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| 08:15-09:00 | Registration | | Outside Area of D1-LP-02 |
| 09:00-09:35 | Opening Ceremony | | C-LP-11 |
| Keynote Speech 1 | | | |
| 09:35-10:15 | Keynote Speech 1 <i>Why open science in education research – building a consensus together</i> Dr. Felice J. LEVINE | | C-LP-11 |
| 10:15-10:30 | Morning Tea Break | | Outside area of D1-LP-08 |
| WERA Workshop 1 | | | 10:30-13:30 |
| Time | Presentation Title | Presenter(s) | |
| Successful Academic Publishing: A Global Perspective | | | D3-G-05 |
| 10:30-11:30 | Part I: The Fundamentals of Academic Publishing | Dr. Patricia A. ALEXANDER Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher Director of the Disciplined Reading and Learning Research Laboratory University of Maryland, USA Senior Editor, <i>Contemporary Educational Psychology</i> | |
| 11:30-12:00 | Part II: Achieving Quality in Qualitative and Quantitative Research | Dr. Sari A LINDBLOM-YLÄNNE Vice-Rector at the University of Helsinki Helsinki, Finland Past President of the World Education Research Association Past President of European Association for Research for Learning and Instruction | |
| 12:00-12:30 | How to Achieve and Sustain Productivity | Dr. Liesel EBERSÖHN Director of the Centre for the Study of Resilience University of Pretoria Pretoria, South Africa Secretary General: World Education Research Association | |
| 12:30-13:00 | Finding the Right Publication Outlet | Dr. Pak-Tee NG Associate Dean of Leadership Learning and Head of Policy and Leadership Studies Academic Group at National Institute of Education, Singapore Executive Editor of <i>Educational Research for Policy and Practice</i> | |
| 13:00-13:30 | Part III: Question and Answer Period | Presenter panel | |
| Rationale: Internationally, the ability of early career faculty and graduate students to demonstrate productivity through their scholarly publications remains a hallmark of academic success. Nonetheless, scholarly writing and publication are challenges for many young faculty and graduate students who are still new to the process and, thus, in need of mentoring and support in this area. Professional associations like the World Educational Research Association (WERA) can be of great help to these emerging scholars by providing them with the tools required to publish in quality academic outlets, such as journals, edited volumes, or conference proceedings. Specifically, a session that clarifies the process of developing a research program, organizing a manuscript, collaborating with others, and publishing research findings would serve as an essential professional development experience. Thus, it is the purpose of this three-hour session to offer mentoring and support to emerging scholars who wish to learn more about academic writing and what is required to be successful in getting published. | | | |

Organization and Goals:

This three-hour course is organized in three parts. Part I will be an overview of the publishing process, covering a range of topics from establishing research and writing habits and collaborating with others to learning how to maintain momentum. Part II will be a presentation by three international scholars known for their accomplishments in academic publishing and for their mentoring of others in this area. Each of the scholars will offer guidance on a specific aspect of publishing including “How to Achieve Quality in Qualitative and Quantitative Research;” “Finding the Right Publication Outlet;” and “How to Achieve and Sustain Productivity.” Finally, Part III will be an extended question and answer period where all presenters will address attendees’ issues and concerns. Ideally, so as not to interfere significantly with the published program, this special session would be offered early in the conference schedule.

HKERA International Conference Paper Presentation**10:30-12:00****Early Childhood Education****D1-LP-08****1.1A - 1 - 2253**

Standing in your child’s shoes: Parental perspective taking moderates the influence of limit setting on child compliance

English

Author(s)

Xiaozi GAO, The Education University of Hong Kong, Hong Kong
Zhenlin WANG, The Education University of Hong Kong, Hong Kong

Previous research on parenting practices has mostly focused on the relationship between parental limit-setting strategies and child compliance and self-regulation outcomes. We propose that parental perspective taking, the parents’ ability to stand in their child’s shoes, moderates the influence of parental limit setting on child compliance. We recruited 139 parents of children between 4- and 6-years old from Hong Kong. Parents reported their limit setting behaviors, perspective taking abilities, and their child’s compliance behavior in questionnaires. The chosen measures were shown to be reliable with high internal consistency ($\alpha = 0.72-0.82$). The results showed that an additional 4.8% of the variance of child compliance can be explained by the interaction term, indicating that parental perspective taking ability moderates the relationship between parental limit setting behavior and child compliance. ($\Delta R^2 = .048$, $F_{change}(1, 133) = 8.691$, $p < .01$). The regression coefficient associated with the interaction term ($\beta = .046$) was significant with $t = 2.948$, $p < .01$. This result suggested that if parent had higher perspective taking ability, their limit setting behavior would have a stronger relationship with child compliance than that when they had lower perspective taking ability. These findings demonstrated that when parents put themselves into their children’s shoes, their limit setting practice are more effective.

Early Childhood Education**D1-LP-08****1.1A - 2 - 2304**

Picture book’s illustration and young children: A case study

English

Author(s)

Ka Man Carman CHIU, The Hong Kong Federation of Youth Groups Ching Lok Kindergarten, Hong Kong, Hong Kong
Kit Mei WONG, The Education University of Hong Kong, Hong Kong

Picture books have been used a lot in kindergartens. While illustration in picture books is a form of art which easily approached by young children, teachers tend to focus on the content of the story, messages behind the story and what is in the picture. The key focus of this study is to investigate how Hong Kong young children perceive and comprehend the illustration in picture books especially in terms of art and visual arts elements.

Three picture books of same theme illustrated with specific art form and visual arts elements will be read to 30 children aged 5-6 in a Hong Kong kindergarten. Children are invited to talk about their favorite page in each picture book and draw a picture about the story. Through the field notes, transcripts and children’s drawing, characteristics of illustration preferred by children will be identified. Children’s awareness and interpretation of the visual art elements in the illustration will be analyzed. In the conclusion, we will discuss the ways to enhance children’s learning of basic art concepts and visual art elements through picture books.

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| Early Childhood Education | | D1-LP-08 |
| 1.1A - 3 - 1141 | Leveling Turkish Children's Books for Assessment and Instruction | English |
| Author(s) | Hakan DEDEOGLU , Hacettepe University, Turkey | |
| <p>The aim of the present study is to provide a guide for readers of Turkish children's books on their level of readabilities. The lack of a systematic approach to leveling on Turkish children's books makes this study inevitable. The Role of Readability highlights the significance of providing students with resources on the appropriate level of challenge. In other words one of the most important instructional decisions that teachers make is supplying students with materials that are on the appropriate level of difficulty. Making the match involves knowing the readability level of materials. Wide-ranging sources of information about readability levels abound in both print and electronic form. This study builds on an earlier works, covering leveled books up through the elementary grades and covering all the different genres that are important to students. As part of study major readability formulas and leveling systems that might be used to assess the difficulty level of materials will be reviewed. More than 500 Turkish Children's books ranging Grades K-4 will be examined, including fiction and nonfiction as well as popular series books and short story collections and genres as diverse as realistic fiction, historical fiction, fantasy, traditional literature, biography, and information books on a variety of content topics. Books will organized by title, by level of difficulty, and by genre to assist teachers not only in providing a range of quality texts in guided reading, but also in making recommendations for independent reading.</p> | | |
| Language and Literacy | | B4-LP-13 |
| 1.1B - 1 - 3378 | Harnessing social media as a platform for identity text construction among young adult English learners | English |
| Author(s) | Lee Rebecca MARTYN , OISE / University of Toronto, Canada | |
| <p>Social media offers a unique platform for identity text construction as it is aligned with young adults' communication with their peers. This presentation will focus on the results of an action research oriented case study that aimed to explore the use of social media platforms for the construction of identity texts in two rolling admission, non-credit adult English language classes at a private language school in Toronto, Canada. More specifically, this study sought to explore how the affordances of social media in these classes generated opportunities for students to maximize identity investment and literacy engagement in accordance with Cummins' (2009) Literacy Expertise Framework. In addition, this research examined the viability, merits and limitations of engaging students in such activities in an open-enrollment setting where students may enter or leave the class at any point.</p> <p>While research on students' identities and experiences, and their use of social media in the classroom exists, there is little research on the use of social media for the creation of student identity texts in an open-enrollment setting. This study attempted to address this gap by utilizing social media to allow students to explore aspects of their multiple identities and experiences in the classroom. This was accomplished by taking an action research oriented case study approach in which data collected in iterative cycles informed the construction of a cross-case comparison of focal participants. Data collected included students' identity texts, interviews, and teacher-researcher notes.</p> <p>Works cited: Cummins, J. (2009). Transformative multiliteracies pedagogy: School-based strategies for closing the achievement gap. <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>, 11(2), 38-56.</p> | | |
| Language and Literacy | | B4-LP-13 |
| 1.1B - 2 - 1048 | "The students have been spoilt previously" - A Case Study on the Professionalization of Chinese Language Teachers in Hamburg | English |
| Author(s) | Ping REN , Guangzhou University, Germany | |
| <p>There has been a considerable increase in the number of Germans who begin to learn the Chinese language; but an urgent problem is the lack of professional teachers Chinese as foreign language (CFL) with strong intercultural competences and professional skills (Guder, 2012: 247). Most of them have been born in China and have been educated in Chinese tertiary institutions. My study found that CFL teachers' professional identity developed in these institutions has been greatly influenced by traditional Chinese educational schemata. That is why the educational situation these teachers are confronted with in Germany creates challenges and tensions for their professional development. I therefore focus on the intercultural dimension of Chinese teaching; want to investigate if and how the CFL teachers' personal biographies and external professional context influenced their professional identity. My research shows the transformation of self-beliefs and of professional practices of the CFL teachers in my cases. A qualitative multiple case study was employed, and multiple data sources concerning their professional biographies were used with special focus on their regression, adherence, transition and adaption in a dynamic process. Furthermore, the study may not only help to shed light on improving their professional development, but also to the future design of teacher training projects.</p> | | |

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| Language and Literacy | | B4-LP-13 |
| 1.1B - 3 - 1071 | Creativity, Syntactic Development and dialogic Reading Techniques for Young Children in Hong Kong: A Bilingual and Longitudinal Approach | English |
| Author(s) | Anna HUI , City University of Hong Kong, Hong Kong Bonnie CHOW , City University of Hong Kong, Hong Kong Man-Tak LEUNG , Hong Kong Polytechnic University, Hong Kong Eva CHAN , City University of Hong Kong, Hong Kong | |
| <p>The study aimed at investigating the effectiveness of dialogic reading techniques in kindergartens in enhancing young children's Chinese and English language skills and verbal creativity. Two studies were conducted in 2014-2015 and 2015-2016. Study 1 was a pre-test and post-test quasi-experimental with a longitudinal design for 31 kindergarten children aged from 3 to 4 in both two K1 classes and two K2 classes from a local kindergarten (15 in the experimental group and 16 in the control group) to investigate their performance of language skills and verbal creativity after twice 4-week 12-session dialogic reading techniques respectively in Chinese. After a year, a follow-up study was conducted to see long-term changes. In the study of using Chinese creative text, there were significant differences in interaction effect in several variables (Receptive vocabularies, STT, Dependent Clause, and complexity index). Furthermore, the research has done the follow up test to investigate the lasting effect of the dialogic reading technique, 31 students could finish the whole four times testing, 15 experimental group and 16 control group, the results showed that there were significant differences of interaction effect on receptive vocabulary, STT, complexity index, AN, Story Grammar Unit, which suggested that the effect of dialogic reading technique can help experimental students to maintain or improve their Story telling and Chinese sentence complexity. Study 2 was a pre-test and post-test quasi-experimental design on demonstrating the effect of dialogic reading with creative texts in English language and creativity performance for 89 kindergarten children aged from 4 to 5 years old in both three K2 classes and three K3 classes from same kindergarten (43 in the experimental group and 46 in the control group) after twice 4-week 12-session dialogic reading techniques respectively. Two-way ANOVA and One-way repeated measures ANOVA were used to analyze the cross sectional and longitudinal data provided by participants in both the experimental and control groups. In the study of using English creative text, there were also significant differences in interaction effects in several variables (Independent Clause, Dependent Clause, Complexity index, Clause unit and mean length of communication units). The dialogic reading approaches with both Chinese and English text are effective. Future directions include a longitudinal study of how young children further develop their language skills in both Chinese and English from kindergarten to primary school.</p> | | |
| Social Science Education | | D2-LP-13 |
| 1.1C - 1 - 1114 | Facilitating the development of students' critical thinking in secondary Liberal Studies classrooms in Hong Kong | English |
| Author(s) | May Hung May CHENG , The Education University of Hong Kong, Hong Kong Dong Yu Dora LI , The Education University of Hong Kong, Hong Kong | |
| <p>Objective: Developing student's critical thinking capacity has long become one of the fundamental aims in Hong Kong secondary school education sector. The aim of the proposed research was to investigate the influence of teachers' teaching strategies on the learning of students' critical thinking (CT).</p> <p>Method: A mixed-method research design was employed. Under the guidance and training from the research team, classroom interventions were undertaken in two rounds. Well established student survey was collected. Lesson observation tools were developed and used, measuring the teaching strategies adopted in class, and the changes of outcome variables such as classroom discourses and student higher-order thinking. Nearly 200 students from eight Liberal study (LS) classrooms, four secondary schools in Hong Kong, participated in the research. Paired samples T-test was adopted for the quantitative part of analysis, meanwhile coding schemes were developed for the analysis of lessons observed.</p> <p>Results: Descriptive results showed a consistent improvement on student's critical thinking across dimensions, regarding both their CT propensity and skills. Significant results were found in sub-dimension levels. Further, findings reflect improved student engagement in classroom both from behavioral and cognitive perspectives. There was also significant increase in student higher order-thinking behaviors.</p> <p>Conclusion: This piece of research confirmed the important role played by the teachers as facilitators in improving students' critical thinking in the process of learning and teaching in classroom. The paper concludes with recommendations for efficient teaching strategies in enhancing the student's CT and implications for linking pedagogical theories and classroom practice.</p> | | |

