reducing administrative role with external agencies relationship i.e. local administration organization and private sector that apparently turned out to receive less resources support (i.e. UK), for instance.

Guidelines for the resources mobilization ranged from increasing schools status adjustment to be autonomous, free from the state and locality, increasing administration efficiency and reducing inequity of learners by allocating budget with equality in developed countries. While organizing system, academic cooperative program and financial contribution from international organization as well as participation from many sectors are found in developing countries.

Factors affecting achievement of the resources mobilization for education in foreign countries included having law clearly prescribed duty and responsibility of the people in charge of mobilizing and supporting resources at each level (i.e. Lao PDR), leadership of administrators and those in charge of mobilizing resources, participation of the people from all segments and building friendly relationship with alliances and community (i.e. UK, Australia, Indonesia and Lao PDR), systematically receiving support from international organizations (i.e. Lao PDR), having organizations and institutions relating to development of body of knowledge and training for schools support (England), having organizations in charge of mobilizing resources at state level, and school level i.e. the association of parents and citizen (i.e. Australia) and use of technology and innovation in mobilizing resources (i.e. Australia, UK).

2. The Resource mobilization model for education would be a model guiding the operation with concepts of receiving resources to support for educational management both in cash and non-cash to ensure learners with equity, quality and efficient education under the principle and process of participation from every sector of the general public based on the education for all and all for education; to think, plan, decide, operate, take responsibility, solve problems, monitor, evaluate and appreciate success together, the principle of making maximum use of resources, the principle of centralization, the principle of trust each other, the principle of coordination for cooperation, the principle of public relations, the principle of monitor, check and report with the objectives for; 1) participation in education by the people in the manner of education for all and all for education, the people at all levels shall get involved in responsibility for learners, children and youth's education; 2) making the maximum use of resources in local areas, community and society for education; 3) promoting quality, opportunity and education equity for learners; 4) support a development of teaching-learning with efficiency and effectiveness and; 5) establishing academic cooperation in the country and with overseas countries.

Procedures and methods for the resources mobilization are; 1) pre-operation stage; 2) operation stage; and 3) post-operation stage. The pre-operation stage begins with planning and making preparation for the internal structure, i.e. responsible person for the project, public relations and coordination. The operation stage is to mobilize the operations in line with the work plan, identified project and activities i.e. the monk's robe offering ceremony to mobilize funds, exhibition of students' achievements, music performance, sports competition, direct donation, and etc. The post-operation will be the appreciation and acknowledgement announcement ceremony, summary, report and dissemination of the resources mobilization results to make know among the public and related persons in wide circle as shown below in Figure 2: Methods for the Resources Mobilization for Education as follow.

**Principles on the level of
service leaders**

**Principles on the level of
intervention**

Organizational
and leadership
culture

Strategic
planning

Responsive
and effective

Cooperative,
positive

**Children
and
families**

Cultural
competency

Efficiency
measurement

Understanding
professionals

Child-focus
practise

Available
resources and
services

Integrated

Partnership

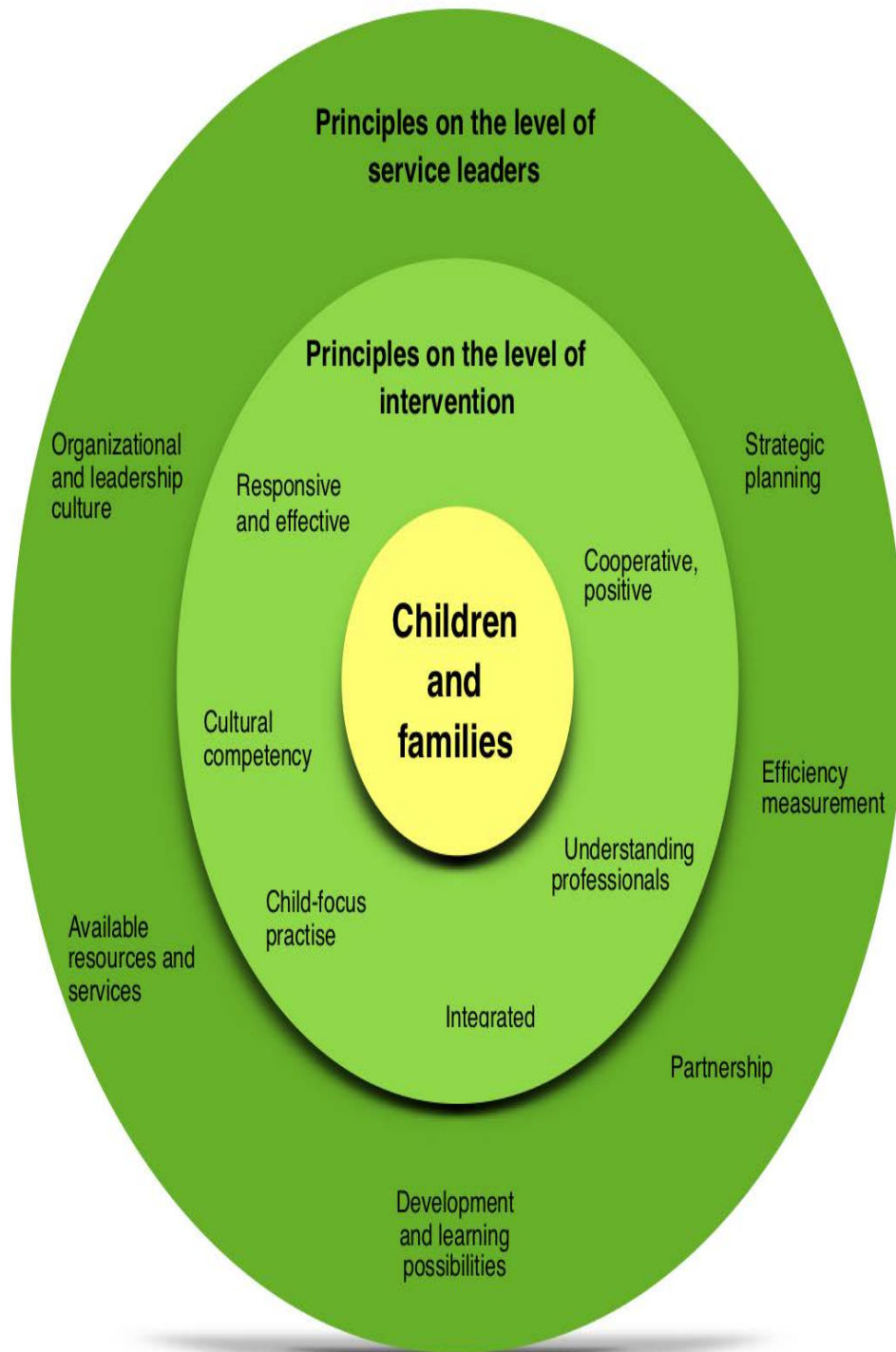Development
and learning
possibilities

Figure 2: Methods for the Resources Mobilization for Education

The resource mobilization methods for education in cash (fund raising for scholarship) consisted of study learners' needs in scholarship, brainstorming comments by thinking together among internal and external personnel, appointment of a committee/working group for a project implementation in mobilizing resources for education, identification of structure and responsible party, organizing activities in mobilizing educational resources in line with work plan and identified projects, official and unofficial committee/working group's meetings periodically, coordination on a continuous basis, solving problems together (if any) arose from the resource mobilization for education, monitor and evaluate the results of resource mobilization together, organizing activities to give scholarship to students as to the goals, summary and report people concerned the results of mobilizing resources for education via diverse channels

As shown in Figure 3: School's resource mobilization methods for education
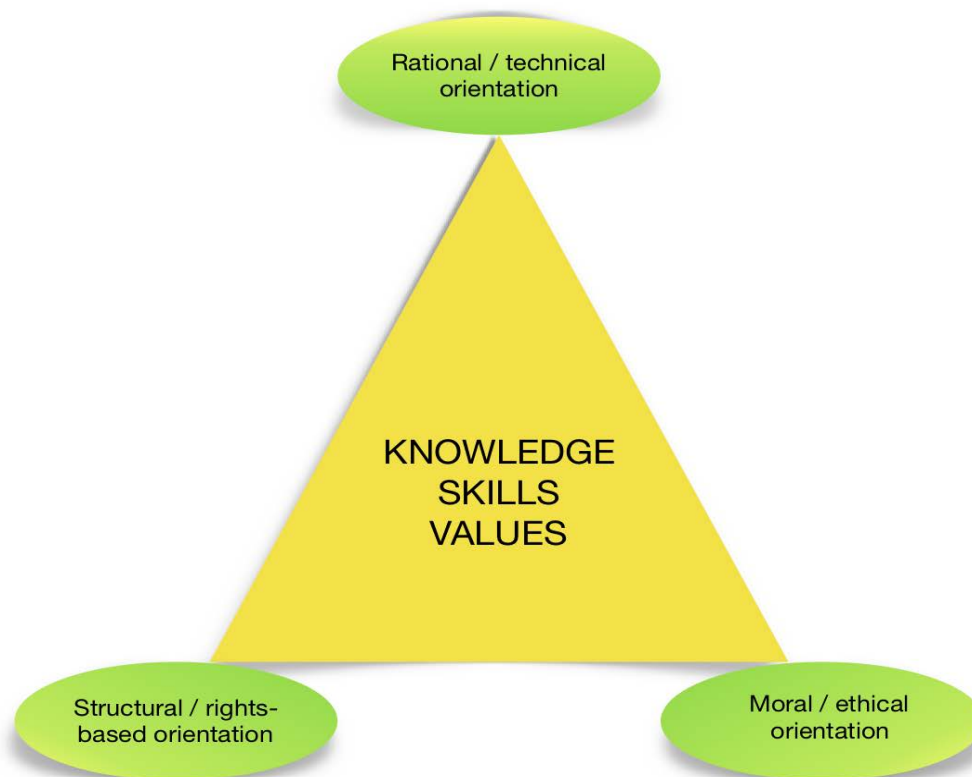
Figure 3: School's resource mobilization methods for education

Operation strategies consisted of; 1) personnel strategy i.e. administrators with leadership in the aspect of personal characteristic and administrative behavior, taking the lead in taking action, personally devoted to work, simply approach, having human relations skill, with ability in building recognition and mutual faith between in and outside school leading to a successful mobilization of resource and etc.; 2) organization strategy by identification of functional structure and coordination, assignments in the resources mobilization mission for education based on organization and individual's aptitude; 3) communication and technology; by developing technology and make use of technology to communicate in mobilizing resources, making the resource mobilization accessible to diverse targets, quickly and in time and; 4) management i.e. planning for operation, adhering to the principle of participation, building good relationship, giving authority and centralization in administration and management, public relations and promoting good understanding with those giving resources for education, allocation of resources thoroughly as deem necessary, operation control by work plan or project, strengthening work efficiency, supervision, monitor, check, report as well as announcement of appreciation and acknowledgement.

On the other hand, there are factors affecting achievement in the resources mobilization for education such as; leadership of administrators, well-planning, participation from all sectors, creating good relationship with community, supporting organizations and individuals, good governance, efficient public relations and continuously monitor and evaluation.

Discussion

The Constitution of the Kingdom of Thailand B.E.2560 (2017) Section 50 (4) indicated "A person shall have to enroll in compulsory education. In the National Education Act B.E.2542 (1999) and the Compulsory Education Act B.E.2545 (2002) stipulated a child attaining seven years of age to sixteen years of age shall have to enroll in compulsory education. Under the Act, people are forced to get education accordingly. For that reason, it is the state's duty to allocate budget for education while other costs for education will be the parents or guardians' duty in supporting their children. Due to parents' financial status in the city and countryside is rather different; Thais' poverty in 2015 was 4.8 million people (Office of the National Economic and Social Development, 2016), while farmers, the majority living in rural area and 40% found under the country's poverty base line (Athawanit, cited in Bank's Finance, online, May 30, 2018). So, there is a group of students in compulsory education age whom are children of those unfortunate citizens in need of additional resources support for education, in terms of finance or scholarship apart from tuition fees, learning materials, textbooks, clothes, learning activities costs and partial transportation fees for them.

