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A systematic review of Mathematics Education Research investigating Pedagogical Content Knowledge of In-service Mathematics Teachers in Secondary Schools

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Abstract:

This study aims to show how mathematics education research that was designed to measure pedagogical content knowledge (PCK) can develop some aspects of secondary in-service mathematics teachers' mathematical knowledge for teaching (MKT). As of April 2018, this study systematically reviewed PCK studies that related to mathematics education and secondary in-service mathematics teachers' from 2007. The problem was formulated using the PICO strategy: P (Population), I (Interest) and C (Context) and O (Outcome) (Cooke, Smith & Booth, 2012.).

Three electronic databases, EBSCOhost, Web of Science, and the Australian Education Index were searched as well as hand searching. The methodology used in this study was a systematic review, and screening criteria were used to select the studies included or not included in the systematic review. The methods used for this review were based on the studies of Benitti (2012), Depaepe, Verschaffel and Kelchtermans (2013), Murphy (2015) and Simsek and Boz (2016), and follows the process for conducting a systematic review suggested by these authors. The selection criteria were that studies were peer-reviewed and published in English between January 2007 and April 2018. In addition, the search terms included articles that studied PCK for mathematics education or in-service secondary mathematics teachers and produced 78 studies. However, a further 60 studies were excluded because they were duplicates, book chapters, report, abstracts, a conference paper, or focused on elementary (primary) or middle schools and their pupils without teachers which left 18 studies in the review.

Seven studies out of the 18 used mixed-methods to measure PCK, and the remaining studies used exclusively qualitative or quantitative methods. The collective results were on the using PCK and content knowledge (CK) or (MKT) elements to improve mathematics teachers on the teaching and to improve the teachers' professional development (PD). By using Murphy's (2015) rating system, four of the 18 studies included in the review were assessed as having high quality based on the strength of evidence about the design of the study, and where the aims and the sample size were also described appropriately. The review shows few studies focused on in-service mathematics teachers at the secondary school. Future research about MKT could usefully focus on different fields of mathematics education such as statistics, algebra and trigonometry etc. Altogether, the outcomes of this systematic review are discussed in terms of their implications for future research and teachers training and provide useful guidance for teachers and scholars in the area.

Keywords: Mathematics Education, Pedagogical Content Knowledge, In-service Mathematics Teachers, Secondary schools, PICO strategy.

Reference:

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The Courage to Step Back and Let the Learning Happen: An Application of Design and Delivery Elements Toward a Learning Practice in Higher Education

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Abstract

This paper discusses the application of innovative methods of instruction to a learning practice in higher education. Learning principles and other aspects of course design are highlighted to provide a foundation emphasizing the role of the instructor, the need for learner activity, and other aspects of the cognitivist approach to learning. The use of the 70:20:10 framework and elements of course delivery emphasize the importance for the learner to experiment with the course material. Key learnings related to leadership involving the instructor and the learner are discussed. Outcomes suggest that having the courage to grant students the freedom to take leadership of their projects and deliverables for the course allow for more shared leadership and learning in a positive and challenging environment.

Introduction

This paper will examine the application of innovative methods of instruction to a learning practice in higher education (Jennings & Wagnier, 2011; Wortham, 2003; Greene, 2012). The practice is a research methods course designed for both traditional and non-traditional students that was taught during the Fall 2018 semester at a large, private higher education institution in the Northeastern United States. Due to the limited time frame of a one-semester course, the decision was made to focus almost exclusively on qualitative research. The main course deliverables consisted of an individual field study, a group field study, and a research design proposal (which included a conceptual framework and various iterations). These deliverables were joined by class assignments, attendance/participation, and a final exam (requiring the

learner to design a research study and analyze their own research design proposal) to round out the assessment of the learner in the course.

This practice was designed for the learner to: 1.) Gain a broader personal understanding of and appreciation for research techniques and processes; and 2.) learn to apply course material through the lens of personal experience. Additionally, this learning practice operated under the following assumptions embedded in the course: 1.) The learner has an interest in learning about research; 2.) The learner will find ways to apply course material to their personal experience; and 3.) The selected material for the course is suitable for learning about research techniques and processes.

In making the decision to take an alternative approach to designing this learning practice, it was important to not rely exclusively on lectures for course delivery. For decades, educators and educational researchers have questioned the

effectiveness of teaching methods that are entirely lecture-based (Barr & Tagg, 1995). Despite innovations in technology enabling alternative techniques for instruction, lectures prevail as the primary method for teaching adult learners (Bligh, 2000; Whalley, 2016). Educators and researchers have come to recognize the "complexities of teaching and learning for understanding as opposed to just knowledge retention" (Ritchhart, Church, & Morrison, 2011, p. 7). If the goal of teaching is to engender understanding, educators must move from rote memorization of knowledge and facts, known as "surface learning," toward "deep learning," where understanding is developed through "active and constructive processes" (Ritchhart et al., 2011, p. 7). Roehl, Reddy, and Shannon (2013) purport that to achieve this objective, educators must shift from a teaching-centered paradigm toward a learner-centered paradigm.

The introduction of any new strategy requires a shift in the minds of both educators and students. Instructors must be willing to experiment with alternative strategies in the classroom (Roehl, Reddy, & Shannon, 2013). Effective application of competencies such as critical thinking and collaboration is more likely if the skills were developed during an individual's academic career (Blair, 2012). A study Wilson and Korn (2007) found that student attention does not necessarily decline during lectures, but that instructors need to consider individual differences in attention when designing their courses.

This practice made use of progressive principles of learning to design the course overall, while utilizing the 70:20:10 framework as a guide for delivering the course material (Wortham, 2003; Greene, 2012; Jennings & Wargnier, 2011). Although it can be argued that the instructor should be at the center of the classroom environment, having the courage to step back as an instructor allowed for a more shared and distributive form of leadership and learning in a positive and challenging environment (Bass, 1999; Yukl, 1998; Manz & Sims, 1987; Pearce, Perry, & Sims, 2001) The following sections will provide an overview of the framework and design of the practice, in addition to discussion of the outcomes and implications yielded from the practice.

Framework

Course Design: Learning Principles

According to Piaget (1977), the growth of cognitive structures is determined by activity, which serves as the functioning of those structures. This course on research techniques and processes proceeds from a cognitivist theory of learning. The primary activity is the research design proposal, which seeks to increase the learner's interest in research overall. This approach,

by definition, is cognitivist in nature due to the onus placed on the learner to develop his/her own mental representation of effective research techniques and processes as it relates to them individually. According to Wortham (2003), learners within the cognitivist theory of learning are expected to form their own mental models based upon the material being presented. The course encouraged the learner to take ownership over how they want to develop as a researcher and respond to situations by making use of the tools from the course in order to construct a mental model of their own design.

Wortham (2003) presents characteristics of the cognitivist approach to learning, including the idea that the learner is seeking to refine and augment his/her existing mental models. Also, Wortham (2003) notes that people must want to learn, and cannot be forced to do so. This concept is central to cognitivism. The freedom of choice with the research design proposal clearly proceeds from a cognitivist understanding of learning in that it allows the learner to select the material from the course that they feel best fits within their conceptual frame for their research design proposal. The

conceptual frame consisted of a brief review of the following: Research question(s); literature; methodology; assumptions; goals; and positionality of researcher. Wortham (2003) notes that under the cognitivist learning theory, the role of the teacher should be to act as a competent practitioner using tools, allowing the learner to do things he/she might not otherwise be able to do. Greene (2012) refers to this as the 'Ideal Apprenticeship,' which consists of three elements: Deep Observation; Skills Acquisition; and Experimentation. These elements were integrated into the learning practice using experiential learning activities and are further discussed in the 'Outcomes' section.