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| Social Science Education | | D2-LP-13 |
| 1.1C - 2 - 1129 | A Phenomenographic Study of Hong Kong Junior Secondary Students' Financial Literacy | English |
| Author(s) | Hua Loon LING , The University of Hong Kong, Hong Kong | |
| <p>A study was carried out to investigate the financial beliefs and behaviours of a group of Hong Kong junior secondary students and to evaluate the impact of a financial education programme for them. Behavioural finance research has reported that people often act irrationally when making financial decisions due to underlying dispositions of the ways they see money. Using a phenomenographic approach, it was hoped that developing more powerful ways of seeing money could lead to more powerful ways of acting with it.</p> <p>99 Secondary 1 students (24 intervention group; 75 control group) from a secondary school took part in a one-year longitudinal mixed-methods design study with three phases: baseline, intervention, and follow-up. At the baseline, all students completed a pre-survey questionnaire. The intervention group students were then individually interviewed using a semi-structured in-depth protocol. Phenomenographic analysis identified the critical aspects for design of the financial education programme that was taught to the intervention group. The lessons utilized vignette methodology with variation theory and were developed using principles of behavioural finance. At the follow-up, the intervention group was interviewed again in focus groups. All students answered a post-survey questionnaire.</p> <p>Findings suggest that the lessons were effective to improve the intervention group's saving and spending behaviours. The intervention group showed significantly more awareness of budgeting than the control group at the end of the study, and described more examples of successful budgeting behaviours. The control group showed a worsening of their money conscientiousness attitude that was not observed in the intervention group.</p> | | |
| Social Science Education | | D2-LP-13 |
| 1.1C - 3 - 2246 | Textbooks in Kaohsiung high schools: Are students connecting ethics to SSI within a 'third space'? | English |
| Author(s) | Brady Michael JACK , National Sun Yat-sen University, Taiwan | |
| <p>The aim of this exploratory scoping review of textbooks in Kaohsiung high schools is to answer the question: 'Do high school textbooks engage students in reasoning and negotiation with each other about the right and responsible (i.e., ethical) approach to solving today's socio-scientific issues (SSI)?' Arksey and O'Malley's (2005) five-stage scoping study methodology was used to answer this question. Civics and biology textbooks currently in use by a large percentage of Kaohsiung schools as listed online by the Taipei City Computer Society [1] were selected from the top three of seven high school textbook publishers. Bazzul's (2016) criterion for analyzing ethical reasoning and Bhabha's (2004) 'third space' theory were applied to identifying which instruction in these textbooks qualified as catalysts for actively engaging student in ethical reasoning from a third party or 'otherness' perspective. Results from this exploratory investigation show a predominance of textbook presented ethics-related SSI information did not qualify as catalysts for active engagement of students in judging from a 3rd party observer position what responsible courses of action and who or what should/ought to be involved in resolving SSI ethical dilemmas between clearly defined opposing ethical perspectives. Information that does not engage students from a 'third space' approach is concluded as a possible factor contributing to Taiwan students' disinterest in learning science (Jack et al 2016). A supplemental approach for creating a 'third space' using civics and science textbook information is also forwarded.</p> <p>[1] http://datafoundry.org.tw/dataset/222</p> | | |
| Special Education Needs | | D2-LP-18 |
| 1.1D - 1 - 1186 | A Survey and Intervention Study on the Negative Emotions and Deviant Behavior of Migrant Youth | English |
| Author(s) | Chao FENG , Beijing Normal University, China Li CHENG , Beijing Normal University, China | |
| <p>1082 participants of 7th -9th in Beijing migrant school were selected in this study. Firstly, questionnaires and scales were used to test children's home environment, anxiety, depression and deviant behavior, in order to know the development of migrant adolescents' negative emotions and deviant behavior, as well as the effects of family environment. Secondly, 64 students were selected as participants in the intervention based on their family objective environment, which divide into two groups: group1 is children who have worse family objective environments, and group 2 is children whose objective family environments are significant better than group1. Give two groups a year tracking and give group 1 six-month intervention on family subjective environment. We can compare the effects of intervention from both longitudinal and horizontal angle. Longitudinal comparison refers to the compare the development of children's emotional and behavior between one-year natural observation and half-year intervention in group1. Horizontal comparison used the experiment-control design, compared the development of children's emotional behavior in six months between group1 and group2.</p> <p>Conclusion: negative emotions and deviant behavior of migrant children showed a rising trend of development; and family environment has a significant impact on it; the intervention of migrant children's subjective family environment can effectively reduce their negative emotions and deviant behavior. Therefore, this study suggests that we should increase our focus on emotional and behavioral development of migrant adolescent, and promote the development of their physical and mental health. Meanwhile, we should focus on the construction of family environment to create a better atmosphere for the growth of children.</p> | | |

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| Special Education Needs | | D2-LP-18 |
| 1.1D - 2 - 2254 | Reconsideration of the notion of professionalism in public health nursing within the Integrated Community Care System in Japan | English |
| Author(s) | Ikuko TSUMURA , Tokyo University of Foreign Studies, Japan | |
| <p>This study aimed to reconsider the notion of professionalism in public health nursing within the framework of the Integrated Community Care. Aging of the population has proceeded rapidly in Japan. In 2013, the proportion of people aged 65 years or over has reached 25%, which is the highest rate in Asia. In order to overcome the issues associated with the aging society, Japanese government has implemented the Integrated Community Care System. Under this system, the roles of the public health nurses are expected to increase over time.</p> <p>Methodology: Literature review was performed on advanced cases of community based care, and three municipal corporations and three medical institutions were chosen for an interview. Semi-structured interviews were then conducted with 14 individuals. All the data collected were thematically analyzed on the role of the public health nurses in the community, and that was then compared with what is written in the university curriculum.</p> <p>Result and conclusion: The study found that there were no differences between the role of public health nurses between rural and urban areas, especially with respect to an effective utilization of human resources and land-specific industry. In both areas, public health nurses were organizing resources and played the central role. However, there was a lack of knowledge and skills among these nurses to operate as a public health specialist. Therefore, I suggest that there is a great need of building a curriculum within a university that combines this need with the future education of public health nurse.</p> | | |
| Special Education Needs | | D2-LP-18 |
| 1.1D - 3 - 1003 | Overview of TAs' self-efficacy in Hong Kong and reform suggestion to teaching assistants' training program to accommodate students with special education need | English |
| Author(s) | Kuen Fung SIN , The Education University of Hong Kong, Hong Kong Chun Wai LUM , The Education University of Hong Kong, Hong Kong Tsz Leung, Rick LUI , The Education University of Hong Kong, Hong Kong Sheung Ching YUNG , The Education University of Hong Kong, Hong Kong | |
| <p>Supporting students with special education needs (SEN) in classroom is a main duty for teaching assistant (TA). According to the Code of Practice of Education, students with SEN in Hong Kong were encouraged to enroll in mainstream school. Therefore, TAs are inevitable to work with students with SEN. This research was an investigation on TAs' self-efficacy which was a factor that would affect students' achievements and classroom management. There were two purposes in this research. First, level of TAs' self-efficacy would be explored. Second, the effect of training course to accommodate students with SEN on TA's self-efficacy would be studied and further suggestions on training course reformation would be made. Quantitative method was adopted in this study. 463 TAs had participated in this study, and their self-efficacy had been tested in 5 domains: teaching support, learning support, behavior management, cooperation and administrative support. Data indicated that TAs were most confident in cooperation and least confident in teaching support and behaviour management. Training to support students with special education needs (SEN) were found to contribute to TAs' self-efficacy in all 5 domains. However, no differences were found among different training hours because the training course cannot meet the needs of TA. This paper suggested that future TA training course should put more emphasis on teaching support and behaviour management.</p> | | |
| Education Leadership and Management | | D2-LP-14 |
| 1.1E - 1 - 1013 | Academic Achievement of Migrant Children in China | English |
| Author(s) | William WU , 香港中文大学 教育学院, Hong Kong | |
| <p>This study examines the academic achievement of migrant children (including brought-along children and left-behind children) in China. Drawing on a national data set, and applying an instrumental variable (IV) method, this study explores the determinates of academic performance of brought-along children in urban areas with left-behind children in rural areas. The results reveal that the peer effects and the school factors together predict the academic achievement of migrant children. Also, some heterogeneity of the determinants of achievement among brought-along children and left-behind children are found.</p> | | |

| Education Leadership and Management | | D2-LP-14 |
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| 1.1E - 2 - 1043 | Innovation in education practice through participatory approach towards youth at risk based on European educational project „Future Youth School Forum” | English |
| Author(s) | Anna JARKIEWICZ , University of Lodz Department of Social Pedagogy, Poland Joanna LEEK , Univeristy of Lodz Department of Theory of Education, Poland | |
| <p>Aims The main purposes of the presentation is to introduce the innovative method of work with youth particularly those at risk of dropping out based on the participatory approach. This study investigated the impact of ongoing educational project as Future Youth School Forums (FYS-FORUMS) on youth and teachers, conducted in five European countries (Cyprus, England, Italy, Lithuania, Poland).</p> <p>Methodology To collect relevant quality indicators for outputs, results and impact of the intervention were used both qualitative (focus groups interviews with national youth and teachers) and quantitative data (surveys with national youth and teachers). It has been also conducted the review on literature, policy and practice how to support youth participation in schools.</p> <p>Results Through qualitative interviews with youth and teachers, there will be critically reconstructed both perspectives focusing onto challenges, as how to convince youth and teachers to education reform and change the approach for participatory approach ; how to convince youth to become involved in the global and local issues, barriers, as a current tendency to asymmetric relation between youth and teachers and recommendations for participatory oriented innovative education. The results of the policy and practice of education in selected European countries show a tendency to diminish youth participation (Example Poland, Cyprus, Italy). In both formal and in-formal education there are not enough opportunities for developing skills such as leadership, motivation, engagement, self-expression, creativity and entrepreneurship (England, Poland, Italy, Cyprus, Lithuania). What is also noticeable in a number of European countries (example Poland), is that there no opportunities for teacher training on how to cultivate students' skills and promote Global Citizenship Education, which in turn, promotes active youth participation. The research evidence is strong that the process of youth and teachers working together can provide optimal conditions for youth development Positive relation with students foster integration into the school context (Hughes et al. 2001) and shapes a welcoming climate for learning (Wentzel 1997; Skinner et al. 1998; Roeser and Eccless 1998). The Focus Groups with teachers and youth shows also a tendency to an asymmetric relation between youth and adults (teachers) when practicing participation what results in different understanding of the term “participation” between them two groups. The differences are visible in particular in perception of their roles and responsibilities of youth but also in the way they reflected on their position in schools and their point of view about school as an institution.</p> <p>Conclusion The active participation of youth has indeed become a key theme across a broad range of service delivery. All organizations concerned with children and young people now promote participation as a ‘central issue’ (Wright P. Haydon D, Morgan C. 2002). Across the EU there is a need to increase educational attainment and active civic participation by European youth. FYS-Forums is responding to this by creating a model for school led global citizenship youth forums. In the same time, as the research shows, still existing tendency to asymmetric relation between youth and adults are the obstacles for improving sustainable development in education. However, we claim that when applying the participatory method particular beneficiary for youth are the youth-adult partnerships, grounded in the intergenerational learning perspective. The Focus Groups showed evidently that to develop the participation at school level needed is the cooperation with between school management, teachers and students. Essential for teachers is to include in both the pre-service and in-service teacher training the development of skills such as leadership, participation, collaboration. To participate at school level youth needs to be given opportunities to have a ‘voice’ by offerin</p> | | |
| Higher and Teacher Education | | D2-LP-14 |
| 1.1E - 3 - 2223 | Augmented Reality Information Overlay Mapping: Bridging the Gap Between Virtual and Direct Learning Experiences | English |
| Author(s) | David SQUIRES , Texas A&M University-Corpus Christi, United States | |
| <p>This study examined the use of Augmented Reality (AR) information overlay mapping in online instructional design courses and the impact on participants working memory. Novel AR technological expansions and the rapid proliferation of powerful computing tools embodied by emerging mobile and wearable computing devices illustrates a significant shift in 21st-century learning strategies. This study may help to increase the body of knowledge on effective AR integration plans, adapted working memory utilization in technology-enhanced classrooms, and the viability of AR assistive devices in online learning domain studies. The influence of information overlays, outside industry specific domains, is relatively under-examined in the literature. AR screen reading applications may have the potential to function as assistive and help-seeking instruments to increase user visual and spatial memory recall, while simultaneously providing learners with tailored and systematized learning content. Applying AR learning technology in online electronic learning environments remains emergent, and yet there are indications in the literature that AR classroom integrations may assist learners to acquire, and to express, knowledge more readily than traditional online learning techniques alone. Through initial pilot studies, and based on surfacing evidence from the literature, this study investigated whether AR systems provided a uniquely beneficial learning context due to AR's native function to overlay information onto manifold electronic and physical domain settings.</p> | | |