The resources mobilization for education both cash and non-cash is regarded critical to ensure efficiency of learners' learning circumstance, narrowing down inequity but equity and simply more accessible opportunities to quality education from funds sponsored by individuals, individuals' group, organizations, external organizations; the public and private sector, local administration organization, rich people, families, communities, professional bodies, enterprises and other social institutions as expected. Since the mobilizing schools today do not have the common practical guides to inspire the non-cash resource supporters for being acknowledged, recognized, or highly awarded with honorable decorations, they hence did their own ways as to their understanding and motivation. As a result, it deemed appropriate to identify a policy or similar criteria of cash donation, then it would be another way for non-cash providers to give more support in the future.

Although the National Education Act B.E.2542 (1999) clearly stated "Education shall aim at the full development of the Thai people in all aspects; physical and mental health; intellect; knowledge, morality; integrity; and desirable way of life so as to be able to live in harmony with other people", in Section 8 (2): All segments of society participating in the provision of education, Section 9: In organizing the system, structure, and process of education, (5) Mobilization of resources from different sources for provision of education; and (6) Partnership with individuals, families, communities, community organizations, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises and other social institutions", as the above guidelines for mobilizing resources and investment for education implementation. So far, schools' resources mobilization for education is quite different in the aspect of context, size, and schools' affiliation, depending greatly upon administrators' competencies and leadership, well-planning, clarified identification of objectives and

resources mobilization, building friendly relationship with communities, centralization of responsibility, having clear resources supporting persons/organizations, transparent administration and accountability, supervision, monitor, check, evaluation and report supporters and people involved the results of resources mobilization that are important factors in mobilizing resources for education.   Besides, the non-cash resource mobilization consisted of individuals, wisdom, manpower, materials, equipment, and buildings, these are also as important as the cash.   Schools therefore should have a systematic plan, system development of resources mobilization data, good governance in terms of planning, making opportunities available for participation from inside and outside schools, effective and efficient coordination, transparency and accountability, allocation and spending out of mobilized funds in line with the objectives.

Observations from the fieldwork, schools that highly received resources in cash and non-cash namely Wat Borkru "Khuru Prachasan" School in Suphanburi Province, Takhli Prachasan School in Nakhonsawan Province, Khuru Prachan School in Chainat Province, Prince Royal Withayalai School in Chiangmai Province, Wat Khao (Teachers' Day B.E.2501) School in Nakhon Sithammarat Province and Borabue School in Mahasarakham Province. All of the above schools possess the said characteristics with learning outcomes higher than the average mean of the Ordinary National Educational Test (O-NET) over the past three academic years. Even results of the Programme for International Student Assessment (PISA, 2012) revealed it was hardly found relationship between the educational results and resources, policy, and educational practice. At any rate, sufficient resources played an important part in boosting learners having good learning opportunities by educational resources being converted to learning outcomes if they are utilized with efficiency (OECD, 2013, p. 38-40). This should be promoted further in terms of policy and practice with greater efficiency steering to development of educational quality, decreasing inequity, increasing equity and learning opportunities for learners - another way to saving the government budget.

In the meantime, some schools lacked of potentials in mobilizing resources for education due to limited status of administrators and monk personnel i.e. Phra Pariyattidhamma Wiweknaram School in Chiangmai Province had lower average mean of learners' provincial and the national educational test (O-NET) over the last 3 years. This is because a lack of resources mobilization. The school however did not receive sufficient support both in cash and non-cash i.e. individuals, wisdoms, experts, educational scholars i.e. curriculum development, up-to-date learning activity and new body of education knowledge from external educators/organizations, and facilities to meet school's needs, for instance. In-depth study and development of resources mobilization are strongly recommended.

Moreover, it was discovered the schools that adopted the learning management of participatory network approach i.e. Takhli Prachasan School in Nakhonsawan Province, Suan Phraya School in Narathiwat Province and Ban Nonchik School in Srisaket Province had successfully carried out the resources mobilization both cash and non-cash, particularly wisdom, curriculum and learning media development and knowledge sharing by teachers and administrators in collaboration with parents, guardians and communities through the process; to think, plan, decide, operate, take responsibility, solve problems, monitor, evaluate and appreciate success together (Pinsuda Siridhrungsri, 2016) with high efficiency too. This should be promoted by expanding the results extensively leading towards effectiveness in the resources mobilization for education and learning management with more quality from cooperation of network and community.

Results of the research on the resources mobilization model for education that proposed concepts regarding the education for all and all for education aimed at promoting the education equity, quality and efficiency by the principle of participation, making use of resources for education in compliance with the National Education Act B.E.2542 (1999) for schools to observe the mentioned Act by adopting the guiding policy stipulated in the Act to practice with efficiency, effectiveness and also in conformity with learning management concepts of other countries i.e. Australia, England, Indonesia and Lao PDR. It is therefore the international concept and principle. In addition, it was learned in the countries where learning context higher than Thailand, objective of the resources mobilization for education is developing education quality to be equity or even much better than before. At the same time, the important guide for the country where learning context lower than Thailand is identification of responsibility taken by different sectors in law and request various forms of support from international community.

Objectives of the resources mobilization for education were identified; 1) participation in education by the people in the manner of education for all and all for education, the people at all levels shall get involved in responsibility for learners, children and youth's education; 2) making the maximum use of resources in local areas, community and society for education; 3) promoting quality, opportunity and education equity for learners; 4) support in teaching-learning development with efficiency and effectiveness; 5) establishing academic cooperation in the country and with international countries. The

objectives identified in response to boost educational management as well as education quality development ensuring opportunities accessible by learners to receive quality, equity and efficient education which in general is the purpose of education.

As proposed earlier, procedures and methods for the resources mobilization at the pre-mobilization stage ranged from planning, preparation to launch a project with clearly identified objectives, organizing internal structure, personnel, assignment of responsible persons, assigned tasks, coordination of implementation, and public relations campaign to access the resources supporter target. The mobilization stage included organizing activities as to the work plan, identified projects and activities i.e. the monk's robe offering ceremony to mobilize funds, exhibition of students' achievements, students' performance, sports competition, and direct donation. The post-mobilization stage featured the appreciation and acknowledgement ceremony, summary and report of the resources mobilization results including public relations campaign to make known among the public and related persons in wide circle about transparency and to promote sustainability of the resources mobilization for education. The process would be undertaken in organized system and management steps. It is expected the mentioned model is truly practicable with efficiency in mobilizing resources, no matter school under any affiliation, the state or private or local administration organization' school, located in city or in countryside, different sizes; large or extra-large, middle or small sized school, they all have to work in the same way.

Upon fruitful mobilization, resources management should be undertaken with efficiency in accordance with the objectives. To elaborate, there should be an appointment of committee/working group, registration of the mobilized resources, and deposit in a bank or financial institution, identification of disbursement in line with relevant regulations, allocation of resources to meet with the objectives of resources mobilization, monitor, evaluation, summary and report, for instance. This is a systematic way for the resources administration and management leading towards transparency, acceptance and confidence in the mission to ensure more support in the days to come.

Notably, it was appeared to find the factors affecting results toward the resources mobilization for education and proposed herein namely; leadership of administrators, creating favorable relationship with community, participation from the people and related personnel, having supporting individuals/ organizations/agencies, good governance in the aspect of transparency, accountability, capable coordination, public relations, monitor and evaluation. All of these are the same key factors for the administration and management of resources mobilization for education in schools in Thailand and other countries i.e. Australia, England, Indonesia and Lao PDR. Schools should therefore realize and utilize the above guides in mobilizing resources for education, particularly employing strategy toward successful mobilizing resources quickly with efficiency; both personnel strategy, organization strategy, technology as well as administration and management strategy.

For schools administrators and teachers, from a study on fieldwork case and focus group with people concerned, it was learned most of the resources mobilization problems derived from leadership of administrators, unfavorable relationship with community, and lack-of-transparency administration. Therefore, training on developing competency, capability in mobilizing resources for education, leadership is recommended, so they would have vision in the engaged job, knowledge, capability, and efficient administration and management. Once achievements are recognized, there should be an incentive by promoting to the position involved with mobilization of resources, either cash or non-cash - another way to boost moral empowering the efficiency of provision of education.

Overall picture of the resources mobilization model for education in Thailand and foreign countries earlier proposed in depth and synthesized as proposed under Thailand context which hopefully could be applied for further utilization with efficiency because of outstanding characters of the model and conditions in application of the model as follows.

Outstanding Characters of the Model

1. Through step-by-step mechanism, the model was studied, analyzed, synthesized and examined from models of schools in the country and abroad by related experts; particularly 12 schools of different context ,size, affiliation, in urban and rural area of Thailand but they shared the common concepts, objectives, supporting individuals/organizations, methods of mobilizing resources, strategy for mobilizing resources and factors affecting a successful mobilization of resources which tended to be in the same direction.

2. Having clearly prescribed by policy and law as guidelines for the mobilization of resources with agility, particularly the participation in resources mobilization from various sources to employ in educational management.

3. The model entirely covering the system, principles, objectives, supporting individuals/ individuals group/organizations/work agencies for the resources mobilization, how-to mobilize resources, how to manage resources, factors affecting achievement in the resources mobilization, resources mobilization strategy, strength and conditions in application of the resources mobilization model.

4. The central model that can be applied by schools, the state, private or local administration organization's schools or under other agencies in charge of educational provision; either large or extra-large, middle or small size, in the city or in countryside.

Conditions in Utilizing the Model

Since the proposed above model for the resources mobilization for education is the only central model for schools belonged to the state, private, and local administration organization, large, medium and small size located in the city and rural area, in order to utilize, schools are suggested to apply in line with its context, readiness, suitability and potentiality; bearing in mind promote understanding and common attitude as well as developing schools personnel's competency affecting the resources mobilization in the same direction.

Proposed Guidelines for Promotion of the Resources Mobilization Proposal for Education at Policy and School Level: as the following.

1. Policy Level: Ministry of Education, other ministries responsible for provision of education and related agencies, local administration organization, as the case may be, shall; 1) improve and increase tax measures to cover non-case resources; 2) identify criteria for local administration organization's educational resources support to be appropriate and meet with revenue; 3) promote and support to establish new outdoor learning centers, both in and outside community; 4) promote and develop teacher personnel and administrators with leadership, capability, competency for the resources mobilization and accessibility to resources sources; 5) promote and support external organizations and schools network to participate in the resources mobilization for education as well as support education concretely both cash and non-cast; 6) promote and support schools with readiness and strength to autonomous, public company with freedom in administration aiming at mobilizing more resources; 7) promote and support the participatory network of schools; 8) promote and support families, communities, private, private organizations, professional organization, enterprises, and other social organizations to participate in education more; 9) create inspiration and promote wisdom in local area to participate in support for learning management; 10) identify criteria for obvious acknowledgement and appreciation announcement at national level and award those who contribute cash and non-cash for education with decorations, and; 11) identify promotion criteria, salary increase or any career path progress for administrators and teachers whose resources mobilization for education achievement is well-known.