Course Delivery: 70:20:10 Framework

Jennings and Wargnier (2011) discuss a theory where the focus of the classroom is shifted from the instructor to the learner. The 70:20:10 framework is an organizational tool employed to address performance issues, and it asserts that most learning occurs in the "workplace" rather than in formal learning situations (Arets, Jennings, & Heijnen, 2015). For the purposes of this learning practice, "workplace" was modified to "application," as in the

application of research techniques and processes toward the creation of well-scoped conceptual frameworks and ultimately executable research designs. The 70:20:10 framework also shifts the emphasis from 'know-what' learning towards more effective 'know-how' learning (Arrets et al., 2015). This framework purports that approximately 70% of time spent within a learning environment should focus on "experiential learning," 20% on "social learning," and 10% on "formal learning" (Jennings & Wargnier, 2011). "Experiential learning" refers to the time devoted to experimenting with the course material; "social learning" encompasses opportunities for learners to learn from one another and receive feedback from the instructor; and "formal

learning" covers any direct forms of instruction such as lecturing.

As an illustration, this learning practice of research techniques and processes met once a week for three hours. In accordance with the 70:20:10 framework, approximately 120 minutes should be spent on experimentation, 40 minutes on opportunities for social learning, and 20 minutes of formal instruction (lecture, etc.). In thinking about how this framework can be applied with regard to time, it is important to note that the timing is supposed to serve as a general idea, and it should not be followed literally. Rather, the breakdown serves as a guideline for how to design class meetings. So, in thinking of the aforementioned illustration, the actual timing would vary based upon what was most pertinent, but the majority of class time would be devoted to the students actively working in some way.

The information presented on the learning principles involved in the design of this learning practice help to provide a theoretical foundation which emphasizes the role of the instructor, the need for learner activity, and other aspects of the cognitivist approach to learning. The use of the 70:20:10 framework directly addresses the issues of over-lecturing in the academic learning environment by challenging the instructor to plan for more two-way communication during class meetings as opposed to relying primarily on one-way communication (Adler, 1993). Overall, the information in this section presents an overview of the literature used to design this learning practice of research techniques and processes.

Design of Practice

In order to understand the elements of the design of any learning environment, it is important to consider the manner in which knowledge is acquired (i.e., the learning happens). Sfard (1998) discusses the idea of knowledge being acquired through activity. With a focus on the activity, the learner is able to construct a mental model based upon personal experience.

Brown, Collins, and Duguid (1989) make the argument that conceptual knowledge is

contextually tied to the learner's experience within the learning environment. With this in mind, the course on research techniques and processes attempted to use cues from everyday life and specific work examples within the learning environment in an effort to assist the learner in applying the concepts to life outside of the learning environment, thereby creating a personal mental model of effective research techniques and processes. During experiential learning, educators engage learners in direct experience and direct their focus on learning reflection to increase their knowledge, skills, and values (Dewey, 1938). According to Kolb and Kolb (2005), the learning process is a continuous cycle of experiencing and exploring. This practice used experiential learning-based activities in order to provide to the learner opportunities for practical

application. The 70:20:10 framework help to accentuate the direct experience aspects of experiential learning.

The experiential learning component serves as the foundation for the elements of the design of the learning practice. These elements of design of the learning environment include the tasks, degrees of contextualization, degrees of structure, tools, and teacher-learner interactions in use in this practice.

Tasks

A task represents that in which a learner engages within a learning practice. The task should function as a method of representation and practice for the transfer of knowledge (Anderson, Reder, & Simon, 1996). The primary task in this learning practice is the research design proposal (and conceptual framework), which incorporated the vast majority of course material.

Degree of Contextualization

This learning practice placed the learner within the context of an aspiring effective researcher. Brown et al. (1989) make the argument that knowledge is situated within the activity and context in which it was created and is being used. This learning practice was designed to afford the learner an opportunity to obtain knowledge about effective research techniques and processes. This type of design required a moderate degree of context in order to properly shape the environment for the learner without the need to have high contextualization since effective research techniques and processes transfer and apply across multiple topics and disciplines of study.

Degree of Structure

Conole, Dyke, Oliver, & Seale (2004) discuss how the contents of a course provide a structured guiding framework, or toolkit, for the learner, and that this highly structured framework is available to the learner with the potential to transform his/her existing mental models. The class meetings of this practice were presented with a high degree of structure to adhere to the 70:20:10 framework, but the emphasis on experiential learning allowed for a great deal of adapting the structure to more closely align with participant needs.

Tools

Kozulin and Presseisen (1995) make a case for the vital importance of independent thinking skills, which can be developed by providing access to the appropriate tools (i.e., human, psychological, and/or material resources) made available by the teacher to support the learner in accomplishing tasks. The instructor introduced curated versions of each topic supported by multimedia with the ability to make real-time changes to available content.

Participants

The participants involved in this learning practice were the instructor and the learner.

The instructor is charged with executing a course designed to encourage interest in and understanding of research techniques and processes.

Teacher-Learner Interactions

Within a cognitivist learning environment, the overarching aim is for the teacher to provide the opportunity for the learner to integrate new experience with his/her own developing mental models (Wortham, 2003). This learning practice relied upon the interactions between the

learner and the instructor. The role of the instructor was to facilitate discussion of topics and provide examples when appropriate. The role of the learner was to form an understanding of research techniques and processes through practical application and experiential learning.

The primary objective for the elements of design in this learning practice was to assist the learner in constructing a personal model for effective research techniques and processes. The intended goals and assumptions were met, and will be further discussed in the next section.

Outcomes

The outcomes for this learning practice consisted of the goals and assumptions. To review, this practice was designed for the learner to: 1.) Gain a broader personal understanding of and appreciation for research techniques and processes; and 2.) learn to apply course material through the lens of personal experience. The first goal comes directly from the charge given by the department in which the practice was housed. The second goal prompted the design for the practice and its incorporation of innovative instructional methods, many of which are used in corporate training and leadership development programs. Additionally, this learning practice operated under the following assumptions embedded in the course: 1.) The learner has an interest in learning about research; 2.) The learner will find ways to apply course material to their personal experience; and 3.) The selected material for the course is suitable for learning about research techniques and processes. Based on the outcomes of this learning practice, regardless of whether the learner developed an interest, they were able to successfully apply the material, also demonstrating the suitability of the course material.

If forced to estimate the factors of the 70:20:10 framework, this learning practice most likely was 60:20:20 since some aspects of research require more discussion of concepts (lecture),

but a large amount of time during class was devoted to “doing.” Many students appreciated how this impacted the type of work they would need to do outside of class versus inside of class.

Sometimes the framework was useful to use in big chunks of time, but mostly it was very effective in helping to break up the time students would spend experimenting. A typical class might start with a short review of past topics with an overview of what would be covered. Then, students would work on applying the concepts to their research ideas, with a few built-in interruptions by the instructor to give opportunities for social learning and also to explain concepts further by taking questions or similar.

With regard to Greene's (2012) 'Ideal Apprenticeship,' each element was integrated into the learning practice. 'Deep Observation' encouraged the learner to form a conceptual understanding of the course material and gain insight as to how this material can be applied toward research techniques and processes. 'Skills Acquisition' consisted largely of extensive practice on the part of the learner, working alongside other learners within the course. This manner of learning more closely resembles the socio-cultural theory of learning; where the instructor provides the scaffolding for the learner to model and apply to their individual project (Vygotsky, 1997). 'Experimentation' consisted of the learner becoming more comfortable with exposure to criticism regarding their research design and topic overall, from the instructor as well as from the other learners in the course. The progress of each learner in the course regarding comfort with criticism was substantial, and this was a key take-away for the vast majority of students in the course. Overall, these elements were a useful addition to the learning principles and framework for course delivery.

A content analysis of anecdotal data provided from student feedback throughout the course was conducted (Neuendorf, 2016). Overall, comments were organized as relating to either the course design or the course delivery. These will be summarized below.