| HKERA International Conference Symposium | | D1-LP-03 |
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| 1.1F - SY1002 | The role of emotions in learning and teaching: Findings from across school sectors | English |
| Chair | Karen Zhoc , The Education University of Hong Kong, Hong Kong | |
| Author(s) | (1) Ricci Fong , The Education University of Hong Kong, Hong Kong (2) Joy Yang , The Education University of Hong Kong, Hong Kong (3) Karen Zhoc , The Education University of Hong Kong, Hong Kong (4) Jun Jun Chen , The Education University of Hong Kong, Hong Kong | |
| <p>“Emotion is the foundation of learning” (Zull, 2006, p. 7). It is emotion that makes the learner to start notice something and triggers the learning process. It affects what is learned and what is retained. Yet, emotion is a double-edged sword. While emotion can serve as a motivator for learning, it can also hinder one from learning effectively, which can be shown by the diminished ability for higher-order problem solving during intense emotions. Notwithstanding the significant role of emotions in learning, educational research has given relatively short shrift to it with the bulk of the research focused on the ‘cold’ cognitive aspects of learning and teaching. The aim of this symposium is to explore the role of emotions in learning and teaching in a diverse range of contexts. The first study focused on how perfectionism and self-compassion are associated with test-related hope in the primary school context. Test-related hope is an emotion that affects academic achievement. The second study looked at achievement emotions of the secondary students. It examined how positive and negative emotions are related to academic performance. The third study investigated how emotional intelligence influence self-directed learning and student learning outcomes in higher education. Given the adverse effects of negative emotions in learning, good management of emotions engenders learning success. The fourth study highlighted the relationship between teacher emotions and their approaches to teaching, illuminating the possibility that emotions are not only critical for learning but also for teaching.</p> <p>This symposium will facilitate discussions on the role of emotions in learning and teaching as well as its implications for student and teacher development.</p> | | |
| HKERA International Conference Workshop | | D4-LP-02 |
| 1.1G - 3341 | Beyond the Dream:Langston Hughes to Kendrick Lamar | English |
| Author(s) | Sheryl Davis , San Francisco Human Rights Commission, United States E'rika Chambers , Collective Impact, United States Nico Bremond , Magic Zone, United States | |
| <p>Learn how the Human Rights Commission and Community partners use four strategies (books, experience, poetry and song) to engage youth in learning. Explore how activists of the past and conscientious rappers of today used their words to encourage action. Dr. King talked about his dream, Langston Hughes wrote about a dream deferred. What does that mean today? How do the lyrics of Chance the Rapper and Kendrick Lamar unite young people? Participants will consider how poetry and music can bring us together in conversations; be tools for social studies and language arts; helping students learn while developing strategies to address challenges in community/society. A mix of lecture and hands on activities combine to provide examples of engaging disconnected youth in learning. Book lists, worksheets and sample lessons highlight the innovative approach and demonstrate how reforming the way we teach can change student outcomes.</p> <ul style="list-style-type: none"> • The session shares tools/ideas for getting beyond the I have a Dream speech as a way to discuss progress towards racial equity. • In the session we share tools, ideas and strategies for integrating equity in learning • Attendees will learn effective strategies to expose young people to diverse literature and ways to infuse social justice concepts in language arts and social studies. | | |

| WERA Focal Meeting Paper Presentation | | | 10:30-12:00 |
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| Reference Code | Presentation Title | Abstract | Presenter(s) / Author(s) |
| World-Wide Perspective on Preparing Higher Education Students | | | D2-LP-04 |
| 1.1H | Chair: Hannele NIEMI , University of Helsinki, Finland, hannele.niemi@helsinki.fi | | |
| 1.1H - 1 – 35 | A Case of Korean National Competency Standards based Curriculum Development and Implementation: Focused on a case of university specializing in engineering | With the rapid reorganization of the industrial structure, the importance of human resource development has been emphasized day by day. The government has been making various policy efforts for "building a competency-based society, not an academic-based." Since 2002, the Korean Ministry of Employment and Labor and Human Resources Development Service of Korea have developed the National Competency Standards (NCS) by standardizing the job skills required to perform work in the industrial field. NCS is a national level curriculum, and it is briskly applied to curriculum of vocational training institutions including specialized high schools and colleges. The purpose of this study is to introduce the cases of developing and operating curriculum by applying NCS to 4-year university, and to evaluate K university NCS-based curriculum using mixed methodology. This study aims to elucidate the implications for 4-year universities in both domestic and foreign by sharing the cases of university-level curriculum development and operation considering the educational needs of industry and corporations. | Kyeong Eon KIM , Koreatech, Public of Korea, kkctl@koreatech.ac.kr; Ju Ri KIM , Koreatech, Public of Korea, jrkim@koreatech.ac.kr; Heajung WOO , Koreatech, Public of Korea, m2m2301@koreatech.ac.kr; Gwan Sik YOON , Korea university of Technology and Education, Korea, gwansik@koreatech.ac.kr |
| 1.1H - 2 - 23 | Examining pedagogical innovations in enhancing student competence and employability in the vocational education of Guangdong, China | The question of improving students' technical skills and competences and integrating young people into intended labour market has been widely debated in the field of technical and vocational education and training (TVET), with scholars such as (Guo and Lamb, 2010) arguing an enormous change in TVET system in China in meeting skilled labour needs in rapid developing industry. However, studies have not adequately addressed the issue of innovating TVET pedagogies (i.e., workplace learning, blended learning, design thinking, and student mentoring) to build up vocational students' competences and employability skills in making Chinese TVET systems more responsive to labor market needs. Based on the census data reported by Department of Education of Guangdong Province – Annual Report of Higher Vocational Education Quality (2017), we explored potential pedagogical innovations of all higher vocational colleges in Guangdong province to address TVET pedagogical innovations with special attention to vocational students' employability and competences and to explore the organizational factors that contribute to the implementation of TVET pedagogy innovations. Desk-based research on literature and government reports indicated that the overall employment rate in Guangdong province has greatly been influenced by pedagogical reforms and innovative institution-enterprise cooperation. By closely examining TVET pedagogy innovations around the theory-practice gap, the study has shed new light on vocational students' employability and competences in the context of Chinese TVET system. Further research using mixed-method case studies on this issue will be discussed. | Yanmin ZHAO , The Educational University of Hong Kong, Hong Kong, s1122636@s.eduhk.hk; James KO , The Education University of Hong Kong, Hong Kong, jamesko@eduhk.hk |
| 1.1H - 3 -32 | Postgraduate studies in Education for Sustainability – an investigation of why, what, where and impact | The world is increasingly recognising the importance of addressing key issues such as climate change, environmental protection and clean air and water through initiatives such as Agenda 21 (United Nations, 1993), and the Sustainable Development Goals (United Nations, 2016). In 2013 Hong Kong Institute of Education launched a one-year full-time | Annette GOUGH , RMIT University, Australia, annette.gough@rmit.edu.au; Eric TSANG , Education University of Hong Kong, Hong Kong, etsang@eduhk.hk; |

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| | | <p>Master of Arts in Education for Sustainability degree, targeted at an international audience. The program is an educational innovation that seeks to graduate students who will reform the contemporary world. The first cohort commenced in September 2014, and this research investigates the motivations of students who enrolled in the first three cohorts of the program, particularly</p> <ul style="list-style-type: none"> • where the students come from • their undergraduate background • their reasons for enrolling in the program • what they learned from the program • where they are now • whether the program changed their career directions. <p>All students enrolled to date were to complete a questionnaire that addressed the above questions (approximately 100 students). Their responses were analysed thematically and provide insight into the role of the Masters degree in developing graduates' abilities to reform the contemporary world. This is particularly important in the Hong Kong SAR and China because most graduates come from mainland China, and China recently released its 13th Five-Year Plan on Education Development (CPC, 2017). The Plan defines the requirements for implementing ESD at all education levels in China for the next five years. This paper reports on how well prepared the students feel to work towards these goals in China and elsewhere.</p> | <p>Noel GOUGH, La Trobe University, Australia, n.gough@latrobe.edu.au</p> |
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| Instruction, STEM (Science, Technology, Engineering and Mathematics) and Curriculum World Wide | D3-G-07 |
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| 1.1J | Chair: Jo LAMPERT , La Trobe University, Australia, j.lampert@latrobe.edu.au | | |
| 1.1J - 1 - 51 | <p>The Teaching Effect of Integrating Scientific Imagination Process into Engineering Education Curriculums – Using “Creativity via Information Technology Applications” Course as an Example</p> | <p>This study takes the "Creativity Via Information Technology Applications" course in the Department of materials and Optoelectronic Science as an example of experimental teaching, which incorporates the scientific imagination process (Ho, Wang, & Cheng, 2013) and uses a multidimensional data to track the student's learning outcomes. Participants were 39 junior and senior undergraduate students from the Department of materials and Optoelectronic Science. The valid data included 35 students (male=33; female=2) who participated in both pretest and posttest of the New Creativity Test (NCT) (Wu et al., 1998) that consisted of two forms, Verbal and Figural. For the NCT, students' differences in creative thinking between pre-test and post-test were compared using paired t-tests. As for the learning feedback sheet, the mean and standard deviation test was used to understand the attitude of students for the experimental teaching. For NCT-Figural, significant differences were shown between pre-test and posttest on fluency, originality, and elaboration. That is, after the experimental teaching, students can generate response items with improved quantity, innovation, and refinedness. Students had positive feedbacks for this course. Quantitative data showed that students were very satisfied with this teaching method, and agreed that the course initiated their creativity and provided support for their future learning. Qualitative information indicated that students benefited on the levels of "knowledge," "higher level thinking," "practicality," and "motivation level." For example, students learned to work in teams and generate innovative ideas, learned the Xcode, and gained elevated learning interest from the course.</p> | <p>Ying-Yao CHENG, National Sun Yat-sen University, Taiwan, chengyy@mail.nsysu.edu.tw; Chin-Ping YU, National Sun Yat-sen University, Taiwan, cpyu@faculty.nsysu.edu.tw; Hsiao-Chi HO, Center of Humanities Innovation and Social Practice, Taiwan, hohc0709@gmail.com; Wei-Ru CHEN, National Sun Yat-sen University, Taiwan</p> |

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| 1.1J - 2 - 7 | The Evaluation of the Primary Mathematics Curriculum in Hong Kong | <p>The paper focuses on the evaluation of the present curriculum in Hong Kong. It discusses the analysis of questionnaires collected from 130 primary schools in Hong Kong. Findings regarding the views of mathematics teachers on the goals of curriculum, teaching content and assessment methods are also presented. Besides the paper discusses the learning and teaching strategies in the mathematics classroom. Small class teaching (SCT) has been adopted by most of the schools in the first three years of primary education for about ten years. A lot of research has been conducted to study the efficacy of SCT. Most of the studies confirmed the benefits of SCT. The author made a study of this in 4 primary schools. In Hong Kong, the Territory-wide System Assessment (TSA) is an assessment administered at the territory level. It facilitates assessment for learning by providing schools with objective data on students' performances at the end of Key Stages 1-3. This paper examines its efficacy and discusses the public view on it. Teachers are interviewed regarding their views on the mathematics curriculum and their experiences. Children are also interviewed to investigate their interest in mathematics learning. The paper continues to discuss the mathematics curriculum in 3 different countries namely, the United States, the United Kingdom and Mainland China. This could be of interest to educators in other countries. Recommendations are made to enhance the quality of the primary mathematics curriculum in Hong Kong.</p> | <p>Dennis Hok Chun KOO, Durham University, UK, dhckoo@eduhk.hk</p> |
| 1.1J - 3 - 36 | Conducting International Research Studies, Challenges & Rewards: Inquiry-based Science Curriculum in High schools in the United States, Israel, and Georgia | <p>The session will have a two-fold structure. Firstly, it will describe a qualitative case study that explores challenges in implementing inquiry-based science curricula from a high school science teacher's perspective in three different countries: The United States, Georgia, and Israel. Secondly, it will reflect on the challenges and rewards that were derived from conducting the current research study. The questions that will be addressed during the session:</p> <ul style="list-style-type: none"> • What are the challenges that high school science teachers face when implementing an inquiry-based curriculum? • What are the challenges and the rewards involved in conducting such a multi-national comparative study? <p>Identifying and better understanding the challenges that teachers report and identifying their needs could support a widespread adoption of inquiry-based methods in which students are actively engaged in the learning process. Science is a discipline in which curriculum designers draw topics from a similar database. Teachers' perceptions could reflect global trends as well as the unique characteristics of each country. Data were collected from 15 high school science teachers in each of the three countries using semi-structured interviews. The findings indicate some common challenges to implementation mentioned by teachers in the three countries, as well as country-specific problems. In order to create more opportunities for implementing inquiry-based learning strategies, all obstacles identified by the teachers should be taken into consideration. Potential interventions should be brainstormed. As for the second question, comparative multinational studies can be highly valuable, however there is a need to be aware and reflective on some limitations through the process.</p> | <p>Alia SHEETY, Cabrini University, USA, alia.sheety@cabrini.edu; Fadeel JOUBRAN, Arab College of Education & Oranim Academic College, Israel, fadeelj@gmail.com; Marika KAPANADZE, Iliia University, Georgia, marika_kapanadze@iliauni.edu.ge</p> |