2. School Level: shall; 1) build network for mobilizing resources for education; by individuals, individuals groups and organization; 2) appoint a committee/working group for mobilizing educational resources by participatory approach of schools' internal and external people; 3) develop data system of resources mobilization for education, both cash and non-cash; 4) organize internal work structure, responsible person for coordination and publicize; 5) build favorable relationship with community, helping community on important occasion or/and receiving support from community, as the case may be; 6) develop learning-teaching quality to be well accepted and trusted by community; 7) administer and manage resources with transparency and accountability; 8) promote leadership of administrators to be visionary, capable with responsibility and determination in success, the aspect of administrative behavior i.e. decisive, taking the lead, dare to think, to do devotedly, good human relations and always helpful to community; 9) make use of technology for the resources mobilization for education; 10) apply strategies for mobilizing educational resources; personnel strategy, organization strategy, technology and communication strategy and administration and management strategy, especially planning for operation, adhering to the principle of participation, building good relationship, giving authority and centralization in administration and management, public relations and promoting understanding with educational resources providers, allocation of resources thoroughly as necessary, operation control by work plan or project, strengthening work efficiency, supervision, monitor, check, report as well as announcement of appreciation and acknowledgement as proposed earlier in the resources mobilization model for education.

3. Further Research: In-depth investigation is recommended regarding guidelines promoting the resources mobilization for education individually; under each attachment or affiliation; under state, private and local administration organization and also to study guidelines for mobilizing resources of Phra Prariyatdharmma, General Education School as a case study due to the difference of monastic status in

school administration and management that support for mobilizing resources must be specially supported which is different from other normal schools.

Conclusion

To conclude, model/guidelines for the resources mobilization for education involved with operation in order to receive resources for support of provision of education, both cash and non-cash so that learners will be educated with equity, quality and efficiency with principle and process of participation from all sectors of people on the basis of education for all and all for education through the process; to think, plan, decide, operate, take responsibility, solve problems, monitor, evaluate and appreciate success together, principle of making the maximum use of resources, principle of distribution of responsibilities, principle of trust each other, principle of coordination in cooperation, principle of public relations, and principle of monitor, check and report with the objectives as follows; 1) participation in education by the people in the manner of education for all and all for education, the people at all levels shall get involved in responsibility for learners, children and youth's education; 2) making use of resources in local areas, community and society for the utmost benefit of education; 3) promoting quality, opportunity and education equity for learners; 4) support a development of teaching-learning with efficiency and effectiveness; 5) establishing academic cooperation in the country and with foreign countries. Procedures for the resources mobilization in cash comprised pre-operation stage, operation stage, and post-operation stage. The pre-operation stage begins with planning and making preparation for internal structure, i.e. responsible person for the project, public relations and coordination. The operation stage is to mobilize the operations in line with the work plan, identified project and activities i.e. the monk's robe offering ceremony to mobilize funds, exhibition of students' achievements, music performance, sports competition, and etc. The post-operation will be the appreciation and acknowledgement announcement ceremony, summary, report and dissemination of the resources mobilization results to make know among the public and related persons in wide circle.

As for the methods of resources management; i.e. appointment of committee/working group, registration of the mobilized resources, identification of disbursement, allocation of resources to meet with the objectives of resources mobilization, monitor, check, summary and report the costs results by application of operation strategies i.e. personnel strategy, organization strategy, communication and technology strategy, management strategy; i.e. adhering to the principle of participation, building good relationship, giving authority and centralization in administration and management, public relations and promoting good understanding with those providing resources for education, allocation of resources thoroughly as necessary, operation control by work plan or project, strengthening work efficiency, supervision, monitor, check, report as well as announcement of appreciation and acknowledgement. However, factors affecting achievement in the resources mobilization for education included leadership of administrators, well-planning, building favorable relationship with community, participation from all sectors, development of quality learning-teaching, having supporting individuals/organizations/units, good governance, public relations with high efficiency, monitor and evaluation.

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THE CONTEMPORARY ACADEMIC TRANSFORMATION OF A 200+ YEAR OLD WIDENING PARTICIPATION COLLEGE IN CENTRAL LONDON

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ABSTRACT

The introduction of a number of new interventions and initiatives is having dramatic effects on student success and satisfaction at St Patrick's College in Central London. A teaching methodology - 'Chunked Experiential Learning' has been designed and introduced in order to respond to the specific needs of students from a widening participation background. This teaching method is being facilitated by 'Experiential Teaching Practitioners' – a new wave of teachers who have replaced traditional, didactic lecturing with innovative, fresh, exciting lessons, designed to stimulate and engage students and lead them to academic and professional success.

Understanding students, and meeting their needs, is an ongoing challenge for widening participation institutions in Higher Education. The Office for Students, a new regulator in the UK, has called for increased ease of access for students from poorer backgrounds and the Quality Assurance Agency's Quality Code has been reconfigured to afford colleges and universities more autonomy in creating an educational experience which is relevant for their students.

As such, the college at the centre of this study has transformed itself academically. Through staff development and recruitment, the introduction of pilots and interventions and careful monitoring and measurement, it seeks to offer an education that is responsive to the needs of its specific student demographic.

Keywords: Experiential education, innovative pedagogy, cultural change, higher education

Relevance of research for practice

In an era of league tables, measurement of student outcomes and the National Student Survey monitoring student satisfaction in a plethora of categories, the co-operation between teacher-researchers and student participants is, arguably, more prevalent now than ever before.

This study is researching and co-creating new teaching practices which has the potential to inform the field on a student-centred approach which empowers through student-led experiential learning and reflexive practice.

The research is particularly relevant for widening participation institutions, but also to those who wish to embark upon strategic educational transformation, wide-ranging staff development initiatives and cultural change.

It examines the practice of collaborating professionals, departmental interaction, professional reflexivity and the development of a student-specific teaching methodology – Chunked Experiential Learning – which fuses the work of Kolb (1984), Fink (2003) and the researcher's own doctoral research, to amalgamate study skills, experiential learning, taught content, formative assessment, reflection and feedback into every individual taught workshop.

Method

The introduction of a participatory action research ethos which involves teachers, students and administrators has sparked a range of research projects, with the resulting evidence being used to inform practice on an ongoing basis.

The interaction between theory and practice is demonstrated by insider researchers through the innovative use of both qualitative (student and staff focus groups, reflective diaries and lesson activities and lesson observations) and quantitative (surveys, questionnaires, correlational research and causal comparative research) research methods.

Results and Conclusion

Early pilots of the enhanced teaching methodology showed a strong impact on student success. Notably, submission rates increased by over 30% and pass rates increased by over 40% in comparison with both past and current student cohorts being taught the same subject (though in a contrasting fashion).

Student satisfaction, measured through student surveys also saw quantitative improvements (students expressed enhanced satisfaction in nine out of thirteen areas when taught using the new method). Students reflected qualitatively through in-class logs and Results could conclude that students were engaged and participated in active classroom activities. Confidence levels grew throughout term.

A thematic analysis of teacher views, captured through a reflexive observation log and focus groups, indicated an increased focus on; developing and designing innovative, engaging materials, teaching with technology, putting student engagement at the heart of their lesson

intentions Teacher observations suggest that the teacher was motivated, enthused and had a feeling of freedom and experimentation when designing and teaching through Chunked Experiential Learning (CEL) methods.

A number of further interventions are currently in progress at the institution, including; the embedding of Chunked Experiential Learning across the entire college by 2019/20, a phased and ambitious staff development programme which awards Digital Badges to teachers who demonstrate competency in upto 23 crucial areas of teaching and the introduction of 'live assessments' to combat academic malpractice and to offer students a more experiential approach to demonstrate their learning.

Questions for the audience

- To what extent does experiential learning aide student success and satisfaction at Higher Education institutions?

- Does the need for 'work-ready' graduates indicate the death of didactic learning?

- Empowering students: Why are teachers so resistant to change?

A brief biography of the author

Rod Brazier, Vice Principal – Teaching Excellence and Student Success, St Patrick's College, Global Universities Systems, London.

Rod is an experienced experiential educator whose doctoral research explores the impact of experiential teaching upon undergraduate students. Currently, Rod is implementing widespread academic change within his institution; through innovative student-centred teaching methodologies, known as Chunked Experiential Learning, and inspirational and motivational staff development programmes.

The Competency for "Audio Description Media Producers

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ABSTRACT

The competency for audio description media producers is referred to the knowledge and the capabilities of workers in this field of occupation to think of any practical approach and actual solutions to any problem involves with the audio description production. The competency for audio description media production is composed of core competency, professional competency, and functional competency. Functional competency can be divided into nine units of competencies and ten elements of competence. This type of competency would be used as occupational standards for any individual who would like to enter the audio description production careers. Moreover, the competency could be used as an indicator of knowledge, capabilities, and working skills that could lead workers to success their following planned objectives.

Keywords: Competency, audio description media

Introduction

The term "Competency" is referred to the knowledge and the abilities of individual who think of any practical approach and actual solutions to any problem. Competency comes from the true understanding in certain topics in which is possibly acquired from theoretical or practical learning. This leads to the ability of problem solving in specific fields. For each competency, it can be consisted of knowledge, experiences, and skills in various fields all together (Kasipa, 2009). The term "audio description media producer" is a career, which involves with the media production that helps or aids individuals who have visual impairment to access the photographic or visual information like other normal individuals. As one who works in a certain career or has certain responsibility, that particular individual needs to have specific knowledge, abilities, or skills related to his/her career. Thus, the individual can fulfill his/her role in completing the goals or job objectives at hand. In short, this is the "competency" that a certain individual should have. Therefore, the competency for each career is an aspect that can indicate the occupational standards for each respective career.

The term of "occupational standard" in this study is used differently depending on the countries in certain regions. For example, in England, the word "occupational standard" is similarly used, while for Australia and New Zealand, the words are "competency standard" and "unit standard", respectively. Sector Skills Council of England defines "occupational standard" as a set list of competency for the roles of each career in the form of practical description, knowledge, and required evidences or documentations in verifying that the working individual has the right competency in which covers the main activities of that career under different working environments (cited : Kasipa, n.p). Moreover, Whattananarong (2010) stated that the occupational standard is a guideline for career workers who are willing to accept and follow its practices. The guideline may consist of a set of rules, code of ethics, set disciplines of workers, or regulations in occupational supports. For example, workers need to have professional certification, or there must be a group of committees or organizations who control and monitor workers in those certain careers. An individual, who is able to work in a career, has to have a suitable competency for that certain job the person is applying for. In Thailand, the occupational standards were established by Thailand Professional Qualification Institute (Public

Organization) or TPQI. The organization was established following the Royal Decree for Institutional Establishment in 2011 and was announced in the Royal Thai Government Gazette on 30th March, 2011. The organization is also considered as a department directly under the Prime Minister's authority. TPQI has duties in developing the national professional qualification system, supporting professional or vocational group to create the occupational standards up to that of the international standards, certifying the organizations that provide certification of competency to qualified individuals, as well as being a center that provides information regarding professional qualification and occupational standard systems (TPQI, 2018).

Therefore, the competency for audio description producers can be defined as the knowledge, abilities, or skills that are employed in the occupation of audio description production in order to fulfill the career objectives. Audio description is considered as media that can help or aid individuals who have visual disabilities or low vision problems to pleasantly access the information presented in various media like other normal individuals. An audio description for individuals with visual impairment uses a brief moment between conversation/dialogue to add necessary information about the photographic or visual characteristics of the show, such as characters' behaviors, characters' appearances, body language, clothes, and scenery/background. Thus, the description will be transferred to the listeners via wireless earphones. This allows the individuals who have visual disabilities or low vision to use the earphones when watching movies, TV shows, stage performances, sport shows, or exhibitions at museums (Karuchit, 2015). This type of media will be used in cinemas and on televisions with purposes to help and aid visual impaired individuals, which include those who are visually disable and have low vision. They then can watch movies and TV shows similar to those who have normal eyesight. This is because movies and TV shows are media that need the methods of "watch" and "listen" to perceive "picture". When normal individuals watch movies and TV shows, they can fully understand and perceive the "emotion" of the story they are watching. However, in the same case with visual impaired individuals, it is an obstacle for them in perceiving the same feeling because some scenes in movies or TV shows do not have conversational dialogues. There are only just characters' actions and behaviors. This causes the visual impaired individuals to miss some details of the story at that particular scene.