Outcomes: Course Design

Many participants commented on forming a better understanding of research techniques and processes; particularly, how the basic components can be applied to almost any well-scoped research idea, question(s), or otherwise. The decision to focus almost exclusively on qualitative research came after learning that participants did not have a strong understanding of the research process; based on feedback from students, this was a good decision, as it allowed for more depth of understanding and experimentation. Participants noted how being able to work on a research design for a topic of interest to them helped to increase their overall understanding of each step involved., which is in line with the cognitivist approach to learning (i.e., mental models of research design). Many comments in appreciation of the brevity and focus of the course tools were made, along with the exposure to useful resources for research (e.g., Google Scholar).

Outcomes: Course Delivery

The majority of participants referred to the format and structure of this practice as a refreshing alternative to "normal" courses, characterized as being much more lecture-based and less "hands-on." There were several positive comments related to the "hands-on" approach of the course, and how it allowed for more learning versus a lecture-based course since it involved instructing to learn and not instructing to memorize. The practice had many non-traditional college students who work full-time, and many commented on how the format allowed them to both learn new skills and refine existing skills within the bounds of the class meeting (except for

out-of-class assignments such as the field studies). There were a number of comments showing appreciation for the time allotted during class to work on individual research ideas, and how this not only helped to better understand the course material, but also how this served as a form of "professional development" by allowing opportunities to interact with, give feedback to, or receive feedback from other participants in the practice. For example, a great deal of class

time was devoted to research question(s) refinement. Participants wrote their conceptual frames on whiteboards around the room, and time was allotted for each student to present their ideas and take questions and suggestions from others including the instructor. When asked at the end of the semester about what was most memorable from the course, almost all participants noted the research question(s) refinement process.

Implications

It is important for classroom leadership to consider course design as well as the course delivery elements when creating their learning practice. Revens (1972) helped to define the concept of “action learning,” which states that workers who are experiencing an issue can be helped by others by way of working together through the adversity in order to resolve the issue. Action learning was used in this learning practice by learners working together to refine each other’s conceptual frame and research design proposals, and this was received favorably by all participants.

For this learning practice, the instructor decided to use transformational leadership and to allow for leadership to be shared within the learning environment, which fostered self-leadership and thought leadership among the learners themselves in the process (Bass, 1999; Yukl, 1998; Stewart, Courtright, & Manz, 2018; Richtermeyer, 2011). Transformational leadership is

displayed when the leader envisions a desirable future, articulates how it can be reached, sets an example to be followed, sets high standards of performance, and shows determination and confidence; Followers want to identify with such leadership (Bass, 1999). In shared leadership contexts, the agents of influence are often peers of the targets of influence (Bass, 1990; Yukl, 1998). Self-leadership is defined as a comprehensive self-influence process capturing how individuals motivate themselves to complete work that is naturally motivating or work that must be done but is not naturally motivating (Stewart, Courtright, & Manz, 2018). Thought leadership involves bringing forth well-scoped and often innovative ideas in a variety of ways (Richtermeyer, 2011).

Conclusion

Based on the aforementioned leadership implications, the following key learnings are yielded from analysis of this learning practice:

Outcomes suggest that leadership principles can be successfully applied to the structure of a learning practice in higher education.

Instructors have the discretion to take a transformational leadership approach when designing and delivering courses.

The learner can share in the leadership of the learning practice as the example from which other participants in the practice learn, thereby helping to address common errors collectively.

Learners can learn a great deal from their peers in a learning practice with the appropriate course design and course delivery elements.

Instructors should allow for the learner to experiment with the course material in a way that encourages self-influence processes for the learner to explore personal motivational affects related to work completion.

Instructors should make use of learner deliverables to encourage thought leadership by allowing for all participants to serve as specialists to one another in some form within the learning practice.

The examination of this learning practice identified a variety of useful implications and key learnings, many of which are applicable to leadership concepts. Overall, the selected format of the learning practice helped to highlight an alternative to the lecture-based format while also placing the focus on the learning itself (Roehl et al., 2013). It should be noted the selected course design and delivery elements outlined in this learning practice were possible given the small number of participants and might be more difficult to employ with a larger number of participants (though not impossible). Recommendations for improving this learning practice include the incorporation of more socio-cultural learning elements to increase social learning and more effective use of behaviorism elements to better manage learner's grasp of the material prior to experimentation (Vygotsky, 1997; Skinner, 1954). It is hoped that this practice can serve as an example of what is possible when classroom leadership has the courage to step back and let the learning happen.

Note: The presentation of this paper will describe the research design for the Fall 2019 delivery of the research design and techniques course, which will already be in process.

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Effect of Physical Training on Reaction Time for Female Subjects

Ashoke Kumar Biswas*

Abstract

Introduction: The purpose of the study was to analyze reaction time of young female populations with different types of stimuli and the effect of physical training on reaction time.

Methods: Two hundred young female within the age group of 12 to 23 years volunteered as subjects for the study. On the basis of age they were divided into 4 groups: 12-14 yrs., 15-17 yrs., 18-20 yrs. and 21-23 yrs. In each group there were fifty subjects. The reaction time was measured by an electronic digital reaction timer. There were provisions to provide stimulus in three variations – visual, auditory and tactile. But for the training effect only auditory stimulus was considered before and after six weeks of training. The data were statistically analyzed.

Results: Results obtained from statistical analysis of data, revealed that the reaction time with auditory stimulus was significantly lesser than both of with the visual and tactile stimuli. Reaction time of the age group of 21-23 yrs. was the lowest. It was also seen that there was a positive influence of physical training on reaction time.

Conclusion: On the basis of the results obtained the following conclusions were drawn:
(i) auditory stimulus produces quickest reaction than visual and tactile stimuli; (ii) the reaction ability becomes highest during 21-23 years of age; and (iii) reaction ability can be improved by physical training.

Key words: Reaction time, Physical training, Visual, Auditory, Tactile

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Changing classroom discourse using teacher restorative professional development

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This paper introduces the concept of restorative teaching practice and argues that application of a restorative approach in teacher professional development may have positive outcomes for teachers and students' engagement. The majority of teachers exhibited a facilitator type role whereas instructional discourse was observed with more positive feedback discourse also observed. The majority of students were found to be more engaged with the changes in class discourse even when the students reported that the apparent level of task difficulty had been increased. The professional development's two staged approach ensured that the school.

Theoretical Framework for shifting to Self-Regulated Learning skills in Nursing Education

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Abstract

Current nursing curricula rely heavily on teacher-centered approaches to student learning. However, researchers challenge educators to shift to student-centered learning approaches (Murphy et al., 2011). This study proposes a theoretical framework which aims to shift the learning approach from teacher-centered learning to student-centered learning. It supports nursing students by fostering the skills needed to activate their self-regulated learning when acquiring clinical skills.

Keywords: Nursing clinical skills, independent learning, self-regulated learning.

Introduction:

Self-regulated learning (SRL) is an active, constructive process whereby students set goals for their learning based on past experience and the contextual features of the current environment (Zhao, 2016). The individuals take responsibility to manage their personal learning processes. Researchers have shown that self-regulation is the predictor that best explains both learner achievement and the learning environment (Balapumi, 2015). Furthermore, self-regulated students are more inclined to transfer successfully their knowledge from an e-learning system into real-world situations. The motivation behind this research is to investigate the potential of using Mobile Augmented Reality (MAR) technology in term of enhancing self-regulated learning among nursing students. The first stage of the research, which we report here, is a theoretical background.

The Theoretical Framework

Current nursing curricula rely heavily on conventional teacher-centered approaches to student learning. For instance, in clinical skills acquisition, the student-centered approach is compromised through lecturers providing information and demonstrating activities in a traditional, teacher-centered manner, where students are passive recipients with limited practice under direct supervision. Teachers should step back from their traditional role, and allow students to develop analytical and decision-making skills in simulated practice, by providing quality assured learning resources for students, facilitated through learning technologies (Docherty et al., 2005).