| WERA Focal Meeting Symposium | | | |
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| Reference Code | Presentation Title | Presenter(s) / Author(s) | Chair/Discussant(s) |
| Gender Equality in Education: Cases of China, Ghana, India, New Zealand and the United States of America | | | D1-LP-02 |
| 1.1M - 24 | Empowering Chinese Women: Leadership and Career Development | Sunny Xinchun NIU , FuDan University, China, niuxinchun@fudan.edu.cn; Yun BAI , East China Normal University, China, byecnu@126.com; Grace Yajun ZHEN , FuDan University, China, 14210460002@fudan.edu.cn | Chair: William CRAWLEY , University of West Florida, USA, wcrawley@uwf.edu Discussant: Francis GODWYLL , University of West Florida, USA; fgodwyll@uwf.edu |
| | Understanding Girls' Educational Experiences: A Ghanaian Perspective | Francis GODWYLL , University of West Florida, USA; fgodwyll@uwf.edu | |
| | Women's Role in Girl's Education and Empowerment: The Case of India | Rashmi SHARMA , University of West Florida, USA, Rsharma@uwf.edu | |
| | Towards Equity, Excellence and Belonging of Indigenous Maori Girls in Education | Mere BERRYMAN , University of Waikato, New Zealand, mere.berryman@waikato.ac.nz; Margaret EGAN , University of Waikato, New Zealand, margaret.egan@waikato.ac.nz | |
| Abstract I. Objectives The theme, equal opportunities of education for women will be addressed by researchers from China, Ghana, India, New Zealand and the United States of America. Through the lens of critical theory and social justice, researchers examine the socio- cultural and economic factors in terms of gender equality in education, and explore policies and practices that empower and educate women and the public. The perspectives presented allow audiences to see how various countries deal with this social issue. II. Significance and Contributions All too many females in today's world are faced with significant challenges towards obtaining even the most basic education. Providing education is critical to reducing poverty (Burnett, 2008), and empowering women and girls with education has the ability to alter lives, renovate communities, transform nations, and change the world (UNESCO, 2011; Ten Times Ten LLC & Vulcan Productions, 2014). This symposium aims to raise awareness of the gross inequities in educational opportunities for women worldwide, and to draw attention to possibilities for change. One of the important development goals constructed by the United Nations in 2000 was to promote gender equality and empower women (United Nations, 2015). Since the establishment of these goals, educating women has become a more prominent issue (Singh, 2007). However, despite the increased coverage of this important issue, the denial of education to girls and women, gender-bias in education, and high illiteracy rates among women still widely exists in developing countries (UNESCO, 2011). Thirty-nine million age-eligible girls worldwide are not enrolled in either primary or secondary education; only about one-third of countries in the world have achieved gender parity at the secondary level; and two-thirds of the world's 796 million illiterate adults are women (UNESCO, 2011). In response to this global problem, many organizations and governments worldwide are addressing the issue of gender equality by empowering girls and women through education (Holmarsdottir, Ekne, & Augestad, 2011; McWhirter, 1991; Cornwall & Brock, 2005). The symposium will contribute to the global conversation with a multi-country perspective. III. Research Questions and Methods Studies included in the symposium address these common questions: a) What major challenges do nations face in equal opportunities of education for women? b) How do nations advocate for women, and empower and educate the society? The studies, representing a variety of perspectives and research methods, are rich and informative in their analysis of the issue under country-specific social, cultural, historical, economic and political contexts, and in the discussion of the strategies used to empower women. IV. Structure of the Session a) The chair will begin the session with a brief introduction of the theme of the symposium. b) Presenters will share country-specific studies on the issues. c) Following the presentations, the chair will open it up for questions and discussions. The chair may break the session into two or more groups to allow for more interactions among audience members and participants. | | | |

| Parallel Session 1.2 | | 12:00-13:30 |
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| HKERA International Conference Paper Presentation | | 12:00-13:30 |
| Science and Environmental Technology | | D3-G-03 |
| 1.2A - 1 - 1012 | An Evaluation Study of the Impact of a STEM Programme for Girls | English |
| Author(s) | Tang Wee TEO , National Institute of Education, Nanyang Technological University, Singapore Wee Pin Jonathan GOH , National Institute of Education, Nanyang Technological University, Singapore Leck Wee YEO , National Institute of Education, Nanyang Technological University, Singapore | |
| <p>While STEM is gaining steam in many countries, there are relatively few evaluation studies that yield deep and comprehensive insights into the impact of STEM programmes on participants. As such, this paper reports an evaluation study of a STEM programme to find out which aspects of the participants' views were impacted. Using a single group pre- and post-programme survey design, we examined the impact of the STEM programme on students': (1) interest to participate in STEM, (2) attitudes towards STEM, (3) self-concept about STEM learning, (4) STEM-related identities, and (5) STEM career decisions. The participants were female students Grades 7, 9 and 10 (aged 13-16) from an all-girls secondary school in Singapore. All measures were validated and calibrated using Rasch analysis. The dependent T-tests results on the measures showed significant increase in Grade 7 students' attitudes, self-concept, STEM-identities, and career decisions. Grade 9 students' showed significant increase in self-concept; while Grade 10 students showed significant increase in all the five constructs. Interestingly, the result show a significant decrease in Grade 9 students' interest to participate in STEM. The Wright distribution maps from the Rasch analyses were used to further explicate the perceptions of the students. These insights provide useful information for teachers and researchers in evaluating the outcomes of the STEM program.</p> | | |
| Science and Environmental Technology | | D3-G-03 |
| 1.2A - 2 - 2271 | Development and implementation of case study teaching in Hong Kong STEM education: Preliminary findings from an education university | English |
| Author(s) | Yau-Yuen YEUNG , The Education University of Hong Kong, Hong Kong Pui Yee WU , The Education University of Hong Kong, Hong Kong Chris Yiu-fai TSANG , The Education University of Hong Kong, Hong Kong Chi-chiu Frank CHEANG , The Education University of Hong Kong, Hong Kong Hoi-man Sarah LEE , The Education University of Hong Kong, | |
| <p>Recent educational research reveals that case studies can be applied in STEM education as a pedagogically powerful method for teaching scientific concepts and contents as well as science process skills. However, there exists very little research or literature on the instructional use of case study in STEM education in Hong Kong. Hence, a team of science educators and scientists initiated a collaborative project to investigate how feasible case study can be incorporated in STEM education. Over a period of seven months, we developed case teaching materials (including case story line with authentic data, worksheets for field trip and laboratory experiments, online/remote-controlled experiments, aerial movies filmed by drones and virtual reality videos etc.) for topics purposefully selected from (i) Hong Kong Wetland Park, (ii) two large sewage treatment plants/projects of the Drainage Services Department, and (iii) landfill gas used by the Town Gas company. This teaching approach was implemented in three different courses in our education university. A set of instrument for mixed research method was specifically developed or modified for collecting data on the learning effectiveness and feedback from a total of 115 students enrolled in the aforementioned three courses. Essential features of the case teaching materials and preliminary findings of the evaluation will be presented. The discussion on the difficulties encountered in the development and implementation stages as well as the direction for the future research and development work will be highlighted.</p> | | |
| Science and Environmental Technology | | D3-G-03 |
| 1.2A - 3 - 3342 | POTENTIAL OF GREY MANGROVE, <i>Avicennia marina</i> (Forssk.) Vierh IN THE PHYTOREMEDIATION OF HEAVY METALS FOUND IN LAS-PINAS-PARANAQUE CRITICAL HABITAT AND ECOTOURISM AREA (LPPCHEA): BASIS FOR ENVIRONMENTAL INFORMATION PROGRAM | English |
| Author(s) | Rico Antonio MARIANO , University of the City of Manila, Philippines | |
| <p>The aim of this study is to determine the phytoremediation potential of the mangrove, <i>Avicennia marina</i> in Las Pinas-Paranaque Critical Habitat and Ecotourism Area (LPPCHEA) that could form the basis in the development of an environment awareness program. Seven (7) heavy metals namely Copper, Nickel, Cadmium, Lead, Zinc, Nickel, Chromium and Mercury were analysed in sand, soil, sediment, seawater, roots and leaves of mangrove <i>Avicennia marina</i> in LPPCHEA using Atomic Absorption Spectroscopy (AAS) and Biological Methods such as Biological Accumulation Coefficient (BAC) for accumulation, Biological Transfer Coefficient (BTC) for translocation and Bio-Concentration (BCF) for stabilization. If the values of the biological methods are greater than 1 the mangrove is said to exhibit phytoremediation potential. AAS values revealed that LPPCHEA is experiencing heavy metal pollution and the results of the biological methods are the following: BAC: Cu>Ni>Cd>Pb>Hg>Zn>Cr; BTC: Cu>Ni>Cd>Zn>Pb>Cr and Hg; and BCF: Cu>Ni>Cd>Pb>Hg>Zn>Cr. Therefore, <i>A.marina</i> has the potential to accumulate, transfer and concentrate heavy metals in the following order Cu>Ni>Cd> Pb. It is also has a good potential to translocate Zn but little potential to accumulate and concentrate such metal. Furthermore, <i>A. marina</i> has little potential to accumulate, transfer and concentrate Cr and Hg. The heavy metal pollution of LPPCHEA is due to various anthropogenic activities. Also, the results of the different biological methods showed that <i>A. marina</i> can mitigate the effects of some heavy metals within its immediate vicinities especially in the mangrove forest.</p> | | |

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| Curriculum Instruction Assessment and Policy | | D4-LP-05 |
| 1.2B - 1 - 1015 | The ethics of design and its implications for a general design education for K-12 schools | English |
| Author(s) | Yew Leong WONG , National Institute of Education, Nanyang Technological University, Singapore | |
| <p>There is currently increasing enthusiasm for introducing design thinking into K-12 curriculum across many countries. The phenomenon is not yet widespread, but the number of schools across the world that have been exploring ways of developing design capabilities and mindsets in students seem to be rising. In Singapore, governmental agencies are presently working with teacher educators and educational researchers to work out how we might nurture design capabilities and mindsets in all students from pre-school to secondary levels. Experimental studies are also being conducted in some American and European schools to examine the potential educational benefits of learning design skills. However, much of these efforts are based on the conception of design as essentially an innovative problem-solving approach. This instrumentalist conception of design is focused on how to design, but pays insufficient attention to the ethics of design. This is worrying if we are looking forwards to a future where almost everyone is equipped with some design capabilities and is encouraged to exercise those capabilities at work, yet lack the skills to properly examine and evaluate the moral implications of their designing and design outputs. Grounded in an analysis of designed things and their moral aspects, this paper attempts to articulate as fully as possible the ethics of design and explore the implications this has on how we ought to introduce design education into the K-12 school curriculum.</p> | | |
| Curriculum Instruction Assessment and Policy | | D4-LP-05 |
| 1.2B - 2 - 1120 | Observing and assessing children's development: Using Play-Learn-Grow Framework (PLGF) | English |
| Author(s) | Pui Chi Chrysa KEUNG , The Chinese University of Hong Kong, Hong Kong Chi Keung Alan CHEUNG , The Chinese University of Hong Kong, Hong Kong | |
| <p>The Early Years Learning Framework (EYLF) is a useful tool for guiding curriculum and pedagogy in early childhood sector, but there is a problem with different approaches to learning and assessment on children development in the Hong Kong context. Based on this understanding, the Play, Learn, Grow Framework (PLGF) was developed by drawing on the ideas of EYLF which put children learning at the core and embedded three concepts-Exploration, Expression and Empowerment (3Es) as the basic values and beliefs. In this paper, we report on the use of modified framework in 25 preschools for designing, interpreting and evaluating school-based play curriculum plan. Teachers' feedback on the PLGF framework in designing play-based learning activities was collected through collegial lesson planning and evaluation meetings. Findings revealed that the Practices-Principles of PLGF help early childhood teachers to observe and assess children whole person development through play. Frontline teachers expressed that the framework assisted them to determine whether the play learning activities are appropriate for meeting children's interests, abilities and development needs. They generally believed that the PLGF holds potential for strengthening their professional capacity in developing and implementing play-based curriculum. This paper concludes with the reflections and implications for providing directions, strategic steps, and professional supports to school leaders and frontline teachers in promoting school play-based learning.</p> | | |
| Curriculum Instruction Assessment and Policy | | D4-LP-05 |
| 1.2B - 3 - 1126 | Validation Study of College English Achievement Test in China | English |
| Author(s) | Lili ZHANG , Pusan National University, South Korea Hyung Ram KIM , Pusan National University, South Korea Sukwoo KIM , Pusan National University, South Korea | |
| <p>The purpose of this study is to improve the validity and reliability of college English achievement test. By using data of the final test result of 4887 1st year university students in Anhui University of Finance & Economics (AUFE), and focusing on the 50 objective test items of reading comprehension and vocabulary, this research conducts an Exploratory Factor Analysis (EFA) and a following Confirmatory Factor Analysis (CFA) to review the results. Based on the reviewed contents, through consultation with experts in English textbooks, this study examines the internal structure of the evaluation tool and how to develop more appropriate items for university students. Conclusions about teaching and learning activities conducted in the university are drawn and suggestions are put forward on how to improve the teaching practices and how to design more appropriate English achievement test.</p> | | |

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| Higher and Teacher Education | | D3-LP-02 |
| 1.2C - 1 - 1151 | Not challenges but sources: Refugee teacher employment in Europe and beyond | English |
| Author(s) | Tatjana ATANASOSKA , University of Vienna, Austria Seyda SUBASI , University of Vienna, Austria Michelle PROYER , University of Vienna, Austria | |
| <p>Due to the recent refugee influxes to Europe, the European agenda is discussing the integration of the accepted refugees, and this discussion is mainly carried on within the frame of employability and economic integration of the newcomers. However, apart from the economic dimension, hosting refugees requires creating resilience and social cohesion by appreciating the values, competences, and skills that refugees bring with them. Similarly, refugees with teaching experiences should be considered as a qualified group of refugees who can contribute to the learning of pupils and at the same time who can get access to be a part of society through their own competences. With our research, by surveying refugee teachers and examining the present conditions, opportunities and offers made for them, we tried to come up with a combination of their expectations and possibilities as well as the country-specific prerequisites and demands. Our research qualitative research means; namely, field notes, interviews, and an analysis of existing practices, regulations, and rules by making use of comparing and contrasting context of the three countries; Austria, Sweden and Turkey. The data sources for this research were the refugee teachers who were teachers in their home countries. At the moment, they are either employed in education related positions in the host country or they are seeking for such an employment. At the end of this research, we can present comparisons of this phenomenon from both a EU and non-EU perspective where we also discuss the implacability in other countries and contexts.</p> | | |
| Higher and Teacher Education | | D3-LP-02 |
| 1.2C - 2 - 1157 | Liberal (Arts) Education in Europe. An innovative approach to undergraduate education | English |
| Author(s) | Tim HOFF , University of Hamburg, Germany | |
| <p>Aim: A showcase analysis of the reasons and aims behind the unprecedented (re-)emergence of "Liberal (Arts) Education" programmes at European Universities and Colleges. Originally inspired by the ancient educational tradition of artes liberales, and for a long time almost exclusively institutionalised in the US-American college system, a modern understanding of Liberal (Arts) Education has been (re-)emerging at various European Universities for almost three decades now. Established and accredited in B.A./B.Sc. programmes, Liberal Arts (and Sciences) not only call for new modes of studying – they challenge the purpose of university in undergraduate education. While most bachelor degrees at European Universities follow disciplinary pathways, these programmes of study invite students to design their own individual curricula that reach across disciplines and avoid an early specialization. Through combining breadth and depth in the courses of study, Liberal Arts (and Sciences) programmes aim at a well-rounded education not only for the success in future personal and work life, but for an active and engaged citizenship.</p> <p>Methodology: This proposal is embedded in a comparative study from my PhD thesis at the University of Hamburg. It's an analysis via interviews and a review of the European Liberal (Arts) Education development, its characteristics and importance.</p> <p>Expected Outcome: Overview of the European Liberal (Arts) Education scene, its plausible future development and proliferation, both as a curricular and institutional model of innovative education.</p> | | |
| Higher and Teacher Education | | D3-LP-02 |
| 1.2C - 3 - 2252 | Opinions Towards Gender Role: The comparison of Turkish Cypriot and Turkish University Students | English |
| Author(s) | Kemal Akkan BATMAN , Ataturk Teacher Training Academy, Cyprus Muge BEIDOGLU , Ataturk Teacher Training Academy, Cyprus Senem AZIZ , Alsancak Primary School, Cyprus | |
| <p>The aim of this study was to compare opinions of Turkish Cypriot and Turkish university students' towards gender role. The opinions of university students on work life, social life, family life, marriage and sexuality were compared. This study was conducted in the 2016-2017 academic year. In this study, qualitative research design was used. Participants consisted of total 30 university students who attended various universities in Northern Cyprus. Out of 30 students, 15 were Turkish Cypriot and 15 were Turkish. The inclusion criteria was being a 3 generation Turkish Cypriot or Turkish. Data were collected by using structured interview form developed by the authors. Interviews were conducted face to face and confidentiality was secured. Interviews were recorded after having the permission of the participants. Content analysis technique was used for the analysis of the data. Content analysis was done by identifying patterns, coding and classification. Criterias which were used to categorize the data were traditional, egalitarian, contradictory and undecided. In order to maximize credibility and secure consistency of the study, expert opinion was received for the interview questions. Additionally, confirmation meetings with the participants will be done to maximize credibility of the study. Findings will be discussed with relation to the literature. Based on findings from the data, attempts will be made to develop suggestions on what should be done in the North Cyprus education system, especially in the evolution of women's gender role from the traditional to the egalitarian role.</p> <p>Key words: Gender, gender role, university students</p> | | |