Types of Competency

Competency any work or occupation is necessary for the organization to achieve that goal.

In most organizations types of competency can be divided into 3 types as follow: (Kasipa, 2009)

1. Core competency is defined as characteristics, capabilities, and qualifications that all personnel in an organization must have. These aspects will support the main vision, mission, and capability of the organization. If it is compared in terms of education, core competency is similar to required subjects/courses that every student has to take. Thus, the core competency is the required characteristics, capabilities, or qualifications of an organization that are mandatory for all personnel. It is therefore, an essential characteristic for an organization to help its personnel to become the individuals who can work in an organization efficiently through the end.

2. Professional competency is defined as capabilities/competency that management executives or higher in positions should have for the benefits in job management base on their respective duties and different responsibilities in certain departments. This management group has roles in pushing work strategies and operations to workers who are under their commands. This type of competency is considered to be more specific in the management role as its purpose is to make the management executives perform their duties effectively. Sometimes, this type of competency is also called "management competency".

3. Functional competency can be defined as the capability in working position. It is considered as certain characteristics or qualifications in which workers must have in order to successfully work in their particular positions. Thus, different positions or different departments will have distinguish functional competency. This is because each type of work is varied from each other based on specific working techniques or profession. Therefore, this type of competency is occasionally called "job competency" or "technical competency". If it is compared in terms of education, functional competency is similar to various subjects/courses that are specific for each major/department in university.

Components of Competency

According to the concepts of McClelland (McClelland, D.C. , 1973), there are 5 components as follow:

1. Skill is defined as the working capability with determination from the mind and body. This ability also includes an analytical thinking process in which individuals have to think reasonably. For example, if one has welding skills, he/she must weld two pieces of metal into one metal piece that is beautifully align and does not have any damage surface.

2. Knowledge is referred to the information within individuals, which is essential to their duties and responsibilities. For example, if one has the knowledge of accounting, he/she must know from bookkeeping procedures to other responsibilities that are necessary for an accountant.

3. Trait is referred to characteristics of an individual that are usually shown when responding to particular situations. For example, some management executives like to work and think very fast, while some executives work and think slowly but also cautiously. This is due to that each of their response to the problems or situations is unique and different from each other.

4. Self-concept is a part of value, attitude, and self-image of one individual in which can be observed through behaviors that are shown by that person. For example, some people have value in always being the leader of the group, while some people like to argue with others as can be observed from their aggressive behaviors.

5. Motive is referred to certain thoughts that are concealed within one's mind or desires, which lead to the expression of one's behaviors. For example, some people like to work on difficult tasks since they want something challenging, while some people are slow since they like more easier tasks and like to work comfortably.

Core Competency and Professional Competency of Audio Description Producers

Amatmontree (2017) had studied about the development of competency-based learning model involving with the topic of audio description production. His study collected data from documentations, related researches, and opinions from the focus group consisted of 9 individuals, who are resource persons, experts, and individuals that work in this field of occupation. It was found that the core competency and professional competency of audio description producers were as follow:
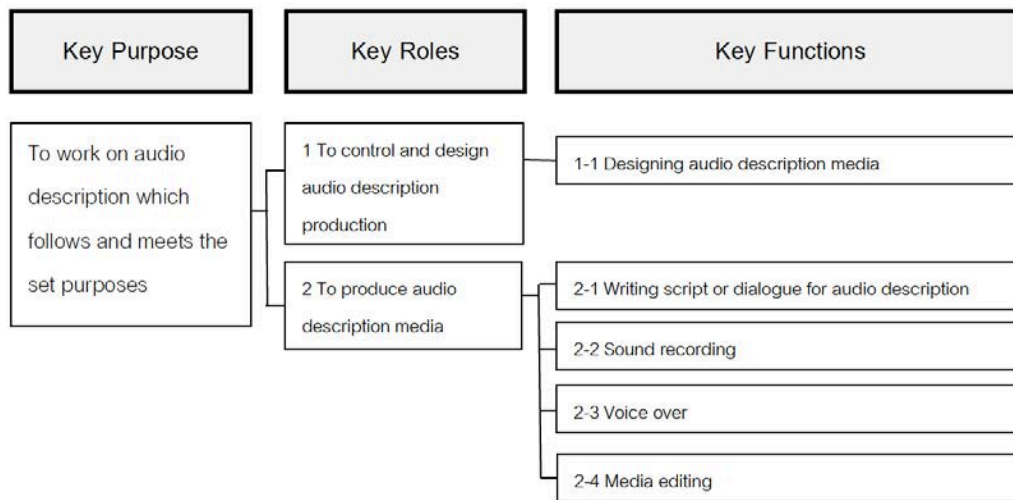
Figure 1 Occupational standards for audio description producers and relationship between professional competency and functional competency of audio description producers

From Figure 1, shows the core competency and professional competency, which can be explained as follow:

1) The core competency of audio description producers, in this case, was the key purpose of the career, which is to work on audio description that follows and meets the set purposes. This showed the required qualification of audio description producers that every worker in this field must have since it is an essential characteristic, which can lead that particular individual in becoming the one who can work in an organization efficiently through the end.

2) The professional competency of audio description producers could be divided into 2 key roles: (A) to control and design audio description production and (B) to produce audio description media. This type of competency showed the capabilities of management executives or higher in positions for the benefits in job management following their respective duties and responsibilities that are different based on their positions and departments. Their functions are designing audio description media, which was related to the professional competency in controlling and designing audio description production; while writing script or dialogue for audio description, sound recording, voice over, and media editing were related to the professional competency of producing audio description media as can be seen in Figure .

Functional Competency of Audio Description Producers

The functional competency of audio description producers is referred to the capability in working position. It is considered as certain characteristics or qualifications in which workers must have in order to successfully work in their particular positions. Thus, different positions or different departments will have different functional competency. This is because each type of work is varied from each other base on specific working techniques or profession. The functional competency of audio description producers consisted of 9 units of competency and 10 elements of competence.

The unit of competency was used to describe the function outcomes in which the personnel who work in specific functions must follow. The element of competence was used to describe the action or outcome in which can be expressed and evaluated. The summation of various elements of competence would form into one unit of competency.

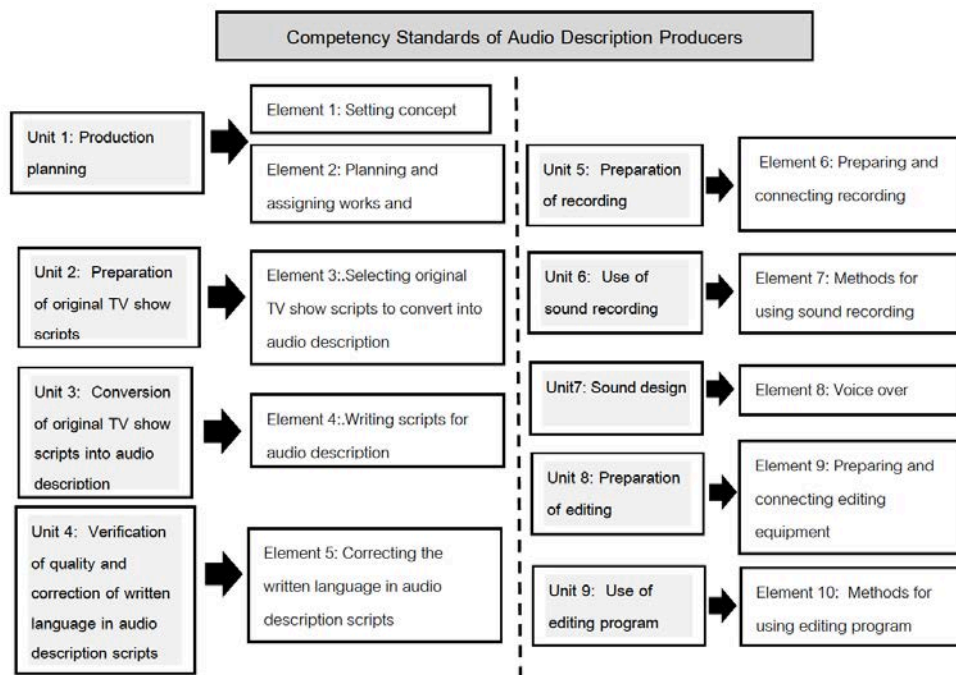The functional competency shown in Figure 3 would be used to specify the knowledge,

Figure 2 Unit of competency and elements of competence of occupational standards for audio description producers

capabilities, skills, and outcomes of audio description producers (Amatmontree, 2017).

From Figure 2, Show the 9 units of competency and the 10 elements of competence of audio description producers. The elements of competence were the outcomes of their respective units of competency. For example, Unit 1 is "Production planning", thus, the outcomes for this Element 1, "Setting concept", and Element 2, "Planning and assigning works and responsibilities". This means that the individual who works or takes responsibility in this section must have knowledge and capabilities in working to meet the set purposes. Moreover, the individual must have evidences/proofs that he/she has fulfilled their roles in the job, for instance, any document related to production planning, topic setting, production concept, production time, worker's responsibilities/roles, or the assignment of works in each section. The purpose of this evidence is to demonstrate any trace of progressed works in which there is a clear and concrete indicator of his/her capabilities. For example, unit 9 is "Use of editing program", its outcome is Element 10, "Methods for using editing program".

Therefore, an individual who works or takes responsibility in this section must have the knowledge, capabilities, and skills in using the editing program as well as have outcomes to show as evidences to verify that he/she has such competency in the work.

Conclusion

The competency for audio description producers could be used as occupational standards for those who want to work in this career. It could also be employed as an indicator of knowledge, capability, and working skills of one individual, that could lead the worker to success following his/her planned objectives. This related to the needs of organizations focusing in occupational competency in order to adapt and catch up with the upcoming competition in the market. These organizations had ideas in establishing frameworks and criteria for professional qualifications in every level of occupation to be well organized and effective organization. It could indicate the competency of Thai people as well as strengthen occupational groups. This means that they can establish their own standards to use as a base for the development of human resources in various levels in which answer the needs of organizations as they are the "demand driven" of the system. The term "competency" must be measured using "standards" that are systematic because it is capable of being used as tools for an efficient development of human resources in the country. This would be a great support for public administration or government departments in developing our human resources to be high a great capable of working accordingly to the needs of labor market. Consequently, it would lead our country to an efficient increase of our workers'

capabilities in the national competition (TPQI, 2018). Therefore, individuals who want to work as audio description producers should have capabilities following the set of competency guidelines. Finally, in the audio description production careers, it is not necessary for the workers in this field to have characteristics of all competencies. They could focus or have certain competencies related to their roles and responsibilities since the tasks in this career are usually performed as a team work.

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THE SOCIAL MEDIA LABOURER

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ABSTRACT

This article explores the social media artists and their existence as a platform driven celebrity. There is a need for understanding the Marxist interpretation of value and the exploitation function. Creative artist's has always been considered as exploited class (Jin and Feenberg, 2015). As affective relations play a critical role, this article seeks to understand the social media labour and the commodified User Generated Contents (UGCs). This article also questions the motivation for derecognizing social networking sites as a platform for exploitation.