Problem-based learning (PBL) is promising as a pedagogy of integration when applied to the gathering of both internal (class-based) and external (real-world-based) knowledge to solve a problem (Mary et al., 2005). As the problem is presented at the beginning of the learning process, before other curricular inputs, students engage in aspects of self-directed and lifelong learning, taking greater responsibility for their own learning.

Additionally, as human error is inevitable, educators need to plan learning activities to safeguard students and patients alike. Teachers who use PBL in simulation labs can guide acute events to ensure that students will be exposed to commonly occurring critical situations, rather than depending on chance during real-life situations. Also, PBL guides

the students to think aloud, discover knowledge, think critically and develop self-confidence. It provides a practical clinical teaching approach to guide them in the acquisition of critical reasoning and practical skills (Williams & Beattie, 2008). In other words, within the context of the clinical skills laboratory, where outcomes are measured in terms of clinical competence, the challenge for educationalists is to achieve the fine balance between giving instruction and promoting enquiry, in order that efficient and effective skills acquisition occurs in the short-term (Docherty et al., 2005).

PBL is an instructional approach whereby students learn through facilitated problem solving that centres on a complex problem and does not have a single correct answer (English & Kitsantas, 2013). Studies have shown that improving self-regulated skills leads to improved problem-solving skills (Raaijmakers et al., 2018, Kramarski & Gutman, 2006). Recent studies in nursing education have indicated that students are more active in self-regulated skills when they use PBL. It enhances their deeper understanding of the topic and improves their individual skills (Anh Phuong Nguyen et al., 2016).

In order to be successful with problem-solving skills in a course, students should take responsibility for their learning process by setting goals, monitoring, reflecting and sustaining their motivation from the beginning of the course until the end. This study adopts the widely used Zimmerman's cyclical phase model (Zimmerman, 2002) and a theoretical model of the relationship between PBL and SRL by English and Kitsantas (2013), in which the role of the teacher in the face-to-face classroom has been replaced with an interactive MAR device application, which helps students to access the learning resources in or outside the classroom.

In PBL, the teacher's main role is to structure activities, stimulate motivation, facilitate learning material, and provide feedback and prompts for thinking. However, the student's role is to take responsibility for their learning and creating meaningful knowledge and concepts. To achieve those roles effectively, the learning environment should motivate the students to learn, and support them to focus their efforts and attention appropriately, monitor and evaluate their progress, and seek help as needed.

Research shows that self-regulatory processes are teachable and can lead to increases in students' motivation and achievement (Raaijmakers et al., 2018). However, the most important task for instructional designers and educators is to develop effective learning environments that encourage students to become active, autonomous, and self-regulated learners.

Figure 1 below illustrates the proposed new learning strategy in the nursing clinical lab by creating an interactive MAR environment. It describes the relationship between the three phases of PBL and the three phases of SRL, based on the proposed model of English & Kitsantas (2013).

During phase 1 (Problem Launch) a problem defined with clear learning goals and structured activities leads to support for independent learning and achieving the learning objectives. It supports the SRL skills of goal setting and strategic planning. Moreover, enjoyment is a key factor of AR design technology which might support self-motivation skills through SRL. In the nursing MAR application which the authors have developed, for example, the patient's scenario with heart disease is the problem, and students should learn heart anatomy, the blood flow through the human's heart, and the reasons behind heart failure, in order to solve the patient's scenario. Solving the patient's scenario means achieving the learning objectives.

During phase 2 (Guided Inquiry / Solution Creation) the MAR system supports the SRL skills of self-control and self-observation by providing students with all the content related to heart diseases. Also, it allows them to interact with the manikin independently. In order to solve the scenario the MAR has a video which shows a real patient's symptoms, audio, and a 3D heart model. It allows them to think critically as an active learner and discover the solution.

During phase 3 (Problem Conclusion) the system can support the SRL skills of reflection through self-assessment features. It allows the students to correct their thinking after solving the patient's scenario and receiving feedback on their answers.

The teacher's role is facilitating and supporting students' development of their SRL skills, especially those who do not know how to do so. The direction by the teacher will be faded out once the students' self-regulated skills

have improved. In the end, students can use the MAR system with or without teacher assistance in acquiring clinical skills.

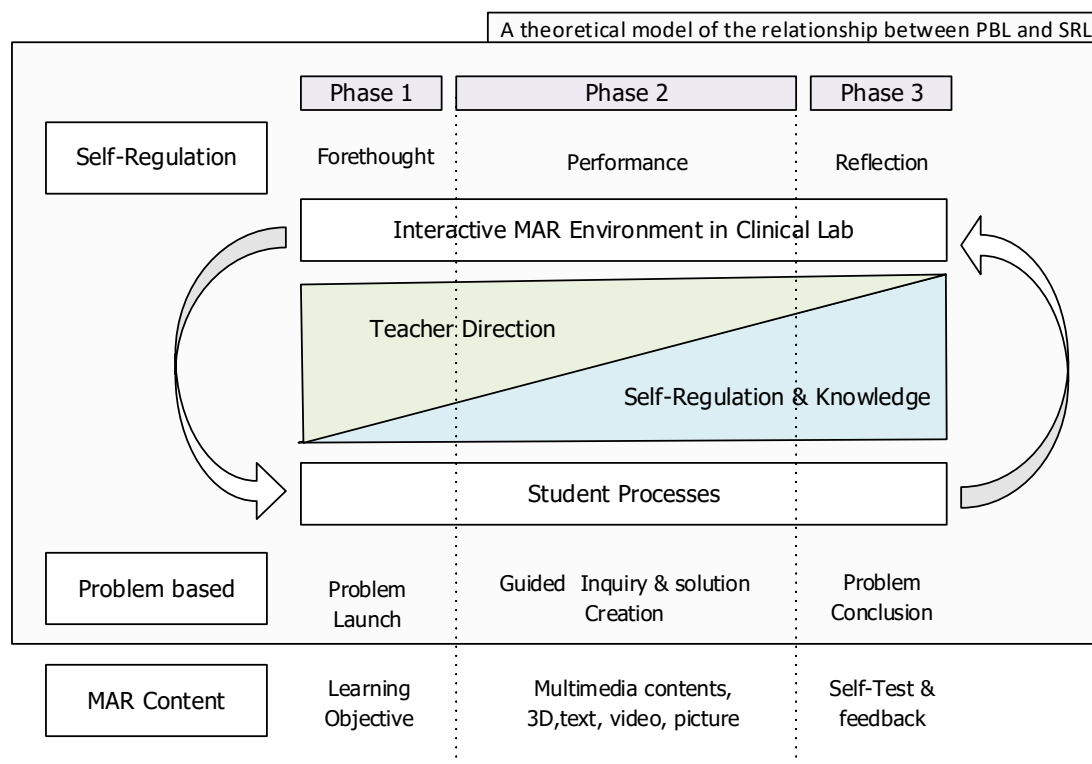


Figure 1: Links between Zimmerman's cyclical phase model and PBL
Conclusion:

This work modifies the theoretical model of English & Kitsantas (2013) by replacing the teacher's role in a face-to-face classroom with an interactive MAR environment. Also, it describes how the MAR features fit within the cycle of SLR. Heart anatomy and heart diseases form an example case used when developing the MAR. Using the MAR allows students the freedom to discover the solution independently and activate their learning.