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| Primary School Education | | D2-LP-12 |
| 1.2D - 1 - 1030 | A Suggestion for Developing Japanese Primary School Teachers' Ability of Teaching English | English |
| Author(s) | Motoko YAMAMOTO , Tokiwakai Gakuen University, Japan | |
| <p>In 2002, English education was started at primary school in Japan. However, English was only given in songs and games, because teachers were not qualified to teach English. In 2020, English is going to be taught as a subject. Now how to train teachers into qualified ones is a big problem. The ministry of education has started to train 1,000 leader teachers, but the training period is too short. But these leader teachers go back to their own prefecture and give core teachers, who are representatives from all primary schools, a few day lessons, which is not enough to develop core teachers' ability. Yet, these core teachers go back to their own school and train the rest of the teachers. It is not effective for the 1,000 leaders to train 30 thousand core teachers, and for the 30 thousand core teachers to train more than 400 teachers.</p> <p>I, the presenter, belong to an NPO which was started in order to teach English to primary school teachers for free and have been engaged in this job. What I'd like to suggest here is that people who are capable enough to be instructors of English should start NPOs like ours, and cooperate with the local board of educations to train teachers. Each prefectural government should help these NPOs financially so that they can carry out their jobs more smoothly. There are many voluntary English experts who are ready to cooperate with primary school teachers.</p> | | |
| Primary School Education | | D2-LP-12 |
| 1.2D - 2 - 3379 | "Have I Done Anything Like a Scientist or an Engineer?" Students' Reflections with STEM Activities | English |
| Author(s) | Tian LUO , The Education University of Hong Kong, Hong Kong Wing Mui Winnie SO , The Education University of Hong Kong, Hong Kong | |
| <p>Recruiting talents into STEM fields is a major goal in STEM education. To achieve this, it is important to understand how students perceive their engagement in STEM in light of their understanding of STEM professionals' work. This study aims at exploring whether and how students relate their experiences in a STEM project with their understanding of scientists' and engineer's work. A randomly selected sample of 143 4th to 6th grade students participating in a STEM fair was interviewed. Questions like "What has your group done in the project that resembles a scientist/ an engineers' work?" were asked and the interview data were coded. In addition, students' submitted reports of their STEM projects were analyzed to examine the nature of students' engagement in the STEM projects. Results show that 84.4% students think that their group has done things like scientists in the STEM projects. And 60.6% students think that they have done things like engineers. Patterns and diversity of students' identified scientific and engineering practices from the interviews will also be discussed.</p> | | |
| Social Science Education | | D2-LP-12 |
| 1.2D - 3 - 1065 | Social Mobility and Educational Meritocracy - Through the Voice of the Unseen | English |
| Author(s) | Hana (Nur Farhanah) SAEMON , University of Canterbury, New Zealand | |
| <p>The Ministry of Education, Singapore, released a statement emphasizing that "Every school is a good school". The education system subscribes to the principle of meritocracy which holds students accountable for their own successes or failures through the choices they make, and their competency, motivation and effort. It disregards students' circumstances, environment, and other factors which may affect their performances and behaviours in school, which in turn affect social mobility. The system gives the impression that it cannot be faulted for the outcomes of students due to its provision of "equal opportunities" for all. However, students are streamed into different schools and tracks based on their parents' connection and location for primary school admission, and subsequently their individual academic performance. If every school is indeed as good as the other – what are the outcomes of students who come into the schools at different starting points?</p> <p>This phenomenological study focuses on the perceptions of graduates who were streamed into lower ability groups through high-stakes assessments. Initial findings have suggested that the egalitarian purpose of meritocracy is hindered by several factors such as social class and family situations. Furthermore, students tend to be grouped with others from similar backgrounds, resulting in the phenomena of "groupthink". Teachers' attitudes and expectations of students were also found to have a significant impact on students' self-perception, academic achievement, and behavioural issues. The purpose of this presentation is to explore issues emerging from a meritocratic educational system that seems to be exclusive, promote elitism, and impede equity.</p> | | |

WERA Focal Meeting Paper Presentation

12:00-13:30

| Reference Code | Presentation Title | Abstract | Presenter(s) / Author(s) |
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| International Findings on Supporting Learning and Diversity | | D4-LP-02 | |
| 1.2E | Chair: Nelofer HALAI , Aga Khan University, Pakistan, nelofer.halai@aku.edu | | |
| 1.2E - 1 - 173 | Culturally and Linguistically Diverse Student and Family Perspectives on Using Augmentative and Alternative Communication Devices | Augmentative and alternative communication (AAC) devices support the communication needs of students with a variety of disabilities. These devices provide opportunities for individuals with complex communication needs to participate more fully in social interaction with peers and adults. While the fields of communication disorders and special education have provided support and research for students with disabilities who use AAC devices, less is known about how such devices support the communication needs of students from culturally and linguistically diverse backgrounds in educational contexts. This paper aims to describe the issues facing culturally and linguistically diverse families and students who use AAC devices in educational contexts. To that end, we conducted a systematic review of the existing literature, including empirical and descriptive studies with respect to multicultural and multilingual students, their families, AAC device utilization, and perspectives. The primary research question is: How do K–12, culturally and linguistically diverse students with disabilities and their families perceive and/or utilize AAC devices? A total of N=10 studies spanning almost two decades of research from national and international perspectives were included. | Saili KULKARNI , California State University, USA, skulkarni@csudh-coe.org; Jessica PARMAR , Redondo Unified School District, USA, jparmar1@toromail.csudh.edu |
| 1.2E - 2 – 193 | Norming the Test of Nonverbal Intelligence in the Republic of Georgia | The Republic of Georgia is developing its infrastructure to identify and serve children with special education needs. This study addressed the problem of assessing children for special needs in Georgia by introducing, piloting, and developing national norms of the Test of Nonverbal Intelligence-Fourth Edition (TONI-4) in Georgia. The TONI-4 focuses on problem solving but does not require reading, writing, speaking, listening skills. Because no other intelligence test had been normed, the research was challenging and required a substantial pilot study to inform further research. In this presentation, we summarize our pilot research procedures, sampling strategy, and normative conversions. In brief, we found a statistically significant difference among age groups but not gender. Raw score to IQ conversions departed substantially from existing U.S.-based norms. Therefore, new national norms were clearly needed in the Republic of Georgia. The results of this research have important implications worldwide for other nations undertaking norming studies or seeking to develop capacity to assess children with special needs. | Timothy GUETTERMAN , University of Michigan, USA, tguetter@umich.edu; Tamari TATISHVILI , McLain Association for Children, Republic of Georgia, tamar.tatishvili@macgeorgia.org; Nino LOMIDZE , McLain Association for Children, Republic of Georgia, nino.lomidze@macgeorgia.org; Jeremy GASKILL , McLain Association for Children, Republic of Georgia, jeremy@macgeorgia.org; Cathy MCLAIN , McLain Association for Children, Republic of Georgia, mclain.cathy@gmail.com; Delwyn L. HARNISCH ; University of Nebraska-Lincoln, USA, del.harnisch@gmail.com |
| 1.2E - 3 - 74 | School experiences of mainstream pupils in inclusive practice | This presentation aims to explore the school experiences of pupils from different backgrounds in a mainstream school. In particular, I focus not on pupils with special educational needs, but on students with average abilities. The paper starts with a discussion of The Salamanca Statement (1997) that asked all governments around the world to construct inclusive educational systems. However, in Japan, it lacked a perspective of | Shun ITO , Osaka University, Japan, itoshun.g@gmail.com |

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| | | <p>school experiences of pupils and research to appear inclusive practices by ethnographic approach. I provide data analysis and compare these findings in a Japanese school with that of Allan (1999). In doing so, I explore the impact of transition into inclusive education on children's experiences. I conducted participant observation and interview survey in Elementary School "B". I described the ethnography and analyzed the data I collected by interpretative approach. As a result, I found that in Elementary School "B", mainstream pupils have roles such as "the Model" of correct behavior, "the Leader" of all pupils," and "the Tolerant" who shows patience with deviant behavior of pupils . At the same time, mainstream pupils change their values and behaviors that reflect the influence of pupils with special needs. This research implies that inclusive educational system in Japan by government, which segregates pupils from mainstream schools and classes, can be considered as exclusive educational system. Then the direction of inclusive education should be changed into the way that would enable all pupils to participate in mainstream schools and work toward the realization of inclusive society.</p> | |
| 1.2E - 4 -18 | Development and evaluation of a training program on professional error competence for prospective teachers | <p>"Teachers matter", and in the last few decades there has been increasing discussion of teachers' professional competence. "Teachers matter", and in the last few decades there has been increasing discussion of teachers' professional competences (e.g. Cochran-Smith & Zeichner, 2005). A key aspect of teacher professionalism is the ability to diagnose student competencies and create tailored lenses (e.g. Cochran-Smith & Zeichner, 2005). A key aspect of teacher professionalism is the ability to diagnose student competencies and create tailored learning opportunities based on this diagnosis. This is especially true when it comes to students' errors and the use of students' errors as learning opportunities. We name this competence Professional Error Competence (PEC). According to Shulman (1986), professional knowledge is comprised of content knowledge (CK), pedagogical knowledge (PK), and pedagogical content knowledge (PCK). In line with this, we define the ability to identify students' errors and the knowledge about domain-specific students' errors as CK, whereas the ability to tailor learning opportunities, to give adequate feedback and to foster learning from errors is seen as a facet of PCK. However, little is known about students' errors and which competences teachers need in order to handle them constructively, particularly in the field of accounting education. Studies from our research group (Wuttke & Seifried, in press) showed prospective teachers lack this competence in the field of accounting. Therefore, a training program was developed to promote PEC. Three quasi-experimental studies were conducted. In study 1 and 2, two different training groups were differentiated: focusing either on CK or PCK. However, the empirical findings revealed several shortcomings of this separation. An improved training program was implemented and evaluated in study 3. The results are promising and described in further detail. Conclusions from all studies are drawn.</p> | <p>Eveline WUTTKE, Goethe University, Frankfurt, Germany, wuttke@em.uni-frankfurt.de; Juergen SEIFRIED, University of Mannheim, Germany seifried@bwl.uni-mannheim.de</p> |

| Equity From a Global Perspective | | B4-LP-1 |
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| 1.2F | Chair: Melissa MONCRIEFFE , The University of Edinburgh, USA, melmon02@hotmail.com | |
| 1.2F - 1 - 149 | <p>Educational Goals, Equity, and Performance: An analysis of National and International Discourse of Education</p> | <p>This study explores the concept of educational equity as expressed in the articulation of educational goals in national and international documents on education. It examines how the national and international discourses on education approach educational goals, and classifies them in relation to a conceptual framework of theoretical perspectives on educational equity and social justice. This classification allows for a categorization of equity/social justice perspective as reflected in national and international educational discourses; its relationship with national performance on PISA is then examined using ordinary least squares regression analysis. The findings provide insights into how nations frame their educational discourse around the concept of equity, and how such framings might be related to their educational performance. As the study reveals, the articulation of goals and the approaches to equity are often varied even within national discourses on education, reflecting a host of different perspectives while emphasizing the utilitarian aspects of educational goals. This variation requires greater consideration in determining the relationship between goal articulation, equity perspectives and educational outcomes among national systems of education.</p> |
| | | <p>Max ALTMAN, University of Michigan, USA, altmanma@umich.edu; Minh HUYNH, University of Michigan, USA, minhqh@umich.edu; Germán Vargas MESA, Universidad de los Andes, Colombia, german.vargas@sciencespo.fr</p> |
| 1.2F - 2 - 67 | <p>Challenges to Doing Research on LGBT Issues in Education and Important Research Needs</p> | <p>This paper addresses some of the prevailing research challenges that have inhibited effective and rigorous studies on LGBTQ issues in education research. From an international perspective I illustrate, studies illustrate how multiple strands of education research are developing and providing information on the school experiences of LGBTQ students, LGBTQ families, and those who interact or relate with them; however, it is clear that the literature on LGBT issues is somewhat diffuse. Despite great strides in the past two decades, there remain serious gaps in our knowledge about LGBT students' educational paths. The political climate may produce challenges to conducting studies on topics about sexuality in schools, research funding and support may be limited, and status hierarchies among academic publications may limit where and how the studies are disseminated. To expand the knowledge base surrounding LGBT issues in education, scholars, researchers, and all those concerned must work to overcome or circumvent some of these challenges and develop research agendas that will bring a clearer understanding. This paper discusses some of these challenges and offers recommendations to encourage further studies on LGBT issues and to support knowledge production in this area.</p> |
| | | <p>George WIMBERLY, American Educational Research Association, USA, gwimberly@aera.net</p> |
| 1.2F - 3 - 26 | <p>Opening Doors: Providing chances and choices for young people in second chance schools</p> | <p>Across Europe, there is enduring concern for the learning of young people for whom school education has not been the enriching experience that it has for the majority. The European Commission introduced Second Chance schools as a means of providing more choices and chances for this population and Open the Doors is an Erasmus+ project aimed at developing innovative and creative practice of working with young people in this context. Open the Doors is a project aimed at developing new, creative ways of working with young people in order to (re-) engage them with learning and their wider communities in five Second Chance schools in different European countries. Progress was documented on a project website in both verbal and visual texts, including video. Through analysis of data from the website and meetings, this paper reports on the initiatives, the challenges met, the roles of adults and students, what they did differently and how experience of Open the Doors impacts on their</p> |
| | | <p>George HEAD, University of Glasgow, Scotland, george.head@glasgow.ac.uk</p> |

perceptions of themselves, others, and future practice. The project is due for completion in September 2017. A grounded theory approach is taken to the interrogation and analysis of data taken from field notes at partnership meetings and from text and images uploaded to the project website by young people and their youth workers. Preliminary results indicate a significant impact on youth and youth workers' relationships and identities as a result of developing new ways of working together in initiatives generated, directed and enacted by the young people.