Keywords: Social Media, New Media, Creative Labour, Marx, UGC

THEATRE AS A PLACE OF RECORDING AND MANAGING HISTORICAL MEMORY

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ABSTRACT

Theatre, as a piece of literature as well as stage act, shapes human actions crafted by the playwright or being historically defined by individual objective factors. Therefore, a performance pictures historical events, persons and incidents -without depicting them- to a higher or a lower degree of accuracy and reality. However, we cannot consider as "History" only actions and events that took place in the Past and which are directly related to war incidents, social revolutions, reversals, murders and wars. The notion expands its content in order to literally reshape reality into psychic circumstances and emotions, as well as human relations and phenomena, which-as a result-acquire a broader content. Taking the uniqueness of the definite as a starting point, they are enhanced with timely and universal dimensions, which- being such- they overcome the Past that produced them and are expanded into the Present that receives them. The usual depiction of "History" in Theatre is orientated between two opposite poles:

On the one side, there is the effort of the playwright to give a realistic description of the facts and present their characteristics as well as the reasons that evoked them, by defining the distance that separates them from the spectator (dramatic time VS the performance reception time).

On the other side, there is his tendency to generalize the conclusions that emerge from the specific action presented in his play, to simplify it and familiarize the actants to the spectators by presenting them as "very human"- an action that transforms the historical event into a symbolic or parabolic one with broadened deduction and repeated value.

Both views have advantages and disadvantages: The former, because it makes the heroes extremely customized in a way that the modern spectator has almost nothing in common with them. The latter, because it strips the persons of any idea of History, by trying to reduce them to characters that belong neither to any certain era nor to a specific social or historic environment.

Nevertheless, History is for the playwright a "Data Bank" and Theatre a "Search Engine", which creates and projects live the "moments" that the creative conscience chose to present. What is asked for is the way, the reasons and mechanisms that lead to the inscription of the certain historic event or person into the collective as well as the individual memory from which it is recalled with that specific image and is shaped on the stage.

The aim and the content of our research is to further develop, and substantiate the above ideas, based on selected texts of the Greek and International dramaturgy, in which the theatrical memory and therefore the history of the peoples and the societies emerges and is projected in various ways.

Keywords: historical memory, theatrical memory, history of theatre, world drama

THEATRE AS A PLACE OF RECORDING AND MANAGING HISTORICAL MEMORY

Theatre as a piece of literature (drama), as well as stage act (performance), shapes human actions and circumstances crafted by the playwright, either taken from the historic present and past, or based on mythological issues and imaginary situations. Therefore, the theatrical performance, which is the most integrated and complex expression of the idea as a whole, pictures/interprets (-without representing reality-) at a higher or a lower degree of fidelity and plausibility, persons, behaviors and relations that directly or indirectly denote what really exists or is potentially feasible (Samuel, 1994).

However, what is after all mnemonically and consciously recorded in relation with the theatre of a certain historical period and society? How through the spectators' collective artistic-theatrical experiences, not only in media res but also a posteriori, a certain view about the theatrical reality of the Past is shaped and an image for the cultural conscience and identity of the period under consideration is constituted on a social basis (Schudson, 1989)?

Is the text, as the museum piece depiction of an aesthetic and ideology and a style of writing that, beginning from the playwright-creator, is extended to the receiver-spectator, or maybe even more, the form of the complex stage transcription of the contextual speech with the mediation of the director and the other contributors of the performance and therefore, is it maybe the art of representation itself that marks and shapes the conscience of the Past via its theatrical depiction (Maklin ,²2002 [1999])?

If it is the former, i.e. if the impression that we obtain for the Past through theatre is limited only to the way that it is recorded on the dramatic text by the playwright, then the result is of course typically correct, with statistic elements and data analysis content that however, it may be far apart from the objective reality since the writing of any text (much more that of a dramatic one) must not necessarily include direct contact with the spectator as its final receiver.

If only the latter was happening, i.e. if our research was limited to the recording of the performances of the time, then probably authentic results might be produced, which might be about the modern approach for the desired purpose, while they would not be able to conceive the problem as a whole, since many of the "sample"-texts of the specific period would be excluded from our analysis, because of the fact that they did not have the chance to be successful or to appear on stage (Burke, 2003).

As a result, the pursuit of memory and conscience that is shaped in a specific or further historical period, must be sought not only through the intertextual presence of the structural substances that comprise it, but also via the further artistic experience that they have caused as a performance to the audience of the time. In that sense, text and performance Primary writing and Secondary transcription of History into Theatre, are parameters of equal importance for our research and interest us just the same.

After clarifying these prime questions, new concerns/reflections arise, that need to be answered(Jardine, 2005).

Which is the "historic truth", the "subjectivity" and the "reality" that historic knowledge claims to possess and how are all those received by the conscience of a future researcher? Is "History" the total sum of the existing recorded facts known to the future generations because of their impact or because (-maybe even more-) apart from this, it is the apparent or latent factors that contributed to the creation of the "once in time and place happening" historical event, as indicatively might be, for example, a war incident or an event that took place during a conflict, a revolution, an uprising or a social struggle. Of equal importance is also the fact, that one cannot limit its relativity to the actions and behaviors of a certain person and personage of the "hero" type that were determining for the events and contributed to the formation of the course of the events (Hobsbawm, 1972: 3-17).

Within this range, any data that signify the social, political, cultural life of an era may be included, and as Past, they are not placed into what has already happened; on the contrary, they participate in the Present and shape the Future. In that sense, History in Theatre comprises a wide thematic source of plays, since - more or less- a big part of international dramaturgy has historic content (Connerton, 1989).

In any case, History is for the playwright a "*Data Base*" and theatre a *"Search Engine"*, which creates and projects live the "moments" that the creative conscience chose to present. The main purpose is the way, the reasons and the mechanisms that drive the inscription of the specific historic event or person in the collective as well as the individual memory from which it is reflected with the certain image and is formed on stage. It is the ideological, social, artistic, political, historical and other factors that act drastically and cause the certain composition, which as such, it may differentiate and keep a distance, not only from the objectively existing ("historical person"), but also from the way with which it has been interpreted by other former contemporary or succeeding creators (Fuselli, 1975).

The works of this category are not strictly based on the purely "historical" subject reference, i.e. the History only known as the recording of war incidents and heroic actions during emergency situations for a state, a nation, a country. On the contrary, "historical" might be considered the content of plays with social character, with dramatic or comic form, as long as certain circumstances, actions and events further appear in them, which they do not only concern the specific individual-hero of the play, but also the whole of it and deal with social changes and conflicts, political and ideological confrontations via which History is written and Culture is developed. In this way, our analysis may equally contain Aeschylus' "*Persians*" and Shakespeare's "*Richard III*" (CARLSON, 2003), as well as Aristophnes' "*Lysistrata*" and Marlow's "*Tamerlan*", Shakespeare's "*Coriolanus*" and Heiner Müller's *"Mauser"*, Maxim Gorky's "*The Petty bourgeois*" and Brecht's "*Galileo*", while it may equally contain Copi's "*Eva Perón*" and Bob Wilson's "*The Life and Times of Joseph Stalin*".

However, far from this specific dimension, from its birth until today, theatre has covered a broad period of the development of human culture. Numerous playwrights and iconic works have been recorded, comprising in their own way "archetypes" or "models" for others to follow, while the contributors of the stage interpretation of the texts, beginning with directors and actors and following with theatre designers and musicians, have offered the best to the human culture and have uplifted theatre to the level of a complex artistic creation, a social phenomenon and an interactive cultural system of a two-way communication (Fischer- Lichte, 2008).

It is therefore obligatory to create a History of the Theatre, a historical approach in the theatrical creation, that far from traditional principles and values, from any   "*fetishization of the archive*", it ought to simultaneously co-examine both analytically and synthetically all the parameters that are related to theatre, not only as text but also as performance, thus introducing a new methodology for the approach in the History of the Theatre and projecting the need for reconsideration of the existing static assessment of the multidimensional cultural phenomenon that theatre is, after all (Farr R. - Moscovicis, 1984).

Is it therefore the contribution of some exceptional "individualities" that defined the "a posteriori" measurable result or maybe the impersonal mass that formed them?

In any case, is it worth being interested in the incidents as well as the reasons that created them, as one can see in Fernando Arrabal's "*Guernica*" and Heiner Müller's "*Germania*", or maybe in the intentions, motives and compromises that were realized or remained on the level of the circumstances, which they (positively or negatively)   defined them?

How in the times of "posterior modernity", in an era where (according to Derrida) "*there is nothing except for the text*", in which the reality "itself" does not exist, but it is represented and "*pictured*" (Baudrillard),

how History may be approached and interpreted with the same mechanisms and ways it used to in the past (Marche, 2003: 37-57)?

Just as the litterateur, the dramatic author deals with the historical person or event in the same way and attempts to reshape History- not of course objectively, since this is not part of his/her conscious goals. On the contrary, based on the historical event, s/he attempts to challenge the receiver (reader or spectator) with excitable and mental emotion, by transmitting to him/her information and experiences related with direct or indirect data, which even if they are interpreted with a higher or a lower degree of fidelity, they still cause emotional communion and aesthetic delight to all those who communicate with them via simply reading or viewing (Jestrovic, 2005).

As one may perceive, a romantic tragedy by V. Hugo ("*Lucrecia Borgia*") is differently structured and acts differently upon both the signifier and the signified from a historical drama by Schiller "(*Don Carlos*"). In the same way, a Brechtian play about the 2ⁿᵈ World War ("*Fear and Misery of the third Reich*") acts differently from a play by Ariane Mnouchkin about the contemporary migration flow problem. ("*The Last Caravanserai*").

Also, the intentions of Alexandre Dumas and those of Albert Camus are different when in their plays of the same subject and title ("*Caligula*"), they both refer to the Roman Emperor. The same applies to Georg Büchner and Camil Petrescu when they present their play "*Danton*".

In any case, under no circumstances does the literary as well as the dramatic text substitute the archive sources or the historical events (which in some cases may be transferred and interpreted theatrically with plays that might belong to the "Documentary theatre" category), such as Peter Weiss' "*The Investigation*" and "*Trotsky in Exile*", or H. Müller's *"Germania*" and Romain Rolland's "*Forteenth of July*", since the aesthetic and artistic aim coexists with the didactic and ideological one (Schroeder, 1989).

Therefore, even in the extreme case of the "*Working Class Drama*" of the beginning of the 20ᵗʰ century, or the Brechtian "didactic" and "epic" theatre, (e.x. "*Mother Courage and her children*", "*The Flight across the Ocean*"), even if History undoubtedly sets the background and the canvas on which the plot develops, under no circumstances does it substitute the reality with which it deals with terms of art and surely not science.

The following possible ways of stage recording and managing the historical memory are timely presented in international theatre:

1. Concealment→ Idealism→Classicism-Romanticism

   (Beautification→Tragedy/Historical drama Idealization)

2. Revelation→Realism-Natouralism

   →Urban/ Psychological drama

3. Disillusionment→Naturalism-Modern drama

Such kind of dramatic texts that constitute the main body of the dramaturgy of a certain era, give us the chance to form the basis for dealing with the Past from the Present, exploit the already completed historical event, and eventually shape the identity and the character of a society (Perkins- Wilder, 2010).

Simultaneously and with much greater importance however, the function of the theatrical memory is accomplished not only by reading the text, but also by attending the performance. Therefore, the theatrical performance appears as a determining factor for the shaping of the proposed ideas, since it constitutes the basic vehicle for the formation and preservation of the spectator's memory, and therefore the shaping of the

relevant collective memory of the posterior society for its recent as well as its more distant historical past (Carlson, 2003 · Schacter, 2001 · Samuel, 1994).

In this sense, the Director displaces the playwright and the illusionistic reality of the theatrical performance substitutes the objective reality of History.