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Accents in English as a lingua franca (ELF): overcoming the process of silencing international students

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It is not easy to find textbooks that treat English as a Lingua franca (ELF). The oral models in the dialogues and listening activities most of the times represent a hegemonic standard which is seen by the students as the “correct” way to speak and pronounce words. What the textbooks do not show is that this international language belongs to all the global users who are willing to make it their own. General American (GA) and Received Pronunciation (RP) no longer fulfill the speakers’ needs; it is time to value the thousands of accents of the expanding circle (KACHRU, 1982, 1985), whose users far outnumber the native speakers of the inner and outer circles altogether. Approaching ELF in the classroom enables teachers to show their students a world of possibilities that go beyond the outdated dichotomy American x British English. The lingua franca lenses allow language learners to view the English classes as the moment to be themselves, to respect the other and to interact with them in a relaxing environment where intelligibility rules. An accent is much more than a different way of speaking; it is a birth mark, a cultural background tattoo. It is to be valued, not silenced by hours of repetition of the so-called “authentic native” audios. Although textbooks are supposed to portray different Englishes and their speakers’ identities, reality shows that learners from all over the world are still listening to the same native-like narrow input in class. Since teachers are the conductors on the stage of language learning, they must change the rules. In this article, some suggestions are presented as a starting point.

Key words: English as a lingua franca (ELF); textbooks; accents; identity; language-culture; intelligibility.

Introduction

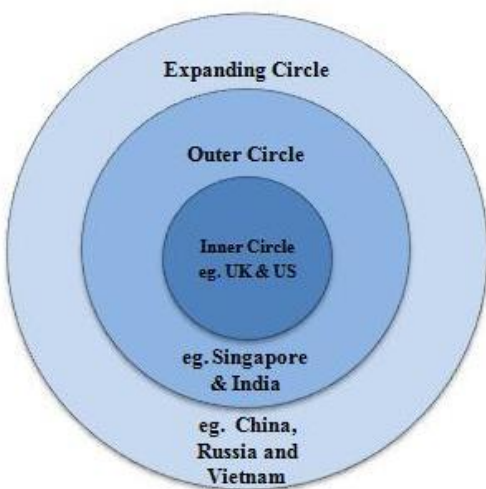
Teaching English as a Foreign Language (EFL) has been seen, for ages, as a way to teach how to communicate accurately and fluently, according to the standard English models that are presented in books produced and spread worldwide by major publishers which seem to represent the quality that teachers and academic coordinators search for. By imitating those oral models in the books’ audios, students will not stop until they achieve the so-called successful pronunciation. There comes “the danger of a single story” (ADICHIE 2009). The teachers (who have

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learned this way) teach their students that the only way to speak English well is by following the standard. Consequently, they see other varieties of English as poor, wrong or with less prestige. When another accent is shown in class, for instance, the tendency is to hear most of the students laugh or make fun of it.

Braj Kachru (1982, 1985) brought the idea of three concentric circles to illustrate the countries' positions in relation to the English-language-speaking world. They can be seen in the figure below.



David Crystal, in his *Encyclopedia of the English Language*, published in 2019, also mentions the circles and explains what they refer to:

The inner circle refers to the traditional bases of English, where it is the primary language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand (388 million speakers³). The outer or extended circle involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting: it includes Singapore, India, Malawi, and over 50 other territories (885 million speakers). The expanding circle involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special status in their language policy. Today, expanding should probably be replaced by expanded, given the statistics(...). In these areas, English is taught as a foreign language (1,000 + million speakers) (CRYSTAL 2019, p.113).

It is clear that the expanding circle countries outnumber the other ones. The question is: why should the global users of English aim at achieving the standardized inner circle English, especially General American (GA) or Received Pronunciation (RP)⁴? Some possible answers could involve searching for prestige and respect, as well as avoiding language prejudice. That is a reality. However, one must consider that some students will not be able to repeat the "model". But why are they supposed to do so?

English as a lingua franca (ELF)

When identity and communication are placed above prestige and accuracy, teaching English as a Foreign Language is not enough. It should be taught as a lingua franca. As Cogo and Dewey say, "adopting an ELF perspective means extending our acceptance of language variation and change as a naturally occurring phenomenon to include expanding

³ The numbers presented here refer to populations of English speakers as estimated in 2017 (CRYSTAL 2019, p.113).

⁴ American English and British English.

circle contexts” (COGO; DEWEY 2012). That attitude would consider bringing different accents to classes, exposing the students to the difference in a natural way, preventing them from prejudice and preparing their ears to understand other varieties than the ones presented on the books.

It is important to mention that ELF “is not a new variety of English; it is not a process exclusive to English; it is not a historically new fact” (SILVA 2016, p.19). It is, actually, a way of dealing with the foreign language in order to make it your own. Some students are silenced in class because they do not want to mispronounce a word and suffer some kind of bullying from classmates that are already fluent and speakers of a standardized English. If the classroom environment is ELF friendly, those students will certainly feel comfortable to participate by reading dialogues aloud or interacting in pair or group work.

The more one listens to different varieties of English, the more they will be able to understand accents from all the circles. As Jennifer Jenkins says,

no matter which circle of use we come from, from an ELF perspective we all need to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication. ELF is thus a question, not of orientation to the norms of a particular group of English speakers, but of mutual negotiation involving efforts and adjustments from all parties (JENKINS 2009, p.201).

By granting students with the access to diverse Englishes, it will be possible to show them the multidimensionality that involves local and global contexts. When teachers add different accents to their class plans, they are willing to educate students to respect the otherness, with all of its specificities. When exposed to diversity, learners will understand how to behave in face of the discourse related to which English they should learn, that is, they will be able to hold their position as global users of English who will not lower their head to hegemonic ways of speaking English.

English teaching in Brazil

The Brazilian reality of English teaching is not an ideal one. The public state schools, for instance, have groups with more than 30 students in the classroom and low work load, facts that do not enable the development of a good work. There is a government program that provides English (and other subjects) textbooks for the students, which propose to build up the abilities of listening, speaking, reading and writing. The themes are interesting, but the books are far from the expected for an English class, where it is possible to practice oral skills, for example.

Some textbooks are sent to the teachers (before the year starts) so they can choose the one they would like to work with. In 2018 and 2019, five books were sent and I could analyze them. My focus was on the “oral models of English language” (SIQUEIRA 2012, p.331), in order to observe the occurrence of audios from the inner, outer and expanding circles. Here is what was found:

Textbook	Total of audios	Inner Circle	Outer Circle	Expanding Circle
Circles	16	73%	20%	7%
Way to go	23	83%	2%	15%
Alive High	28	96%	4%	0%
Learn and Share	26	100%	0%	0%
Voices	10	100%	0%	0%

It is noticeable that the books are not ELF friendly. All of them focus on the inner circle models, lacking variety of accents. The chosen one among those textbooks is the only material most of the teachers use in state schools. However, there are simple ways to overcome the lack of opportunities on textbooks. It is possible to use movies, songs, interviews, podcasts or series' excerpts with expanding circle English users, as well as record audios with foreign people you may have contact with. It is not possible to show the recordings here (as shown during the conference), but they follow the suggestions above.

Conclusion

It is time to wear the lingua franca lenses and show the students that they can keep their identities and be themselves while speaking English. They do not have to leave their culture behind in order to learn a foreign language. Teachers must provide a relaxing environment where intelligibility is more important than standard English imitation. As an accent is a birth mark, a cultural background tattoo, it must be kept and accepted. Since most textbooks do not portray different Englishes and their speakers' identities, it is the teachers' responsibility to get on the stage, change the rules and start telling another version of this "single story".

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A Study of the Effect of Parents on Children's Painting Learning

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Abstract

The process of children receiving painting education is achieved by school education and after-school exercises. School painting education can help children fully understand painting knowledge and painting techniques. After-school drawing exercises help children improve their painting skills. Children's after-school painting practices are mostly done at home. So parental support determines children's learning outcomes. In the process of children learn to paint, parents' support of children's painting learning and understanding of children's painting level can help children improve their painting skills. This article takes the parents of children 7-13 years old as the research object. This paper study the impact of parents on children's drawing learning by testing the parents' investment in children's drawing learning, parents' attention in children's painting learning and accompanying children to learn painting. And this paper also studies the behavior of children's drawing learning after class.