WERA Focal Meeting Symposium

| Reference Code | Presentation Title | Presenter(s) / Author(s) | Chair/Discussant(s) |
|--|--|--|--|
| Career Development and Positive Youth Development: A Powerful Vehicle for Educational Success and Economic Mobility | | | D1-LP-03 |
| 1.21 - 16 | Career Education among Italian Youth | Laura NOTA , University of Padova, Italy, laura.nota@unipd.it | Chair: Jonathan ZAFF , Boston University, USA, jzaff@bu.edu |
| | Reconnecting Disconnected Youth: The Role of Webs of Support | Jonathan ZAFF , Boston University, USA, jzaff@bu.edu; Sean FLANAGAN , Boston University, USA, seanflanagan11@gmail.com; Elizabeth Pufall JONES , Boston University, USA, epj@bu.edu; Shannon VARGA , Boston University, USA, smvarga@bu.edu | |
| | Using Career Readiness Strategies to Drive Positive Youth Development: Use of Personalized Learning Plans in the USA | Scott SOLBERG , Boston University, USA, ssolberg@bu.edu | |
| | CLAP for Youth: A Career Development Intervention for Youth in Hong Kong. | Alvin LEUNG , Chinese University of Hong Kong, China, smleung@cuhk.edu.hk | |

Abstract
 Intergenerational poverty is persistent globally, even among wealthy, industrialized nations. In Italy, the United States, and Hong Kong, between approximately 15% and 23% of children under the age of 18 are in poverty (UNICEF Innocenti Research Centre, 2012). With limited economic means comes limited access to quality schools, sustainable job opportunities, and safe and supportive communities. The opportunity to persevere and move up the economic ladder has also increasingly diminished in these areas (Brunori, Ferreira & Peragine, 2013). A positive youth development (PYD) perspective provides a blueprint for supporting all youth on a pathway to academic, vocational, and life success. According to this perspective, the youth development is defined as the dynamic relation between a given youth and her context. Context, though, is not a homogeneous construct. Instead, youth are embedded within a multi-layered ecology that is filled with individuals, organizations, environments, cultures, norms, policies, and the effects of history; what has been called a youth system. Aligning the assets in a community with the needs and strengths of a given youth, creating a supportive youth system, will put the youth on a positive developmental trajectory (Zaff et al., 2015). Career development initiatives are a component of a supportive youth system with impacts that can reverberate throughout the system. Within these initiatives is the recognition that contextual influences can facilitate or impede positive developmental outcomes among marginalized youth (Solberg et al., 2002). Importantly, relationships between youth and the adults who guide them are central to the success of such initiatives and foundational in PYD (Center for Promise, 2015). Through well-implemented initiatives, youth, particularly low-income youth, can acquire the education, skills, and connections that can lead to economic mobility. The papers in this proposal provide insights from the U.S., Italy, and Hong Kong about how career development initiatives, with a PYD foundation, can help put marginalized youth on successful life pathways. The first paper, by Nota, describes the persistent job crisis of Italian youth and empirically examines how career development strategies provide opportunities for economic mobility. Nota emphasizes that these strategies should be infused with supportive relationships. The second paper, by Zaff and colleagues, provides a theoretical foundation and empirical data for the constellations of social supports that can propel disconnected youth in the U.S. forward in their education and careers. The third paper, by Solberg, describes state-level efforts in the U.S. to design, implement, and evaluate a personalized career and academic plan strategy referred to as individualized learning plans. The implementation of these plans hinges on the relationships between counselors (and other adults) and the youth. In the final paper, Leung will present findings from an evaluation of CLAP for Youth, a Hong Kong-focused career development effort to help nearly 30,000 students and non-engaged youth plan their futures. As chair of the session, Zaff will facilitate a discussion among the presenters about the practice and policy implications for their own countries and globally.

International Perspectives on Advocacy in Education: Who? Why? How?* **D1-LP-02**

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| 1.2H - 21 | Pre-Service Teachers' Perceptions of Parental Involvement: A Cross-Country Comparison | Yael FISHER , Achva Academic College, Israel yael@fisher.co.il; Anne Marie FITZGERALD , Duquesne University, USA fitzger3@duq.edu | Chair: Lauri JOHNSON , Boston College, USA, lauri.johnson@bc.edu; Discussant: Sue WINTON , York University, Canada, SWinton@edu.yorku.ca |
| | Parent Advocacy and Empowerment in a Globalized World: A Review of the Literature | Lauri JOHNSON , Boston College, USA, lauri.johnson@bc.edu; Katherine THOMPSON , Boston College, USA, thompsky@bc.edu; Catlin LONG , Boston College, USA, longcg@bc.edu | |
| | Culturally Responsive School Leadership in the USA | Muhammad KHALIFA , University of Minnesota, USA, khalifam@umn.edu | |
| | Advocacy for Social Justice in a Spanish School | Charles L. SLATER , California State University Long Beach, USA, Charles.Slater@csulb.edu; Patricia SILVA , University of Lleida, Spain, patriciasilva@ub.edu; Serafin ANTÚNEZ , Universidad de Barcelona, Spain, santunez@ub.edu | |
| | What Do We Know about Advocacy Groups and Educational Policy? A Review of the English-Language Literature | Sue WINTON , York University, Canada, SWinton@edu.yorku.ca | |

Abstract
The authors represent four countries (USA, Canada, Israel, and Spain) and their research on advocacy includes cross national empirical studies as well as world-wide reviews of the research literature. The first paper examines preservice teachers' perceptions of parental involvement in Israel and the US. The second paper reports the results of an international literature review on parent advocacy and considers the effects of local histories, conditions, and discourses on parent empowerment across different country contexts. The third paper considers the role of critical self reflection in school leaders' culturally responsive practice to change oppressive structures and advocate for students who have been marginalized. The fourth paper studies how a Spanish school leader in Catalan advocates for social justice and supports immigrant students. The final paper reviews international research on the advocacy efforts of local, state/provincial, national, and international organizations and examines how they conceptualize educational policy. Together the five papers in this symposium raise and address key questions about advocacy in education such as: Who advocates for education? Why? How? What are opportunities for and constraints on advocacy in education? What is the role of policy? How might conceptual models for family, school, and community advocacy vary across national contexts? The proposed symposium highlights some of the initial research to date conducted by the 60+ affiliated members of the WERA International Research Network on Families, Educators, and Communities as Educational Advocates, and points the way to further research studies.

Reference:
Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149-182.

*Part of the WERA International Research Network (IRN): 'Families, Educators and Communities as Educational Advocates network'

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| 12:00-15:00 | Lunch | Block D1 to D4 G/F |
| HKERA International Conference Poster Session 1 | | 12:00-15:00 Block D1 to D4 G/F |
| 1 - 1033 | 個人適性化學習軟體在基礎學科學習的成效：以 Cerego 為例 | 普通話 |
| Author(s) | 劉瑀涵, 國立交通大學教育研究所, 台灣 陳鏗任, 國立交通大學教育研究所, 台灣 | |
| 近年來眾多的手機學習 app 都強調適性學習。其中以 Ebbinghaus 的遺忘曲線為理論基礎的數位閃示卡 Cerego，具備視覺化學習分析，追蹤精熟與遺忘程度，主動提醒複習的功能，讓後設認知更直觀且人性化。本研究以職前教師為對象，用教育心理學、教育社會學及教育哲學為內容，進行 Cerego 的模組設計和學習。經準實驗設計並配合使用 Cerego 後，研究者調查使用經驗，檢視軟體後台活動記錄、並分析學習狀況。本研究預期使用 Cerego 後：學生對記憶類題目達自動化精熟；學生抱持樂觀、開放及持續使用意願。 | | |
| 1 - 1037 | Understanding high-quality teacher child interactions | English |
| Author(s) | Antje VON SUCHODOLETZ, New York University Abu Dhabi, United Arab Emirates Lydia BARZA, Zayed University Abu Dhabi | |
| The provision of high-quality learning environments is key to children's development and learning. A crucial factor is the quality of teacher-child interactions. Teachers face many work-related demands and challenges that may inhibit their ability to engage in positive interactions with students. One important factor that influences an individual's ability to be thoughtful and purposeful in interactions with others is stress. Classroom contexts that are stressful can hamper a teacher's ability to engage in positive and effective interactions with students. In this study, we examined whether patterns of teachers' stress response regulation relate to day-to-day classroom interactions. Participants were 56 kindergarten teachers from public and private schools in Abu Dhabi, United Arab Emirates. Teacher-child interactions were observed during a regular school day. Teacher stress was assessed using salivary cortisol (six samples were taken across the day: upon awakening, at 8am, 9am, 11:30am, after the school day ended, and at 8pm). On average, teachers' cortisol levels were highest in the morning and decreased throughout the day. However, individual differences between teachers' stress reactivity were found and related to differences in the quality of teacher-child interactions. The findings suggest that experiencing high levels of stress repeatedly throughout the school day (as indicated by increases in cortisol levels) might interfere with a teacher's ability to effectively manage classroom dynamics. Strategies to reduce teacher stress are necessary to maintain effective and supportive classroom interactions and to improve teacher mental health and wellbeing. | | |
| 1 - 1063 | 小学生阅读能力发展的追踪研究：基于解释性 IRT 模型 | 普通話 |
| Author(s) | 高一珠, 北京师范大学, 中國 | |
| 目的：调查小学生阅读能力发展趋势，探究影响小学生阅读能力发展的因素。方法：采用时间序列追踪设计，使用锚测验对北京市 1020 名 4 年级学生进行为期三年的追踪研究，运用解释性 IRT 模型分析数据。结果：(1)学生在 4 年级时的阅读能力存在个体差异，学生从 4 年级到 6 年级阅读能力呈线性发展，相比于初始阅读能力低的学生，初始阅读能力高的学生发展更快；(2)女生阅读能力初始值及发展速度都高于男生；(3)在 4 年级时识字量高的学生阅读能力高且发展快。结论：小学生阅读能力及发展存在个体差异，性别和识字量影响其阅读能力及发展。 | | |
| 1 - 1091 | 誰是好學生？傳統與線上學習的學生特質分析 | 普通話 |
| Author(s) | 顏歡, 交通大學, 台灣 陳鏗任, 交通大學, 台灣 | |
| 隨著終身學習與數位學習的趨勢，MOOCs 平台的學生群體及其特質與傳統學齡學生大不相同。也因此 MOOCs 學生的學習成功標準需要重新定義，不再能沿用一般學校情境所歸納的「好學生」印象。本研究以智慧樹與 ewant 平台之 MOOCs 使用者為對象，收集系統紀錄檔、半結構式訪談、問卷等，瞭解 MOOCs 學習情境中所公認的「好學生」行為，運用 t 檢定與卡方考驗分析與傳統學習情境中所認識的好學生有何差異。透過本研究結果與文獻對話，MOOCs 教師將更瞭解自己所執教的學生，並能提供適合的學習態度與技巧，幫助他們學習成功。 | | |