Biography

He was born in Mytilini, Greece, in 1951. He graduated from the Department of Philosophy of the University of Athens in 1975. He pursued his postgraduate studies at the Universities Paris X-Nanterre and Ecole Pratique des Hautes Etudes from where he received his D.E.A diploma in 1976 and his Doctorat de 3e cycle in 1979 with the thesis "La notion de Liberté chez Nikos Kazantzakis". He has been a professor of the Department of Primary Education of the University of Athens since 1994, where he teaches undergraduate and postgraduate courses concentrating on "New Greek theatre and society,""Theatre for children and youth," "Theatre and Education," "History of the New Greek theatre," "Comparative theatre and Drama," "Sociology and semiology of theatre".

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COOPERATIVE LEARNING WITH WHITEBOARDING IN AN INTRODUCTORY PHYSICS COURSE

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ABSTRACT

The aim of our study is to find out the attitude of students towards the use of cooperative learning with whiteboarding in an undergraduate Introductory Physics course at the Department of Physics and Astronomy of the Faculty of Science of the University of Porto. We used an online survey and face-to-face-classroom observations as a supporting tool to collect data. The survey was based on multiple choice questions titled "Attitude Towards to Cooperative Learning with Whiteboarding in Introductory Physics (ATCLWIP)", on a five Likert Scale, with the format strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The ATCLWIP survey was delivered via Moodle Platform at the University of Porto and was validated using Cronbach Alpha. Positive interdependence, individual accountability, face-to face interaction, interpersonal and small group social skills and group processing were investigated in the survey. About 100 students took part in the survey, from bachelors in Mathematics, Environmental Science and Technology, and Geology. This course combines lectures and recitations classes, with students organized in small groups, with one whiteboard per group. Groups make presentations of their whiteboard, discuss and answer instructor's and peers' questions. Topics of the course include physical laws underlying mechanics and waves. Given the findings from the statistical analysis of the ATCLWIP survey, it must be highlighted the academic and social skills students achieved from working cooperatively with whiteboarding. Also, on the basis of students' answers and reflections, we assert that the implementation of this strategy will contribute to increased

learning, critical thinking and socialization not only in physics but also across other courses and

curricula at the University.

Keywords: cooperative learning, whiteboarding, academic and social skills

I LOVE THIS FOR MY PROFESSIONAL DEVELOPMENT BUT FEEL UNHAPPY: ATTITUDE OF EFL TEACHERS TOWARDS THEIR CONSULTATIVE FORUM

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ABSTRACT

Attitude constitutes an important factor underlying an individual behavior. This paper discusses results of a study on EFL teachers' attitude towards their area consultative forum. An area consultative forum is one where member teachers of the same school subject in the area gather to learn and practice together, and share as well as work with one another. Therefore, if utilized properly, the forum will be able to empower the teachers joining it. The survey study involved twenty EFL urban primary school teachers in the town of Purwokerto, Central Java, Indonesia. Participants were chosen using convenience sampling. Data were collected through questionnaires and interviews. Data were analysed by using descriptive statistics and inductive procedure. Overall, results of this study have shown that the EFL teachers under investigation had positive attitude towards their consultative forum. However, some teachers did not participate enough. Basically, they were sad about, among others, unclearly-planned programs, very low quantity of activities, and poor quality of activities. When these and other weaknesses within the forum are solved, then it is supposed to contribute to the member teachers' professional development.

Keywords: EFL teachers, attitude, consultative forum, professional development

Introduction

Area English teachers' consultative forums, if utilized properly, will be able to empower the teachers joining it. How come? With diverse background knowledge, competences, and skill, English teachers can learn and practice together, and share as well as work with one another continuously with little or no limit of space and time. In the meanwhile, from what has been observed so far, the forum's activity/event seems very rare. What is interesting to investigate is that some teachers of English do not take part in this kind of professional development oriented-activities. Why do they seem reluctant to participate in the forum's activities? If time is their problem, then, they are already committed to a weekly gathering. This research aimed at describing attitude of EFL teachers towards the forum and identifying the aspects affecting their attitude.

Attitude constitutes opinions and feeling that an individual has towards something (Eshghinejad, 2016). Human attitude is quite complex. It consists of thought or perception (cognitive), emotion (affective), and potential to act or behave (connative). Those affecting attitude vary, such as experience, belief, other people considered to be influential, culture, mass media, personal emotion and education (Azwar, 1995: 30-37).

According to a survey on EFL teachers' perception in relation with their roles as language teachers, Suwartono (2009) concluded that response the teachers gave on the questionnaire was inconsistent with their actual performance. For example, through the questionnaire they gave response that conducting a research was important for them as language teachers. However, in practice nearly none of them had done it.

English Teachers' Consultative Forum

As far as education world is concerned, teacher is central. That is why, in many parts of the world, attempts to boost teachers' professional development have been continuously made. In Indonesia, these efforts to support teachers' professional development have been increasingly felt for the last decade. Schemes or models have been employed in connection with this. Within teacher certification program, for instance, a few models have been revised and even changed from time to time – from portfolio system to short training and, even, recently intensive training of a longer period.

A question arises: Are those schemes alone sufficient to generate professional and quality teachers? The former portfolio system received lots of reactions. Now, even with the intensive training there is no guarantee for the trainees to become better professional English teachers as intended at the beginning. They also need experience, share of ideas, time for practice and reflection extensively beyond the walls of training's rooms.

The government and other relevant institutions (e.g. universities) have periodically held training programs, workshops, symposiums, seminars, or the like to improve teachers' quality and professionalism. However, for the sake of independence and sustainability there should be alternative events and activities that teachers can manage alone.

Area consultative forums have been popular among teachers. Indeed, the forum could be a powerful communication arena if it is empowered. Many things can be done, not just a meeting time for teachers of the same discipline, in this case English. They can learn together under the guidance of a more experienced teacher. Within their limited number of members they can autonomously plan a series of programs and implement them along the year. When this happens, it means that they can manage to empower themselves instead of just waiting for any aids from the government and institutions (Suwartono and Anurianti, 2013). When the government, either central or local one is not conducting an activity or providing a grant, then, they can still do a thing for developing their own professional competency and quality. Unfortunately, for some reasons the English teachers, especially members, do not participate in the area consultative forum's program.

It is not hard to think that the members are 'dormant' because there is something wrong with the forum management, for instance. That is why, the author investigated the attitude of English teachers in the urban Purwokerto towards their area consultative forum and the most possible key factors affecting it. The research participants are English teachers of the urban area schools because they become a barometer. Since they work at a more challenging environment, they are supposed to be better performers compared to their suburb counterparts.

Sugiyanti (2014) conducted a survey on state primary school Indonesian language teachers' perception and expectation of their consultative forum. The data were collected using a questionnaire and document. The pesent survey will cover a wider population that includes those teachers working at private schools as well. The current survey also makes it possible to get a more comprehensive understanding of the issue under investigation by means of interview. Sugiyanti's study reported that some teachers had positive attitude towards the existence of their consultative forum. They also had an expectation that the forum would often hold teacher trainings.

One thing worthwhile when discussing attitude is satisfaction. Studies on attitude and satisfaction have been done in many fields of interest, including education. Even though attitude and satisfaction are two different concepts, both were said to have relation. If it was stated that satisfaction constitutes someone's opinions or feeling towards something, then satisfaction strongly affects attitude (Caprara in Salehi *et.al*. 2015). It can be said that someone with considerable satisfaction towards something will have positive attitude. In the context of the present study, a teacher who is satisfied with the existence of his/her consultative forum will have positive attitude towards it.

Method

This survey study involved twenty EFL teachers from thirteen state as well as private primary schools (years 7 through 9) in the urban area of Purwokerto, Central Java Province, Indonesia. There were a total of thirty schools with average of three English teachers working at each. The sample was taken by using convenience sampling. Some participants were those attending the meeting on the reorganisation of the forum. Others were those who joined the teacher professional program at Universitas Muhammadiyah Purwokerto and few recommended relevant volunteers.

Data were collected through questionnaires and interviews. Questionnaires were used to elicit data on attitude. Interviews were used to elicit more comprehensive information or to ask respondents for confirmation. The questionnaires as the main instrument consist of both close and open items. Close items deal directly with attitudes. A few open items elicit general data and reactions.

Data were analysed through descriptive statistics and inductive procedure. In line with the main aims of the present study, in data analysis it is necessary to reveal: 1) average attitude score; 2) questionnaire items with lower scores of 1 and 2.

Table 1. Attitude Score Level

Interval	Category
50.4 — 60.0	Excellent
40.8 — 50.3	Positive
31.2 — 40.7	Only Fair
21.6 — 31.1	Negative
12.0 — 21.5	Terrible

To interpret data on respondent attitude score, the criteria table above was used. While to analyse items with lower scores of 1 and 2, the worksheet format below was used.

Table 2. Tally Sheet for Lower Scores

	No. of Items																							
	1		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**9**		**10**		**11**		**12**	
LS	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
F																								

The tallying result was confronted against the data elicited through a few open questionnaire items, i.e. general data and feedback, as well as the data gathered through interview.

Results

With regard to main aims of the study, results of the present study are organised as follows.

English Teachers' Attitude towards Their Consultative Forum

Based on data obtained from the questionnaire, some facts can be stated as follows. The number of primary school English teachers participating in this study was 20. The instrument used to gather data comprised twelve 5-scaled closed questionnaire

items. Thus, the possible highest score for a respondent was 60 and the lowest 12. The questionnaire average score was 45.15. Using a 5 category-table as presented earlier, the score belongs to 'Positive'. This has shown that overall, the attitude of the primary school English teachers joining the area consultative forum was positive.

Based on information gathered through the interviews with a few research participants whose questionnaire scores deviated sharply from the average, some facts can be used as considerations to build a more comprehensive conclusion. An English teacher who rated '5' to all questionnaire items commented as follows. '… A new cluster of members have joined us for the last few years … Initially, we had only 13 in-town member schools joining the forum…' When asked if there was any difference between after and before cluster mergence, the English teacher said that before mergence the forum membership had given more contribution in comparison to the present condition. The teacher mentioned the then-benefits mainly: 1) test writing by members from different schools in turn, 2) faster top-down information delivery, 3) more intense share of knowledge among members, 4) competence-based representative in every teacher competition, regardless which school they work at. Those all, the teacher said, are not part of the now-consultative forum, in spite of the fact that the forum is still under the leadership of the same chairperson.

This indicates that the participant completed the questionnaire based on the forum former condition. When requested to review the assessment in accordance with the current condition, the teacher revised it to average 4.

Though, overall, the EFL teachers had positive attitude towards their area consultative forum, some of them thought the forum performance was not maximum. There were a few aspects that needed special care and immediate improvement. The next section will present relevant facts in more detailed.

Weak Aspects within the Consultative Forum

Based on responses to closed questionnaire and open questionnaire, as well as results of interview with a number of participants, there were some problems facing the consultative forum under investigation that have become negative highlight in the eyes of

the members. According to responses to closed questionnaire, there were at least 5 items that gained low rates of 2 or even 1, i.e. item numbers 1, 2, 3, 8, and 9.

More than twenty percent (23%) of the research participants gave low rate to item number 2 – that deals with intensity of the activities done in the forum, that writes: 'So far, there is much to do in the forum for each semester'. The low rating to the item probably means that so far the consultative forum has held too few (if any) activities. This was supported by information from some teachers interviewed, as a teacher commented below:

> '… For the forum meetings so far, in the previous academic year we had nearly no meeting… If any, then, there was only once just prior to the national exam. So, it was indeed not a routine. So far during this academic year we have arranged only a couple of meetings. The first one when we had post-*Ramadhan* month gathering…and the second one when we held re-organisation'

In line with the comment above, another English teacher stated as follows: 'Meetings remains very rare. Activity held is not varied'.