Keywords: children's painting learning, parents accompany painting learning, painting education

Introduction

The ways that children acquire knowledge mainly come from schools, society, and families. Children's perception of society comes from their parents. And children's behaviors also originate from their parents. Their cognitive abilities are constructed with the help of their parents while the process of growth. Effective parental guidance and support can help children achieve better learning outcomes. Children's learning begins with imitation. They transform what they see into schemas (Magnus Carlsson, 2015). These schemas represent children's knowledge, understanding, and evaluation of knowledge (Rui, 2015). The evaluations from parents can change children's perceptions of learning (Cunha, 2010 & Chatzipanteli, 2014). Parents can help children to establish correct self-awareness, which can help children to define their behavior and learning goals. Parents who giving children positive evaluations can help children complete learning tasks better. If parents give children unreasonable evaluation, children will deviate from their learning goals and children will be unable to complete the learning tasks. Children's painting works are one of the characteristics of children's schema cognition. The children aged 7 to 13 are already capable of realistic things (Christina Cliffordson, 2008). Their paintings can reflect their mental state. Therefore, the children's living environment will affect children's paintings.

Children's growing environment affects the content and style of children's drawings. Parental guidance for children is closely related to children's future learning achievements (Christian Dustmann, 2004). A free drawing learning environment can help children to feel relax to create paintings. For some children who are not skilled in painting, they will feel nervous and anxious when they draw. Parental support can help children reduce their resistance to drawing. And a decent home environment can ease children's anxiety. In the process of children's drawing practice, parents' attention to children's painting behavior can help children solve the causes of children's conflict with painting. By observing children's painting creation, parents can understand which parts are easy to arouse children's interest in create painting works and use these parts to guide children to complete painting creation. During children's painting creation, if children think that the drawing can be appealing to them their drawing learning participation is high.

Therefore, parents who familiar children's preferences in drawing can better guide children to participate in drawing exercises.

From the perspective of children's drawing practice time, it is obvious that children spend more time in painting practice at home than they receive painting education in school. There is a positive correlation between the time students spent in learning and the achievement that students get from learning (Su, 2013 & Ummuhan, 2019). Parents accompanying children to learn painting can effectively help children improve their ability to paint. The communication between parents and children in painting learning can make parents know more about children's level of painting study. And communicate with children can also help children solve the difficulties encountered in the process of painting. Parents accompany children to learn can help children develop well learning habits (elder, 2009). Cultivating painting learning habits can help children find shortcomings in their painting skills. Children can continuously improve and practice with the support of well painting learning habits to achieve the learning effect and improving drawing ability.

Background

Children's perception of painting will change with mental development. The painting works represent the behavior and emotional development of children. Parents can find the growth of children by observing their painting works. Under the influence of the family and social environment, some learning experiences from parents will provide some learning foundations in children learning painting (Hornby, 2011). Parents play a guiding role in the process of children and parents constructing the basis of painting learning and also determine a part of children's learning results. Children's self-awareness determines their will and creativity in drawing learning (Hedegaard, 2009). The formation of children's self-awareness is related to the guidance of parents. Children in elementary school form their self-awareness by interacting with their environment. Therefore, the art learning environment created by parents for children plays an important role in the development of children's painting.

Children's study performance is closely related to parental support. Well, family education can help children improve their learning ability (Fan, 2010). The children who study with their parents can acquire more knowledge than those who study without their parents (Stroetinga, 2019). In addition, parents' investment in children's learning also affects children's painting learning (Meier, 2018). If parents can meet the children's daily drawing needs, children can get better learning results. On the contrary, parents' investment in children's drawing learning cannot meet the needs of children's drawing learning. Children will not get good learning results. Parental requirements for children in home education also affect children's learning outcomes (Anderson, 2010). Parents' high or low standards on children's learning will affect children's learning effects (Goodall, 2014). So, the factors that affect children's learning success in family painting learning include parents' accompanying children's learning, parents' investment in children's learning, parents' expectations for children, parents' observation of Children's painting habits and parents' encouragement for children. These factors will affect the results of children's drawing learning.

Method

Content for the Study

A total of 1515 parents of children aged 7 to 13 participated in this study. Fig.1, Fig.2 and Fig.3 respectively show the distribution of gender, age and education background of the participants. This study uses a questionnaire survey to analyze the parents accompanying children to learn painting parents' investment in children's learning, parents' expectations for children, parents' observation of Children's painting habits and parents' encouragement for children from the perspective of parents' age, gender, and education background. And this study also discusses the influence of these factors on children's drawing learning.

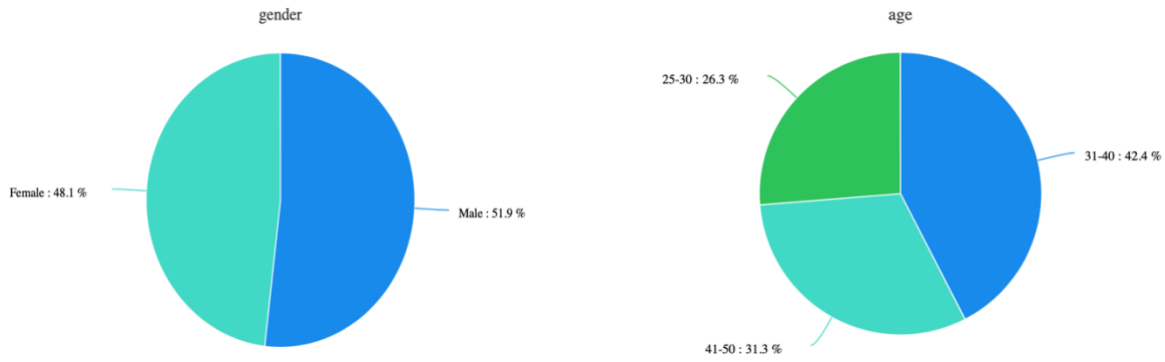


Fig.1 This is the gender distribution of the participants. Fig.2 This is the age distribution of the participants.

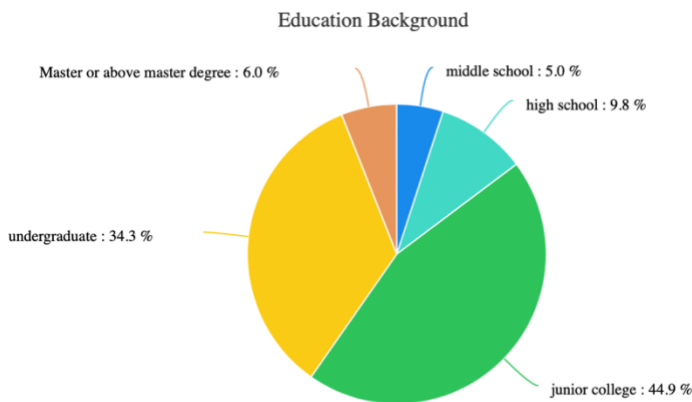


Fig.3 This is the education background distribution of the participants

Data Analysis

The questionnaire data in this study were all analyzed by using SPSS. The Cronbach's Alpha value (Table 1) was 0.901, indicating that the 1515 parents who participated in the questionnaire answered questions according to their real situation. Table 1 can be expressed that the survey results of the questionnaire are reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.901	10

Table1. This is the table of reliability statistics. The result of Cronbach's Alpha is 0.901.

In order to test whether the questions of the questionnaire truly express the characteristics of the variables, the effectiveness analysis was performed using SPSS. The results of KMO and Bartlett's Test was 0.948 (Table 2.), showing the sample was adequate for further analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.948
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Bartlett's Test of Sphericity	Approx. Chi-Square	7740.984
	df	78
	Sig.	.000

Table 2. This is the table of KMO and Bartlett's test. The result of KMO is 0.948.