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| 1 - 1098 | 以探究社群觀點分析線上協作平台推動職前教師教學共備之效果 | 普通話 |
| Author(s) | Jing Yu ZENG 曾靜瑜, 國立交通大學, 台灣 Ken Zen CHEN 陳鏗任, 國立交通大學, 台灣 | |
| 現場教學是職前教師的重要學習經驗，唯在有限時間內兼顧理論和實務實為教學見習的一大挑戰。近年雲端運算實現具備真正協作的數位平台，使研究者相信師資生能透過協作平台提供的討論、共享、共創、互評等雲端共備行動，提升見習品質。本研究以一所公立大學 12 位見習教師運用平台教學共備的互動歷程，以探究社群理論為分析架構，收集多元質性資料（文件、記錄檔、虛擬觀察、半結構訪談、問卷等）作交叉分析。透過線上協作平台的輔助，可支持師資生的見習準備，創塑師資生與現場師傅的虛擬探究社群，以協助師資生有效從實習歷程中自省精進。 | | |
| 1 - 1143 | Innovations of Learning Environments for Novice Primary Teachers in Contemporary Japan: Towards Fostering Teachers as Continuous Learners | English |
| Author(s) | Takashi YONEZAWA, Hiroshima University, Japan Yuka NAKAI, Hiroshima University, Japan | |
| The purposes of this study are: (1) develop tools to innovate the learning environments of novice primary school teachers to grow as continuous learners, (2) examine their effectiveness to clarify the ways of novice teacher training. In Japan, due to the mass retirement of veteran teachers and the mass hiring of novice teachers, the challenge is professional development of novice teachers. The novice teacher training program has been put in place from 1989 intended practical teaching skills, sense of responsibility and broad knowledge for novices. However, there are still many problems remaining e.g. the ability difference between mentors; connection of teacher trainings at on-site and out-side schools; learning environments for novices. (MEXT, 2015) In addition, there is no national standard for teachers in Japan, therefore establishment of competencies for novices is needed. In response, we designed a standard of teaching competencies consists of eight categories and developed some tools accordingly: two handbooks for novices and mentors; a teaching competencies rubric. We distributed these tools to all novices and their mentors in Hiroshima prefecture to try them. Then we examined their effectiveness, possible uses, and development potential through a questionnaire survey and semi-structured interviews targeting at only those who provided their consent its concept and method. As a result, we could extract their usage based on each teacher's practice task and experience, effectiveness, and improvement potential. Our findings are beneficial as a fundamental material to consider about an effective support for novice teachers and their required competencies in contemporary world. | | |
| 1 - 1179 | Effects of a Computer-based Intervention Training on the Conditional Discriminations of Children with Severe Autism | English |
| Author(s) | Wenjing FAN, Institute of Special Education, Faculty of Education, Beijing Normal University, China Xiaoyi Hu, Institute of Special Education, Faculty of Education, Beijing Normal University, China | |
| Children with severe autism generally show the insufficient cognitive and language ability, which affect their academic, social interaction, independent life skills and families' overall quality of life. Conditional discrimination is one of the basis of cognitive ability, referring to an ability that identify items or pictures according to a certain characteristics of the present audio-visual stimulus of items. Many researches indicated that computer-assisted instruction had positive impacts in academic skills, behavior support, social and language development of children with autism. But there are little studies adopted computer-assisted intervention to promote conditional discrimination for children with severe autism in mainland China. A multiple-baseline design across three participants was used to evaluate the effects of computer-assisted symbol-matching training to improve conditional discrimination for children with severe autism. The training materials was based on cognitive development and collected from lessons in special education schools, dividing into common sense notions, mathematical concepts, self-concept and so on. The study also used interviews to analyze social validity. The accuracy of symbol-matching tasks was greatly increased, including pictures with pictures matching and pictures with voice matching, and the ability of conditional discrimination was improved. Computer- assisted matching tasks also helped children with severe autism acquire the concept of more than seventy items and develop the ability of items classification. The research indicated that at least some children with severe autism benefit from the computer-assisted symbol matching training. | | |
| 1 - 1183 | From Diagnosis to disproportionality: Immigrants in Austrian special education | English |
| Author(s) | Seyda SUBASI, University of Vienna, Austria | |
| The overrepresentation of students with migration background in special education can be tracked in many countries, and Austria is one of these countries. IN Austria, among all student groups, students with Turkish background have higher risk to be referred to special education. With this research, I study the overrepresented referrals of students with Turkish background to special education by relying on the data collected from certain stakeholders who are part of this referral process, namely; students, parents, teachers, school directors, school psychologists, school inspectors. The values, ideas and stories of participants are questioned to develop a theoretical understanding about the underlying processes of referral to special education. The study makes use of constructivist grounded theory by interpreting respondents' stories and the meanings they connect to their experiences. Vienna, the most populated city by immigrants in Austria, is the research site while intensive interviews, documents analysis and group discussions are the main data collection tools. At the end of this study, my aim is to understand what the experiences of participants can tell about the referral processes to special education schools, how much participants differ on the basis of their knowledge about the process, in addition, what other factors may affect the referral process. | | |

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| 1 - 2213 | Applying Playwork in Early Childhood Education Settings | English |
| Author(s) | Pui Ching LAM , The Education University of Hong Kong, Hong Kong | |
| <p>Early childhood is viewed as a fundamental stage of life in terms of physical and cognitive development; therefore, the investigation of pedagogy used in kindergarten and young children's surrounding environment becomes essential. Play is being viewed as a central pedagogy in kindergartens of many countries, and teachers are considered as a vital element affecting child development. In Hong Kong, the importance of "Play" has been stressed for over 30 years; however, government reports and researches reflect the reality that learning and teaching in early childhood settings is deviated from the government's expectations. In fact, kindergarten teachers face many challenges implementing play in their classroom. Factors such as parental expectations and school policy may discourage kindergarten teachers to further develop quality play time. Playwork is considered as the art and science of facilitating children's play, and in this poster more about playwork and teachers as playworkers would be explored. Teachers will have a general idea on the benefits of having quality play time in early childhood, how playwork can facilitate play time, and strategies applying playwork theories in early childhood education settings. Strategies such as evaluating play values of different materials, creating playful environments and assessing play environment would also be mentioned. The intended results of this poster presentation are to increase teachers' awareness in improving play quality in their classroom and to enhance their self-efficacy when hosting play activities.</p> | | |
| 1 - 2306 | A systematic review of research on achievement emotions in China | English |
| Author(s) | Lan YANG , The Education University of Hong Kong, China Yang DONG , The Education University of Hong Kong, Hong Kong | |
| <p>An increasing body of studies showed that emotions experienced in achievement and academic settings are highly associated with students' motivation, self-regulated learning strategies and other learning outcomes. However, theoretical and empirical advances in this field have been heavily generated from studies conducted in Western cultures. Seeking to link regional studies to international research advances and move forward to discuss implications of studies in this area to enhance student learning in Eastern cultures, this study aimed to review existing literature on achievement emotions in China by using a systematic approach. Specifically, the control-value theory of achievement emotions was employed as a theoretical framework to guide this systematic review. The theory provides an integrative theoretical framework that allows researchers and educators to analyze the antecedents (social factors), appraisal of control and values that may trigger both activity-related and outcome-related achievement emotions, and the effects of achievement emotions. Journal articles documented in Chinese Knowledge Resource integrated Database (CNKI) were selected according to the major research purpose of this study. In light of the control-value theory, we synthesize antecedents and effects of achievement emotions that have been tested in mainland China. The results showed that although the links between achievement emotions and other educational outcomes (e.g., motivation, academic achievement) have been tested in Chinese students, there are also notable differences between theories/measures and those that have been widely adopted and tested in Western cultures. Based on the internationally-recognized control-value model, we discuss future directions on achievement emotions in Chinese students and practical implications for classroom instruction and intervention.</p> | | |
| 1 - 3384 | Evidence-Based Education with Meta-Analysis | English |
| Author(s) | Mike CHEUNG , National University of Singapore, Singapore | |
| <p>Aims: Advances in scientific research are built on the accumulation of empirical findings. Similarly, applying the best methods in education should also be based on the availability of the best evidence. This approach is known as the evidence-based education. Evidence-based education is the procedure to apply the best available evidence on education and policy-making from empirical studies. Meta-analysis is usually used as the statistical model to synthesize the available data from the empirical studies. The primary objective of this study is to introduce evidence-based education and meta-analysis to educational researchers.</p> <p>Formats: I will introduce the basic ideas of evidence-based education and meta-analysis to educational researchers. Examples in the educational settings will be used to illustrate the concepts.</p> <p>Intended results: The intended result is to encourage educational researchers to learn and apply evidence-based education and meta-analysis.</p> <p>Conclusion: Meta-analysis is a valuable research tool to synthesize evidence for educational researchers. Policy-makers are also benefitted from the evidence-based education and meta-analysis.</p> | | |
| 1 - 59 | Teachers' Perceptions and Practices on CT Education for Young | English |
| Author(s) | Soojin YOON , Gyeongmin University, South Korea Suksil HAN , Youngdong University, South Korea Juhee PARK , Andong National University, South Korea | |
| <p>The purposes of this study were to examine the practices of Computational Thinking education and teachers' perception about Computational Thinking education for young children. The subjects in this study were 200 teachers in kindergartens and child care centers located in the city of Seoul. The questionnaire was distributed and retrieved by mail, e-mail, and direct visits in October 2016. Of the 200 copies of the questionnaire distributed, 165 copies were finally collected and 82.5% was obtained. The mean and standard deviation were calculated and t - test was conducted using SPSS WIN 20.0. The results of this study were as follows: First, 32% of the early childhood education institutes were performing CT education. However, most of the institutions that responded performing CT education were conducting computer</p> | | |

education rather than CT education. Second, early childhood teachers recognized the necessity of CT education positively and showed high desire for CT education program. Third, there were no significant differences in the perception of early childhood teachers about CT education and CT education practices between kindergarten and childcare center. It is expected that the necessity of CT education for young children was discussed more actively and the direction of developmentally appropriate CT education will be established.

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| Parallel Session 1.3 | | 13:30-15:00 |
| HKERA International Conference Paper Presentation | | 13:30-15:00 |
| Higher and Teacher Education | | D4-LP-05 |
| 1.3A - 1 - 2208 | Teacher Social Skills: A Review of the research | English |
| Author(s) | Yeong Jong TAN , National Institute of Education, Nanyang Technological University, Singapore Gavin FULMER , The University of Iowa, United States Gwendoline QUEK , National Institute of Education, Nanyang Technological University, Singapore | |
| <p>Teacher social skills can potentially contribute to effective social interactions between teachers and students. Drawing upon literature until 2016 on the importance of teacher-student interaction in students' cognitive, social, and emotional development that emerged over the past three decades. However, there is a paucity of studies examining teacher social skills. This review provides an integrative review of the literature on social skills from various context and teacher-student interactions research to conceptualise a teacher social skills framework. Specifically, this framework highlights the importance of teacher social skills in the classroom by focusing on 8 dimensions under three key domains. The findings document that the existing social skills related frameworks tend to focus on 8 dimensions which have direct relevance for the nature of teaching. These 8 dimensions consist of social cues identification, social insight, social flexibility, conflict resolution, social initiation, social support, social proximity, and interpersonal influence. Using this framework, teachers can gain a deeper understanding on how to develop and manage relationships with their students in the classroom effectively. The usefulness of the Teacher Social Skills Framework is presented and discussed as a relevant framework for moving research in teacher-student interactions forward, including their theoretical and practical implications for researchers, practitioners, and administrators.</p> | | |
| Higher and Teacher Education | | D4-LP-05 |
| 1.3A - 2 - 1104 | Communities of Practice in Higher Education: A Buzzword or a New Way of Collaboration? | English |
| Author(s) | X.P. Tracy ZOU , The University of Hong Kong, Hong Kong | |
| <p>There has been an increasing popularity of 'building' communities of practice in higher education. In Hong Kong, the University Grants Committee (UGC) provided a generous fund of HKD 16 million during 2012 to 2015 to the eight publicly-funded universities for setting up communities of practice (CoPs) on teaching and learning. CoPs now often appear as one of the deliverables in various funding applications. However, questions also arise as to whether CoPs bring value to the participants and the institution or whether they are merely a new name for a work group. This study aims to explore faculty members' perceptions of and experiences with CoPs. A mixed method has been adopted in two universities in Hong Kong to investigate faculty members' perceptions of communities of practice, their motivations to participate (or not), and their experiences. Twenty semi-structured interviews were conducted, followed by a questionnaire survey with 43 valid responses. The findings showed a variety of conceptualisations of a CoP and a complex landscape of faculty members' engagement. The conceptualisations ranged from a highly formal understanding to an extremely broad one. The majority of the interviewees as well as the survey respondents have been involved in more than one CoP with different levels of engagement. Furthermore, CoPs have generally been regarded as a useful platform for knowledge sharing and professional development but their impact on the formal curriculum and institutional decision making was seen as limited.</p> | | |
| Higher and Teacher Education | | D4-LP-05 |
| 1.3A - 3 - 1139 | Teaching on a Foreign Land: Japanese International Students' Field Experiences at U.S. Public Schools | English |
| Author(s) | Yukari TAKIMOTO AMOS , Central Washington University, United States | |
| <p>This study qualitatively investigated what kinds of challenges international students from Japan encountered during practicum in a U.S. teacher education program. The study was guided by a concept of supervisor multicultural competence. The extent to which supervisors engage in culturally oriented discussions in supervision affects the relationship between supervisors and supervisees. The importance of supervisors' cultural responsiveness when guiding international students becomes salient when one considers cultural struggles unique to international students, such as fluency in English and understanding interpersonal patterns. The researcher observed the participants' teachings in the U.S. classrooms, interviewed them and their supervisors and mentor teachers, and collected relevant documents. After coding each participant's transcripts for words or phrases that stood out related to the study's research questions and analyzing observational field-notes and relevant documents, the researcher conducted axial coding in which each code was sorted into subcategories. These subcategories were subsequently compared and contrasted against each other to create larger categories. The findings revealed that all the participants struggled with English language skills, particularly when verbally expressing themselves, but the university supervisors and mentor teachers were more concerned about protecting their students'</p> | | |

self-esteem rather than honestly pinpointing their weaknesses in English. In addition, the participants lacked knowledge of classroom management styles of U.S. classrooms, but were not told explicitly what to do. The advice the supervisors and the mentor teachers gave, although seemingly culturally considerate, was not appropriate and not appreciated by the participants. The study raises fundamental questions concerning what culturally responsive supervising should entail.