The next position, more than fifteen percent (15.4%) give low rates to   item number 3 – that has something to do with "charm" of activity brought to the forum, that writes: 'Variety of activity presented in the English teachers' consultative forum   so far has not been boring'. The low rating by the research participants indicates that EFL teachers joining the forum found the activities unappealing. Activities presented remain the same old ones. A teacher wrote the following brief comment: 'The English teachers' consultative forum activity has run ineffectively'.
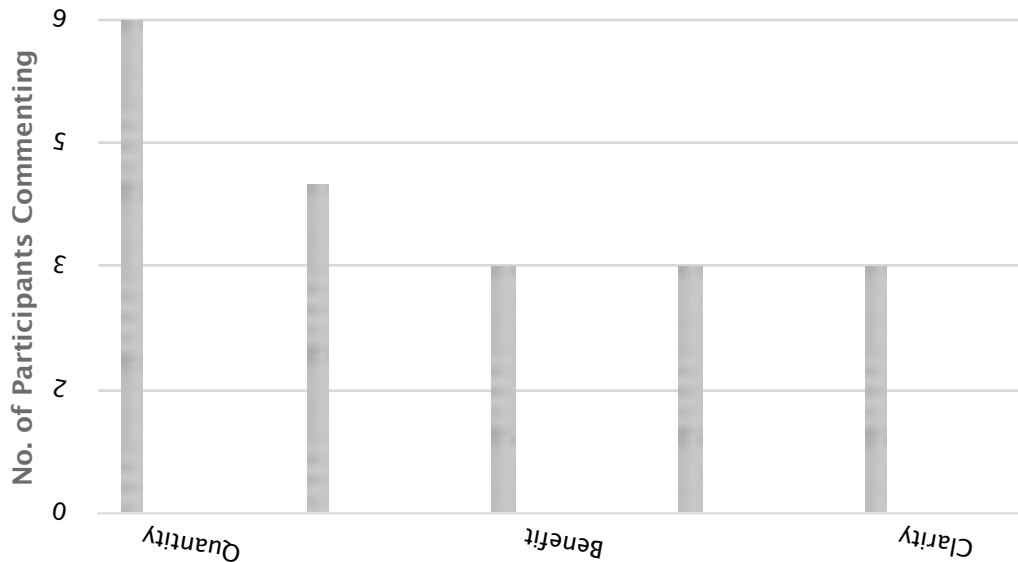
Chart of Members' Feedback

The next low rating was given to item numbers 1, 8, and 9 by 11.5% of the participants. Those 3 items respectively deal with benefit of joining the forum, interpersonal compatibility of all members and/or organising committee personales, and clarity of the forum's program. According to comments shared by the research participants through open questionnaires, the English teachers' consultative forum in their area faced some serious issues, covering unwell-planned program activity, unpunctuality, member low attendance, monotonous activity, rare meeting, and unwell-informed/ planned program activity. The latter was the most sharply criticised by the teachers, reaching almost 50% of all comments. The forum's activity has not been well-planned, and has tended to be incidental.

Based on the facts above, it can be said that English teachers joining the consultative forum in the area still valued the existence of the forum. Nevertheless, they felt unhappy with the present condition of it. Some efforts of improvement should be taken in order for it to optimally serve.

Discussion

The positive attitude of the EFL primary school teachers towards their area consultative forum could mean that they remained loyal to the forum. That they criticised a few things of the forum probably means that they felt unsatisfied with the current condition of the forum. It is a good idea to look at the teachers' profile whose information was collected through questionnaire items.

Of all 20 research paticipants their ages ranged from 24 to over 50 years old. Majority graduated from a bachelor's degree program. Only two of the participants hold a master's degree certificate. Two of the participants dedicated themselves in the forum management as organising committee personales, while the rest were members. Eight participants had a status of civil servant teachers, while the rest were private school teachers.

Teaching experience of the EFL teachers varied, ranging from less than 5 years to more than 21 years. Experience in professional development activities participation was generally still low. Participation of each teacher in professional development activities averaged only once. Activities attended varied, such as book writing, instructional document preparation, action research project, quality teacher, pioneer teacher, national instructor, learner teacher, etc. However, most dealt with the national current curriculum – Discovery Learning.

Excellent achievement remained very rare. Of twenty research participants, only seven were considered to hold 1 or 2 kinds of achievement. For example, a regency level - high performing teacher, teaching overseas, national instructor, and peer-assessor; or else, such as consultative forum manager, student teaching practicum coach, and contest jury. In general, the teachers have joined the consultative forum for less than 15 years.

The profile shows that in general quality and teaching experience of the EFL teachers joining the area consultative forum is still low. Therefore, those who compained about the real condition of the area consultative forum were not many in number (see chart of *Members' Feedback* above). The more qualified and better experienced the teachers, the more challenging they become oriented to higher standard.

When requested to give suggestions in relation to the existing condition, member teachers and organising committee personales involved mostly proposed   well-planned programs, more frequently events, and more qualified activities (hingga 85%). A young member teacher who joined only a year ago wrote like this: 'Arrange meetings clearly, for example once a month first week. Plan programs for next year. Make meetings more interesting'. Another member commented: 'Once in a while, it seems necessary to have a study trip to another area consultative forum, just hold an outbond activity to strengthen interpersonal cohesion, or invite a reputable sourceperson'.

A member teacher, who had attended a master education, commented very strongly: 'I hope the English area consultative forum has clearly-planned programs to enhance quality of teaching and learning at school, improve achievement, and boost teacher professional development.' This teacher did not forget to share her best suggestion as follows: 'Have regular meetings with clear goals and well-planned, continuing, as well as effective activities.'

There was a strong impression that the two participants mentioned above felt disappointed. In the meanwhile, in response to the item that required participants to give comments, the forum chair only left a few words that were uncommon in comparison to all other research participants. He highlighted the low support from some school authorities, especially in the forms of attendance permission letter and funding. He also gave a suggestion related with invitation to reputable speakers with funding from the schools where the member teachers have been working. It was likely that the chair was unaware of opportunities for mutual coorporation established by the consultative forum and campus, where universities yearly grant the lecturers' social service and, therefore, the forum or the schools do not necessarily budget for this. The forum organising committee can determine a choice as to which social service proposal/s arriving at them would be accepted and implemented for free.

By doing so, data collected through close questionnaires, open questionnaires, and interviews all have shown consistency that the attitude of EFL teachers involved in this survey towards their area consultative forum was positive. However, some member

teachers felt unhappy with the activities or events brought to the forum. They seemed to become disappointed as they took little or even no benefit of the forum existence. A few aspects were considered poor and urgent to be improved, such as unclearly-plannned program, low quantity/frequency of activities, and low quality of activities/events presented to the forum. The finding was also consistent to the author's statement at the beginning of background section.

Conclusion and Suggestion

Conclusion

Overall, results of this study have shown that the primary school EFL teachers under investigation had positive attitude towards their area consultative forum. However, some teachers urgently required concrete action to improve the condition. The most urgent ones among others are clearly-planned program/agenda, quantity of activities, and quality of activities to be held.

Suggestion

Concerning results of this study, the author put foreward the following suggestions for betterment:

First of all, positive attitude of the primary school EFL teachers in the area should be improved. Secondly, it is necessary for the forum organising committee to set a well-planned program, paying special attention to quantity and quality of selected activities/events. Last but not least, the forum organising committee should periodically evaluate the program implemented and care about members' voice to assure their participation in every single activity held.

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3D PRINTING APPLICATION FOR EFFECTIVE BIOLOGY LEARNING AIDS FOR VISUALLY IMPAIRED STUDENTS

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ABSTRACT

Visually impaired people require a basic biology education because it relates to their self-health management in future. School teachers find that introducing human body systems and organs is difficult due to the high price of human anatomy models, negative feelings about using pig organs as substitutes, and difficult-to-describe nongeometric shapes. Scholars believe that geometric forms are easier to understand and learn because visually impaired people comprehend form through their accumulated experience.

This study uses the heart and kidney as examples to construct a haptic system that allows blind students to understand physical form. We employed a progressive method of learning form, namely, from familiar shapes to those of human organs. We developed a constructive solid geometry (CSG) principle to simplify human organs according to their sizes and shapes.

Further validation was conducted with 11 visually impaired students (five female and six male) between 10 and 15 years old. The participants were asked to express the characteristics of simulative (identical to real) and progressive (CSG-simplified) 3D-printed human heart and kidney models after touching them for some time.

The results showed that the participants were able to describe more details of the progressive models and express the form with greater understanding. This research developed a method of further biology teaching aid design for blind students using modern prototyping technology. It also demonstrated a design practice that incorporates social responsibility and awareness.

Keywords: blindness, from learning, teaching aids design

1. **Introduction**

Visually impaired people can detect objects and living environments only by using their tactile sense and other nonvisual systems to obtain information. We visited the Taipei School for the Visually Impaired and observed the biology course. The teacher first gave each student a teaching aid, including a 2D raised-line drawing, or enlarged a high-resolution picture. Teaching aids were also made according to each student's condition (fine-tuning). Next, the teacher used verbal information, telling the students that they would be learning about the heart and using teaching aids to help them understand the structure of human organs.

During all of this, we noticed that the students showed a lack of engagement with the class. To encourage learning, teachers walked around among the students and interacted with each individual, for example, guiding their hands when touching the convex lines. The handmade teaching aids were limited in quantity, and students lost interest while waiting. However, life-size model organs are too expensive for the school. This indicated to us that a 3D model plays a vital role in the learning of visually impaired students.

Visually impaired students can obtain four main types of information through touch: texture, shape, volume, and weight. Tactile perception experiments involving visually impaired people have been conducted on the basis of these four main types of information. In these tests, the lowest scores were obtained for speed and accuracy of shape recognition (Withagen, Kappers, Vervloed, Knoors, & Verhoeven, 2012).

Pig organs are often used as teaching aids to substitute for human organs. However, moist and sticky pig organs can prompt feelings. Knowledge of biology enhances ability to develop health self-awareness. The present research focused on haptic comprehension of human organs. Blind people's learning experiences indicate that geometric shapes provide favourable haptic understanding of organic forms. Haptically describable forms assist blind students in acquiring biological knowledge and self-healthcare capacity.

This study employed low-cost and fast-prototyping technology to improve the learning of a group of minority students with special needs. We propose a constructive two-step learning pattern—using geometrified to detailed tactile models—that helps visually impaired students comprehend bodily form. Constructive solid geometry (CSG) was used to model the human heart and kidney, and the learning pattern was tested to ensure its further usability.

4. **Teaching aid design**

Before the teaching aids were designed, pretest exploration research was conducted using similar contour lines to help learners understand changes in external contours. Auxiliary lines can emphasise the shape of an outline to reduce ambiguity when touching. (Fig 1) The auxiliary lines were designed to express the shape of each segment of the model according to the contour line method of Lederman and Klatzky (1987). The purpose of the pretest research was to understand whether auxiliary lines help students understand changes in the body. In the process of touching, he did not tell the body how to simplify the heart and liver and asked the participant directly what type of shape the student was touching.
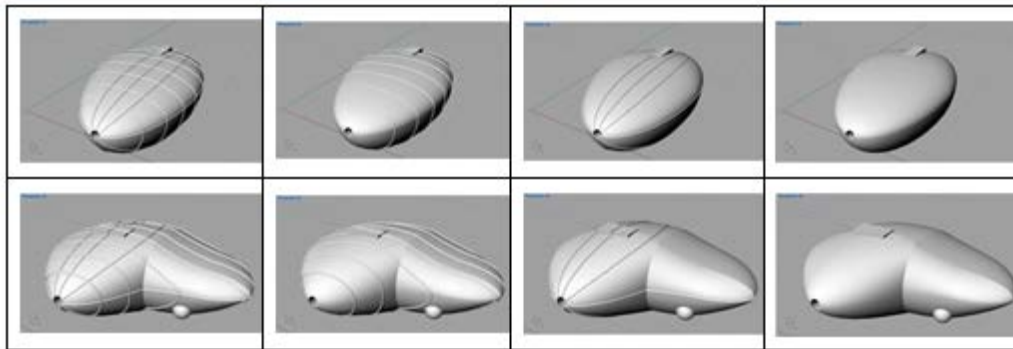

Fig 1 Irritants on the front side of the auxiliary line in eight teaching aids.