Table 3 shows the results of different gender groups' satisfaction with parental support, parental communication and encouragement, parents' cultivation of painting ability, parents' cultivation of painting imagination, parents' comments on children's paintings, parents' requirements for children's painting works. According to the results of P ($P < 0.05$), it can be proved that different gender samples have significant difference attitudes towards parental support, parental communication and encouragement, parents' cultivation of painting ability, parents' cultivation of painting imagination, parents' comments on children's paintings, parents' requirements for children's painting works. And by comparing the average values of the six measurement items, it can be seen that the mothers of children have a positive attitude towards in children's painting learning and higher than that of the fathers of children.

	Gender(average value± standard deviation)		F	p
	Male(N=786)	Female(N=729)		
Parental Support	4.85±1.75	5.06±1.68	5.914	0.015*
Parental Communication and Encouragement	4.99±1.81	5.19±1.73	4.709	0.030*
Cultivation of Children's Painting Ability	4.70±1.69	4.88±1.66	4.450	0.035*
Cultivation of Children's Painting Imagination	4.92±1.76	5.15±1.72	6.544	0.011*
Observation of Children's painting Habit	4.79±1.73	5.00±1.72	5.389	0.020**
Parents' Requirements for Children's Painting Works (Creativity)	5.21±1.77	5.44±1.60	6.971	0.008**

* $p < 0.05$ ** $p < 0.01$

Table 3. This is the table shows the result of differences in attitudes of different genders to the six test items.

From Table 4, it can be seen that the differences between parents of different age stages in supporting children's painting and cultivation of children's painting creativity. According to the results of P value, it can be proved that the

attitudes of parents of different ages about supporting children's painting creation and culture of children's painting creation are all significantly different ($P < 0.05$). By comparing the average values of different age groups, the results show that parents of different ages support children to learn painting and parents prefer to cultivate children's painting creativity ability. And the support level of parents aged 31-40 was higher than that of the other two groups.

	age(median/ average value)			Kruskal- Wallis test statistics	p
	31- 40(N=643)	41- 50(N=474)	25-30(N=398)		
Parental Support	5.000/5.07	5.000/4.93	5.000/4.79	6.941	0.031*
Cultivation of Children's painting creativity	5.000/4.83	5.000/4.51	5.000/4.55	8.633	0.013*

* $p < 0.05$ ** $p < 0.01$

Table 4. This is the table shows the result of differences in attitudes of different age groups to the two test items.

According to the results of Table 5, it can be seen that the attitudes of parents of different degree backgrounds about cultivate children's painting creativity and encourage children to learn to draw are all show the significant differences ($P < 0.05$). By comparing the median results, it can be proved that parents with higher education levels pay more attention to the cultivation of children's painting creativity. Parents below middle school degree pay less attention to the cultivation of children's painting creativity. The more educated parents are, the more willing they are to communicate with their children about painting and encourage them to learn painting.

	degree(median)					Kruskal- Wallis test statistics	p
	middle school	high school	junior college	undergraduate	Master or above master degree		
Cultivation of Children's painting creativity	3.000	4.000	5.000	5.000	5.000	60.910	0.000**
	4.000	4.000	6.000	6.000	6.000	41.741	0.000**

Communication**and****encouragement*** $p < 0.05$ ** $p < 0.01$

Table 5. This is the table shows the result of differences in attitudes of different degree background to the two test items.

According to the correlation coefficient results in Table 6, it can be seen that there is a significant positive correlation between accompany children to finish painting and the three factors (help children obtain painting inspiration, understand children's painting habits, and evaluate children's painting works) .

Pearson Correlation Coefficient

		accompany children to finish painting
guide children to get draw inspiration	Correlation coefficient	0.296**
	<i>p</i> value	0.000
observation of children's painting habit	Correlation coefficient	0.348**
	<i>p</i> value	0.000
parents' comments on children's paintings	Correlation coefficient	0.373**
	<i>p</i> value	0.000

* $p < 0.05$ ** $p < 0.01$

Table 6. This table shows the result of correlation coefficient.

From table 7, it can be seen that the correlation coefficient between children's after school painting learning and cultivation of painting ability is 0.457, $p < 0.01$. So there is a significant positive correlation between the two factors. The correlation coefficient between children's after school painting learning and cultivation of children's painting creativity is 0.345, $p < 0.01$. Therefore, there is a significant positive correlation between the two factors. The correlation coefficient between children's after school painting learning and culture of painting imaging is 0.478, $p < 0.01$. So, there is a significant positive correlation between the two factors.

Pearson Correlation Coefficient		
children's after school painting learning		
cultivation of painting ability	Correlation coefficient	0.457**
	<i>p value</i>	0.000
cultivation of children's painting creativity	Correlation coefficient	0.345**
	<i>p value</i>	0.000
cultivation of painting imagination	Correlation coefficient	0.478**
	<i>p value</i>	0.000

* $p < 0.05$ ** $p < 0.01$

Table 7. This table shows the result of correlation coefficient.

From the result of table 8, it can be seen that the correlation coefficient between children having after school drawing practices and discuss the content of the painting is 0.465, $p < 0.01$. So there is a significant positive correlation between the two factors. The correlation coefficient between children having after school drawing practices and children's painting ability is 0.481, $p < 0.01$. Therefore, there is a significant positive correlation between the two factors.

Pearson Correlation Coefficient		
support children having after school drawing practices		
discuss the content of the painting with children	Correlation coefficient	0.465**
	<i>p value</i>	0.000
pay attention to children's painting ability	Correlation coefficient	0.481**
	<i>p value</i>	0.000

Correlation

coefficient

p value

* $p < 0.05$ ** $p < 0.01$

Table 8. This table shows the result of correlation coefficient.

The improvement of children's painting ability depends on the combination of classroom learning and after school practice. Fig.4 and Fig.5 respectively show an example of a child who has painting practice after class and another child who without painting practice after class. Fig.4 shows the painting work is completed by children in the company of their parents. Fig.5 shows the painting work is completed by children independently. It can be seen from Fig. 4 that children who often do painting exercises after class have a strong ability to apply painting techniques. In this work, there are many descriptions of object details such as the decorative pattern of the umbrella, the arrangement of the raindrops, and the connection between the people in the work and the surrounding environment. After a long time of practice, these children have the basic painting composition ability and painting expression ability. On the contrary, Fig.5 shows children's paintings without after-school painting practice. According to the composition of this work and the fluency of the lines in the painting, the children who have no painting practice after class have weak painting abilities. Their ability to apply painting techniques is poor.



Fig.4 This is the painting work that the child doing after-school painting exercises.

Summary

According to the results of the questionnaire, it can be seen that parents with different ages, education backgrounds and genders have a positive attitude towards children's after school painting exercises. The more educated parents attach more importance to children's painting learning. Children's mothers pay more attention to children's drawing learning than children's fathers. Under the guidance of parents, children can effectively improve children's painting imagination and creativity. It can be seen from children's paintings that keeping after school painting exercises can help children improve their drawing skills. And parents accompanying children to drawing exercises can also help children improve their drawing skills. Therefore, parents' participation is very important in the process of children's painting creation. In addition, if children only rely on painting practice in the classroom children's drawing level will difficult to improve.



Fig.5 This is the painting work of that the child without doing school painting exercises.

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Are Induction Programmes In Higher Education Meeting The Expectations Of Newly Appointed Academics?