After the teaching aids were designed, we found that the auxiliary lines caused polarised responses to the shapes because they interfered with the resolution of the shape and caused errors in identifying the shape's size. For example, a participant using his or her tactile sense perceived that models with auxiliary lines were longer than those without. However, the advantages of using auxiliary lines are:

In addition to the CSG principle, Gal, Sorkine, Popa, Sheffer, and Cohen-Or (2007) defined three principles for 3D collage to reduce the difference between a geometric model and the organ it is modelled on: proportion, position, and outer contour, to increase the correlation of geometry before and after geometry.

5. **Results**

Only one participant had the impression of a kidney but did not know its shape or function. Six participants agreed that the two-step learning pattern was useful, whereas three indicated neutral responses and two disagreed. The six students agreed it was useful because they considered comprehending a shape using geometrified models to be easier than with simulated models. The two students disagreed because they considered the points, lines, and surfaces of the geometrified model to be still too complicated.

The shape comprehension process was recorded and decoded for learning achievement (Pool, 1997), emotion (Pekrun, 2000), behaviour (Lofland, Snow, Anderson, & Lofland, 2005), and speech tone. Learning achievement was interpreted as positive,

neutral, or negative according to the continuity, unity, and sequence of the comprehension procedure. For example, when a participant stopped touching, we interpreted it as analysing or giving up on the task.

Results and discussion

We found that the participants perceived differences in shape by comparing. This is similar to the experience of visually impaired people. "Comparing two models" is the same process as that used in learning methods requesting that learners identify objects through tactile training 。

According to the fourth point of the identification process in Rieser et al. (2008) , people identify objects by comparing them with memories and previously acquired information. However, in a constructive two-step learning pattern, differences can be experienced directly, without relying on memory. Therefore, from the dictation content, we determined that tactile learning with two models is better than with a single model.

Based on the preceding discussion, simplification of the complex design of teaching aids can be achieved as follows. First, disjunct parts should be added to complex shapes to avoid excessive interpretation of information. Second, guidance of the correlation between the two models must be marked. Third, differences should maintain the integrity of the truncated shape as much as possible or strengthen the learning of the integration of visual impairment for low integrity.

Future research can relate courses and institutions for long-term learning and experimental observation, given that the learning experience of visually impaired people is less affected by the 3D model. If learning and adaptation take place over longer periods, we believe that their efficiency will be greater.

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A SURVEY OF FAKE NEWS DETECTION AND PREVENTION METHODS

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ABSTRACT

Changes in the contemporary media landscape over the past few decades have raised new concerns about the vulnerability of news consumers to fake news and limited capacity of democratic societies to deal with this problem. While the number of fake news sources on the internet is relatively small, they are constantly changing, which creates a challenge for real-time detection algorithms and a promise for more targeted socio-technical interventions. Numerous methods of fake news detection and prevention have been proposed – from traditional, such as cultivation of critical thinking, manual fact-checking, and legal initiatives, to the modern platform-based algorithmic ranking of content. This survey provides a background for understanding current preventive measures against fake news production and dissemination and deception detection measures. It examines all definitions and types of fake news, including satire and false reporting. The structure of the survey is also distinct – it does not restrict itself to a certain domain, instead, it covers a wide range of topics including the legal perspective, teaching media literacy, manual fact checking, and artificial intelligence algorithms. All these approaches have shown varying degree of effectiveness in fake news prevention and detection. The objective is to keep the community updated on this research track and encourage future research.

Keywords: fake news; social media; digital journalism; information literacy

Introduction

Despite its popularity, the problem of fake news is still poorly understood - there is not even an agreed-on definition of the term "fake news". Various actions against the spread of fake news have been taken even before the 2016 U.S. election season, when this matter became a topic of wide public concern, but since then, the field has boomed - new suggestions of counter-measures are being introduced all the time. The objectives of this paper are to review the existing methods of fake news detection and prevention and set the agenda for future research.

As of September 2018, we used Google Scholar and Google Search to gather the articles for further analysis using "fake news", "satire", "fake news measures" and "fake news detection" keywords. We did not use Boolean operators. During the analysis, we categorized all the papers that we found into "production", "distribution" and "consumption" categories. After the categorization, we did not include all the papers that mention exactly the same measure in the table 1 - instead, we focused only on the latest ones.

Measures against fake news

Ultimately, to combat the consequences of fake news, three stages of the cycle have been identified in earlier research: (1) information production, (2) information distribution, and (3) information consumption (Mahmood, 2017). However, the categorization of existing measures by stage has not been done to date, therefore we performed the analysis of the articles and classified them by stage, motivation and measure of success.

Stage	Motivations	Successful measures	Unsuccessful measures
Production	**Financial:** news articles that go viral on social media have the potential to draw significant revenue when users click to the original site, e.g. from advertising or selling products.	**Blocking news imposter media:** since the 2016 US presidential elections, Facebook has eliminated the ability to spoof domains to reduce the prevalence of sites masquerading as well-known new organizations (Mosseri, 2016). Particularly extreme fake news publications remain susceptible to **intentional infliction of emotional distress (IIED), slander and libel claims**, especially when involving private individuals (Klein and Wueller, 2017). Unauthorized use of third-party intellectual property presents a complex problem that intersects with the stated purposes of **trademark law** (Humphrey, 2017).	**Disrupting fake news economics:** given its business model, Facebook has said little on this solution, and it was barely addressed at SXSW in 2017, despite multiple industry panels on fake news (Bakir and McStay, 2018).

	Fake news publishers have faced claims for **false light invasion of privacy, fraud, tortious interference, unfair/ deceptive trade practices**, and many other civil causes of action (Klein and Wueller, 2017).	
Ideological: people may want to promote their favourite political candidates, or an ideology of their choice (Allcott and Gentzkow, 2017).	Proactive media policy aimed at **promoting pluralism and improving the exposure of diverse content to end users** (Renda, 2018) is the middle ground between the freedom of expression and the right to be properly informed.	**State control of the media:** greater in poorer countries with higher overall state ownership in the economy, lower levels of school enrolments, and more autocratic regimes (Djankov et al., 2003), higher levels of corruption and lower levels of political and civil rights, quality of regulation, property and media bias (Norris, 2006).
	Access to partisan editorials: in the UK, high pluralism in media and diverse angles in editorials reduce exposure to outright fake stories. Britain has highly partisan press with emotionally charged headlines that does not even pretend to be objective – which leaves them well suited to meeting the criteria for "shareability" on social media (Waterson, 2017).	**Independent journalism:** media outlets based on exclusively independent journalism, especially those serving audiences outside the Western world, either have knuckled under the financial crisis or are hardly surviving (Dragomir, 2017).
Entertainment: satire, which is used to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues (Oxford English Dictionary, n.d.)	**Make sure that the readers get it:** false statements in works of parody and satire are still actionable in case they could be reasonably understood to describe actual facts about the plaintiff or actual events in which the plaintiff participated (Klein and Wueller, 2017).	**State control of the media:** see above

	False reporting: unintentional mistakes during the production of a news story.	**Ante hoc fact-checking** (fact checking before spreading the information), as opposed to post hoc (fact checking that takes place after spreading) must be obligatory in information production (Oxford English Dictionary, n.d.)	
		Artificial intelligence based tools commercially available on the internet for media specialists (Rubin 2017).	
Distri butio n	**Popularity on social media** is a self-fulfilling cycle: when a post has many likes, shares, or comments, it is more likely to receive the attention of others, regardless of veracity (Lokot and Diakopoulos, 2016).	**Social media content validation:** news regulations in China have pushed the social media owners to regulate and validate content published on their platforms (Osaki, 2018).	**Legal measures:** fake news is spread by average citizens of the online world even without their prior knowledge (Han 2017), obliging internet intermediaries to censor or block the spread non-majoritarian, non-fact-based opinions from the major channels of access to information would dramatically impoverish the democracy and society (Renda, 2018).
	Social media blur the conceptualization of information source: users have to navigate through a multitude of information shared by multiple sources, which can be perceived "as a set of layers with various levels of proximity to the reader" (Kang et al. 2011, 721).		**Encouraging consumers to flag suspicious articles:** one of the strategies enacted by Facebook was placing warning labels on stories flagged as false and easier user reporting of fake news, but there are psychological perception issues with the solution of flagging (Bakir and McStay, 2017) that make humans fundamentally inefficient at this task.

Cons umpti on	**Inability to distinguish truth from lies:** research concludes that on average people can distinguish a lie from a truthful statement with a mean accuracy rate of 54%, which means only slightly above chance (Rubin and Conroy, 2012).	**Warning users before they click on the link:** labelling a Facebook post as "disputed" may decrease the percentage of readers believing the false news from 29 to 19 percent, and goes even further when marked as 'rated false' to 13 percentage points respectively (Nyhan, 2017).	**The European Commission has adopted initiatives** in the following areas: they include setting up the High Level Group on Fake News and Online Disinformation; a Public Consultation on fake news and online disinformation; and the recent Communication on "Tackling online disinformation". Yet the proposed measures would not be sufficient to promote a more sustainable evolution of the online news market. (Renda, 2018).
	Trusting the network: if a claim for the truth has a strong network of interactions backing it, those in the network will see it as truth (Pantumsinchai, 2018).		
	Human brain biases: humans are notoriously poor lie detectors even when they are alerted to the possibility of being lied to (**truth bias**) (Vrij 2012); they prefer information that confirms their pre-existing attitudes (**selective exposure**), view information consistent with their pre-existing beliefs as more persuasive than dissonant information (**confirmation bias**) and are inclined to accept information that pleases them (**desirability bias**). People also tend to align their beliefs with the **values of their community**. Prior partisan and ideological beliefs might prevent acceptance of fact checking of a given fake news story (Lazer et al., 2018).	**Promoting information literacy:** educating researchers on the best ways to locate valuable, trustworthy information is simple; getting users to apply these principles in their everyday news literacy habits is slightly more complex (McGivney et al., 2017).	
	Echo chambers: social influence and unfriending, as well as the algorithms on social media platforms promoting information users, may like based on what they have searched before (Mele et al., 2017).		

Table 1. Measures against fake news

This review demonstrates that people have different reasons and motivations for being part of the fake news problem at each stage of the news cycle. They also use different tools at each stage, and the penalties and preventive measures for different actions should be appropriate and depend on the position of the individual or the company, the action and the platform used. The right approach should focus on the whole cycle of fake news and explain how to target the phenomenon at all stages, from the idea to produce a fake news article to manual or automatic fact-checking of information that has already spread far and wide.

Conclusions

A number of initiatives against fake news have been undertaken worldwide, most notably after the 2016 United States presidential election. However, the difference in motivations at each stage of fake news cycle has not been taken into much consideration, despite being an important factor in determining the suitable measures against each of them. This survey organizes the existing measures against fake news based on the stages of the fake news cycle and analyses their effectiveness. Legal measures and fake news economics disruption will be the most appropriate strategies when dealing with intentional fake news production, while information verification efforts will help reduce false reporting. Once the fake news is created and enters the distribution stage, the implementation strategy and potential impact of most legal measures become unclear, considering the specifics of the problem. The most likely solution against fake news dissemination will be the hybrid approach that employs both human inputs and social media platform-based algorithms, as well as creating the culture of responsible information sharing, since fake news detection AI is still far from perfect. Educational efforts from libraries and universities based on promoting information literacy will empower users at the stage of fake news consumption. Some evidence suggests that warning users about suspicious articles directly on the platform might also be helpful in the end.

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