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ABSTRACT

This study investigated the experiences and challenges of newly appointed health care professionals as academics in a University of Technology in South Africa. It is a known fact that starting a new job in a new work environment

presents series of challenges to an individual irrespective of previous experience. The multiple adjustments required from a new employee can be very daunting, stressful and challenging. Mismatched expectations also exacerbate the tensions and anxiety leading to frustration and a feeling of exasperation. Sometimes they escalate into mistrust, lack of motivation and lack of confidence on some role players. On the one hand new academics are expected to immediately begin to carry out academic activities such as teaching, research, examination administration, supervision of students' projects etc. On the other hand, they expect to be provided with guidance, support and information in a planned and coherent way. A phenomenological approach was adopted to make sense and construct meaning from three reflective narratives. The results indicate that some of the newly appointed academics are left to their own devices without clear guidance, support or mentoring when they join the academic world. The implication is that there is a need for extensive restructuring of policies on induction to indicate clear roles and responsibilities of management within departments. It also implies that new academics need to be empowered with expertise and skills needed for the growing complexity and numerous challenges in South African higher education context.

Keywords: Academics, induction programme, experiences, newly appointed.

Perception in science education

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Abstract

Developing scientific literacy is expected to address key issues in emerging global challenges facing humanity through sustainable development, empowerment, and social transformation. Scientific reasoning is part of scientific literacy

that relies on the high-level cognition based on analytic thought through which emerges creative association between dissimilar domains.

Scientific explanations of phenomena often contradict naïve student's perceptions. Accordingly, learning scientific concepts comprise responding to previously ignored sensory information or perceptual selection of information.

The educational practices for changing perceptions in science education so that students become sensitive to unobvious properties offer a promising approach to educational reform.

This work compares successful but culturally diverse educational systems through their educational practices in changing perceptions in science.

Keywords: *perception, education, science*

Representations of the Artist in Tawfiq Al-Hakim's Fictional Works and Essays

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Abstract

This paper aims at examining representations of the artist in Tawfiq Al-Hakim's fictional writings and Essays, including *The Ivory Tower*, *The Devil's Pledge*, *The Sacred Bond*, *The Flower of Life*, *The Predicament*, *My Donkey Told me*, and *The Equilibrium*. Al-Hakim's strongly held idiosyncratic conviction about the collision of the creative impulse with the material circumstances vehemently inform his representation of the problematic relationship between the artist and the world around him. In his book *From Ivory Towers to Sacred Founts*, Maurice Beebe argues that the artist novels as a generic group display an overall pattern of representation based on three interlocking themes: The Divided-Self, the Ivory Tower, and the Sacred Fount-- a classical tradition which tends to equate art with experience. Beebe applies his theory with great precision to James Joyce's typical artist novel *A Portrait of the Artist as a Young Man*. Beebe's archetypal pattern, I would argue, can be found scattered in al-Hakim's works under consideration in this study. Al-Hakim's book *The Ivory Tower* in particular provides valuable insights about his peculiar preoccupation with the predicament of the artist as he strives to achieve reconciliation between his retreat into his ivory tower and his urgent need to tap the sacred fount in order to be able to produce artistically. This collision between the romantic tradition of the ivory tower and the classical concept of the sacred fount gives rise to self-division on the part of the artist hero. The amalgamation of these three themes tends to manifest itself in different forms of dramatization in al-Hakim's selected works for investigation in this study.

Keywords: Self-Division, Ivory Tower, Sacred Fount, representation, artist hero

Impact of Physical Fitness Programme with Nutraceuticals Supplementation on Pre-Adolescent Regional Athletes in India

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3. Associate Professor, Department of Physiology, Hooghly Mohsin College, West Bengal, India.**ABSTRACT**

Background: The good conditioning program based on the specific physical and physiological demands of each sports and games is considered a key factor to success.

Objectives: (i) To identify hidden health related risk factor problems amongst male athletes who are involved in games like Volleyball and Basketball. (ii) To ratify and recommend the training protocols for better performance of athletes.

Material & Methods: This interventional study was conducted amongst 96 male athletes of Volleyball and Basketball players & control subjects (51 athletes & 45 control group). All general physical parameters, physiological and cardio-respiratory parameters were measured between athletes and non-athlete groups by standardized procedure. From the experimental group 17 athletes with unnatural values of serum Lp_(a) and Echo-cardiograph, were undergoing a training program and some nutraceuticals supplementation.

Result: Selected players showed primarily high blood pressure heart rate and high value of Lipoprotein _(a) level (greater than 30), lower blood oxygen level, lower Ejection Fraction percentage & Slope and lower Hemoglobin level. After supplementation and training program, all the mentioned parameters showed natural values than pre intervention.

Conclusion: All the players belonged to medium-low socioeconomic status. Their physiological homeostasis was hampered by improper food habits. Use of nutraceuticals and proper training program improved the physical and physiological parameters of the selected athletes.

KEYWORDS: Athletes, Lipoprotein (a), nutraceuticals, , training.

Narratives of Resilience: Mijikenda in Kenya

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In June of 2019, a documentary workshop was held with a group of Kenyan Mijikenda women who lost husbands, sons and daughters at the hands of Al-Shabaab and other extremists. This workshop was designed to provide

an opportunity for the women to share their individual narratives of trauma and to provide an opportunity to examine collective trauma responses.

A brief history of the Mijikenda tribal group in Kenya, traces their tribal origins to southern Somalia. The Mijikenda have close associations with Persian, Arab and Portuguese traders who frequented the coastal regions for trade. After numerous violent forced migrations from outside tribal groups they eventually resettled along the coastal regions to continue agricultural subsistence. Interactions and intermarriage with Arabs created the Swahili culture and language (Anderson and McKnight 2014). In recent years the violence between Kenya and Somalia has escalated due to *Al-Shabaab Al Mujahedeen*, roughly translating to the youth or the guys, a jihadist fundamentalist group based in East Africa (CNN 2010). This movement has had significant influence in the rural areas where many Mijikenda reside.

As an Indigenous tribal group, the Mijikenda share experiences of socio-environmental and political experiences similar to that of other tribal cultures worldwide: they have been forced from their homelands; experienced racism and prejudice in and outside their communities and suffered extensive cultural losses. These collective losses have created extensive identity insecurity and resultant experiences of grief. These subsequent losses of homeland, culture and structural and financial insecurity have slowly eroded tribal identity among the Mijikenda making them easy targets for recruitment into the Al-Shabaab movement. Many youths after being enticed into the movement have simply disappeared.

This presentation will utilize two short videos produced by Mijikenda women to be used as a reference to observe Mijikenda collective responses to trauma. These types of trauma narratives utilize story telling devices as well as reveal a culture of community sharing; a system that is being systematically eroded through outside forces.

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Bio

Associate Professor Susan Smith, MAVA, teaches a diversity of courses at the American University of Sharjah which includes documentary and film production and theory courses. Among her research, documentary projects and publications are topics which focus on cultural identity and gender based violence among migrants of the MENA region. Of her recent topics, Smith has conducted extensive research concerning historical trauma and memory among migrants experiencing loss and grief. Some results of her research examine migrant stories which trace memories of homeland can be found at <http://migrants.speaktrauma.org>. A considerable amount of Smith's publications explore net-work text analysis of television and film scripts to predict their potential success [LinkedIn](#), [Google Scholar](#), [Speak Trauma](#).

Verbal Memory Development in Children

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Master Thesis, Istanbul, 2016.

ABSTRACT

The main purpose of this research is to collect normative data of SBST which has standardization for over age 15 with students between the ages of 6-9. The logic behind the purpose and topic of this research could be stated that; there

have been no investigation toward measuring verbal memory abilities and memory performances and capacities of children in the literature. Therefore; there will be new data for the literature information and area and; new applications for children who have lower scores on the test in order to improve their verbal memory performances. In this study, Sample of 101 students was recruited in the private school. Children who ranged between 6 to 9 years were chosen as participants from, and; Öktem Verbal Memory Processes Test was applied them to measure their verbal memory performances. There were 53 male, and 48 female students in the study. The student data were collected for long-term memory, short-term memory and recognition stages. According to the results of this study; 8th grade students were found as more successful in flash memory, total learning and recall memory performances as compared to subjects from other grades.

Key Words

Flash Memory, Short-term Memory, Long-term Memory, Recognition



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