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| Curriculum Instruction Assessment and Policy | | D3-G-03 |
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| 1.3B - 1 - 1064 | Many (but not all) Roads Lead to Rome. Global Citizenship Education and the Idea of Toleration | English |
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| Author(s) | Johannes DRERUP , University of Koblenz-Landau, Germany | |
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Toleration is a recurrent theme in contemporary debates about global citizenship education (GCE). It plays a pivotal normative role in general conceptions of GCE as well as in different domains of GCE, such as human rights education. My presentation will focus on two interrelated problems and ambivalences that are immanent to the very idea of a global conception and justification of education to tolerance as it is advocated by GCE. The first of these problems concerns the role of toleration in public debates. Critics of toleration as a political and educational ideal have pointed out that discourses of toleration are deeply entangled with societal power struggles and tend to naturalize social hierarchies and reify individual and collective identities. In light of this criticism, toleration not just refers to the peaceful resolution and negotiation of conflicts that pervade the world society. On the contrary, toleration itself seems to create and perpetuate precisely those political conflicts it is meant to resolve. The second, closely related problem concerns the justification of toleration as a global ideal in a global context. Especially postcolonial critics have argued that liberal conceptions of GCE and of toleration rely on distinctively 'Western' notions of the self and of autonomy, which are neither compatible with the universalistic aspirations of GCE nor with the vast plurality of conceptions of the good to be found around the globe. Based on a reconstruction of these critiques I will develop a defence of an autonomy-based conception of toleration as an aim of GCE.

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| Curriculum Instruction Assessment and Policy | | D3-G-03 |
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| 1.3B - 2 - 1081 | Free Semester Schooling: Korea's Radical Departure toward 21st Century Educational Revolution | English |
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| Author(s) | Byong-Sun KWAK , Korean Educational Development Institute, South Korea Cholkyun SHIN | |
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With the change of national power structure in 2013, Korean government initiated "Free-Semester Schooling (FSS)" as a key educational reform policy for 21st Century. The main idea of FSS is encouraging middle schools to arrange one semester freedom to students so that they can initiate their own learning experiences without any achievement tests. In the beginning 42 middle schools participated as pioneer schools and now in its fourth year the whole middle schools are implementing the FSS in full scale.

This presentation in relation to the FSS will discuss five topics: 1) Why FSS in Korea's school setting? 2) What vision is envisaged through the FSS? 3) Why one semester freedom among the whole six semesters? (4)What is interim outcome of FSS? (5) What are issues and tasks to overcome moving forward?

This FSS is a radical departure from conventional schooling in view that test driven teaching-learning process has been deep seated for decades and students have been under pressure of prescribed curriculum structure. The core idea behind FSS is to provide students with happy education to nurture their own dreams and talents with focus on creativity and self-directed learning capacity. Over the past four years, the FSS has been identified as satisfying response from students and teachers both. First, the satisfaction levels of students, teachers and parents have increased simultaneously. Second, students' performance level remained high, while their levels of future skills and capacities have been enhanced as well as their capacity of self-directed learning. Students have also become more likely to express themselves clearly in an educational setting. Third, the bond among students has been strengthened and school bullying showed some signs of reduction. In other words, students have become more willing to cooperate with one another and a peer learning network started to sprout.

However, in succeeding the FSS, issues calling for radical changes emerge from micro to macro level including students' orientation toward new approach, educational resource allocation, teaching staffs role, community participation, career ladder selection system, etc. In a word, this paper will argue that the FSS can be really a breakthrough for Korean education for the 21st Century?

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| Curriculum Instruction Assessment and Policy | | D3-G-03 |
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| 1.3B - 3 - 1110 | The Changing Nature of College English in Mainland China | English |
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| Author(s) | Lina DONG , The Education University of Hong Kong, Hong Kong | |
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This paper explores the orientation of various components of College English (CE) in mainland China. The paper also identifies difficulties caused by the complexity of CE at the implementation level. CE has occupied an important position in English education in China since 1978. It aims to equip tertiary students with advanced language knowledge and skills to promote modernization and society development. Although CE has had a checkered history in recent years, there is a clear trajectory in terms of intended pedagogy. The paper adopts an historical perspective, and through textual analysis, it examines formal policy documents (such as syllabi) about CE. From the review and analysis, this paper summarizes four trends of CE reform and portrays how it has been constructed at the policy level. During the 1980s, political forces were the primary drivers of CE reform; now, economic factors and educational considerations are the main impetus. The changes made from 1980s to 1990s involve a shift from a predominantly grammar-focused method to a communication-oriented method. However, it's not a binary choice. Grammatical knowledge is included in the new syllabus alongside the emphasis on the ability to utilize the

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| language in authentic situations. This paper will contribute to a deeper understanding of CE and will help institutes and teachers to be aware of pitfalls when creating their CE system. | | |
| Higher and Teacher Education | | D4-G-04 |
| 1.3C - 1 - 2243 | Academic adaptation amid internationalisation: The challenges for Local, Mainland Chinese, and International students at Hong Kong's universities | English |
| Author(s) | Baohua YU , The Education University of Hong Kong, Hong Kong | |
| Internationalisation has been actively pursued by Hong Kong's universities. Recent years have witnessed steady quantitative growth in the proportion of non-local students. To ensure a qualitative success of internationalisation, it is crucial that universities can successfully cater for students with diverse educational experiences. In this context, the current research explored the main challenges to academic adaptation among different groups of students. To achieve this, focus group interviews were conducted with 119 Local, Mainland Chinese, and International students at four Hong Kong universities. Findings revealed variation among the groups in academic adaptation challenges. First, adaptation to an English medium of instruction was a major concern for Local and Mainland Chinese students, while International students noted that limited English proficiency among other students undermined classroom discussions and led to tensions in group projects. Second, findings also called attention to challenges in adapting to an unfamiliar teaching, learning, and assessment culture. Local students faced challenges in adapting to a wider range of assessment modes and academic writing. Moreover, Mainland Chinese and International students reported – often in contradictory ways – how teacher-student relations and teaching approaches differed from prior educational experiences. Implications for the successful delivery of higher education amid internationalisation are discussed. | | |
| Higher and Teacher Education | | D4-G-04 |
| 1.3C - 2 - 2255 | Students as partners in identifying self-directed learning: A case study in Engineering | English |
| Author(s) | Anand VYAS , The Hong Kong Polytechnic University, Hong Kong Chun Wah LEUNG Wai On WONG | |
| In most engineering curricula, the teaching strategy is teacher-centered comprising of theory and scripted laboratory work. The main objective of this study is to investigate if self-directed learning, within a course format, can generate higher level of learning. The method implemented here is on two fronts: the students were given the autonomy to work and shape broadly defined laboratory task of their own choice in contrast to the traditional way where specific laboratory work is assigned to the students by the lecturer; moreover, in most cases students have little prior experience of the topics that are covered in the lecture, thus students were required to do a pre-lecture reading on specific topics and submit reading summaries. For the assessment of laboratory component, a multidimensional survey was administered twice, that is pre-laboratory and post-laboratory to evaluate any quantifiable effect on students' learning. Survey covered wide range of attributes from student motivation, attitude, to their learning environment simulation. There were significant correlations ($p < 0.03$) of student's questionnaires with student attitudes. High and low motivators show considerable difference ($p < 0.01$) on their questionnaire scores that measures overall motivation in such an approach. The results indicated feasibility in self-directed learning along with, a growth in self-efficacy and ability to perform task to scaling right from collection of data to interpretation and projecting application of knowledge. Pre- and post- survey data point at statistically significant margin in self-efficacy of students with $p < 0.03$. Mean correlations with other scales on active learning strategies is 0.39. To conclude, the implementation of above self-directed learning strategies acknowledges that students can engage into more in-depth and need-based learning that can improve the overall quality of both learning and teaching. The results provide evidence to encourage further widespread inclusion of self-directed learning into engineering curricula. | | |
| Higher and Teacher Education | | D4-G-04 |
| 1.3C - 3 - 2265 | Technology mediation and pedagogical approaches in higher education courses | English |
| Author(s) | Shanti DIVAHARAN , Associate Professor, Singapore | |
| The report presents the results of a baseline survey on areas relating to the teaching and learning in an institute of higher education. The objective of the survey is to gain a comprehensive understanding of the existing ways in which technology has been integrated into the courses: Fully Online, Technology-mediated, and Non-Technology mediated. The survey also sought to capture data on the pedagogical approaches and instructional strategies adopted by the different Academic Groups (Departments). The key findings of the survey are as follows: There are no fully online courses offered in the institute and the distribution of technology-mediated courses is only slightly more (52%) than non-technology mediated, which is at 48%. Within the technology-mediated courses, the duration spent on online interaction is around 20% and while 80% of lesson time are spent on face-to-face interaction. Lecture is the most popular pedagogy used by faculty members, followed by collaborative learning, inquiry-based and experiential learning. The least used are gamification and mobile learning pedagogical approaches. The top three instructional strategies used by faculty members are problem-solving, group investigation and discussion. | | |

Most of the e-tools used by faculty were from the Learning Management System. This is followed by e-tools in Google. The e-tools with highest usage relates to assignment and plagiarism checking facility, followed by communication tools for discussion and collaboration. This presentation will focus on the sharing of the results, and explore the key challenges in conducting such a survey and how the results can be utilised for the benefit of the institute.

Secondary School Education **B4-LP-13**

1.3D - 1 - 1007 Transforming learning space into a technology-enabled 'i-Space' for teacher-makers to create innovative pedagogies and artefacts English

Author(s) **Hong Poh LIANG**, National Institute of Education, Nanyang Technological University, Singapore
Wangyal TSERING, National Institute of Education, Nanyang Technological University, Singapore
Choon Lang QUEK, National Institute of Education, Nanyang Technological University, Singapore

To promote 21st century quality learning, NIE (Singapore) setup 'i-Space' – a learning space where student teachers and faculty can collaboratively learn and tinker with various advanced technological tools to make both tangible artefacts as well as various digital media resources. i-Space supports live video broadcast, conferencing and recording using Cisco WebEx and Spark, 3D printing, chroma key, audio and video editing, computer coding STEM activities, interactive smartboard etc. The learning environment itself is highly flexible with allowance for multiple configurations to support collaborative work. It has soundproofing and special lighting to facilitate all these activities.

The main aim behind the creation of 'i-Space' was to help student teachers' gain experience and expertise in digital making and maker pedagogy in a safe learning environment where they can collaboratively explore, experiment, and tinker with their artefacts and/or instructional practices before implementation. i-Space is also a space where our faculty can engage learners through innovative pedagogies like blended synchronous online learning.

During the presentation, we will share how education design research methodology was used as a conceptual framework to guide the three iterative design cycles before the implementation of i-Space. They were based on Plomp's (2013) systematic design cycles. Expert, practitioner and user appraisals were conducted to gather data. After each cycle, changes were made to the initial design based on new insights gained from the data. We will share our experience-based suggestions as design principles for the development of similar learning spaces and the initial response we received from students and faculty.

Secondary School Education **B4-LP-13**

1.3D - 2 - 1147 A multiple case study of teachers' roles in bioethics discourses English

Author(s) **Yu CHEN**, The Education University of Hong Kong, Hong Kong
Wing Mui Winnie SO, The Education University of Hong Kong, Hong Kong

There is a research interest in science education investigating teachers' proper roles in teaching about controversially socio-scientific issues-based (SSI). In response to this, this study explored teachers' roles in discussing the issues of bioethics in the classroom using a multiple case study. Four teachers and their students from four high schools in Hangzhou, Mainland China participated in this study. Data collection methods used included lesson observations and pre- and post- individual interviews. Through content analysis, results indicated that the four teachers adopted multiple roles in bioethical discourse to serve different instructional purposes. 'committed instructor' was the role that was more commonly adopted to address the purposes such as stating tasks, explaining key concepts, or making summaries. The second was 'neutral facilitator' to encourage students' talking, listening, or giving justifications during discussions. However, the teachers appeared encounter difficulties in facilitating higher order argumentation process of students (e.g. reflection or evaluation). Occasionally, the teachers also acted the roles of 'devil's advocate', 'participant' to challenge students' ideas or 'observer' when students were able to continue discussions by themselves. Furthermore, results suggested that what roles the teachers performed depended on their views on personal roles, the role of the students, as well as the complexities of the issues to large extent. The implications of this study for supporting teachers to organize more effective SSI-based moral discussions are discussed.

Secondary School Education **B4-LP-13**

1.3D - 3 - 1148 Key Problems and Effective Strategies of Scientific Reading in Chemistry Teaching English

Author(s) **Yandan NING**, Beijing Normal University, China
Lei WANG, Beijing Normal University, China
Rui WEI, Beijing Normal University, China
Hongyan LIN, Beijing Jingshan School, China

Scientific reading is a necessary skill for students to develop. Researches have been shown that good scientific reading helps students to understand the scientific concepts in depth and promote the development of students' scientific literacy. However, the value of scientific reading in mainland basic education has not yet paid enough attention. The scientific reading performed by researchers is mostly the reading of Chinese and English subjects, or in elementary school science curriculum. The current classroom rarely use this way to teach. To explore the key issues and effective strategies for scientific reading in chemistry teaching, this study designed and implemented the teaching of scientific reading about the atomic structure and periodic table of elements in a 10-grade class in a high school in Beijing, in which students have already finished chemistry required course. The whole class is divided into 3 sections, the first two sections for students to read independently and the last section to discuss the questions. This study collects 32 students' reading notes after their independent reading and coding analyzes 29 of them. It is found that the students' independent reading is concerned with the proposition, the conclusion, the example and the

fact description. Through the analysis of the teacher and students' behavior, it is found that the teacher set two directional questions and continued to ask led to the explicit of students' knowledge structure. Students' misconceptions were changed and epistemic perspectives was developed at the same time. At last, the study knows about the students' interest in reading by a interview. The case is a meaningful practice in scientific reading in chemistry teaching, providing experience for the development of science reading in science teaching.

HKERA International Conference Workshop D3-P-02

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| 1.3E - 1057 | Process over Product – It's more than an equation! | English |
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| Author(s) | Lorraine Day , The University of Notre Dame Australia, Australia Derek Hurrell , The University of Notre Dame Australia, Australia |
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Developing number and algebra together provide opportunities for searching for patterns, conjecturing, justifying and generalising mathematical relationships. Further, it allows the focus to be on the process of mathematics and noticing the structure of arithmetic and our number system, rather than the product of arriving at a correct answer. Two of the big ideas of mathematics are those of multiplicative thinking and algebraic reasoning. By noticing the structure of multiplicative situations, students will be in a position to reason algebraically and the process of reasoning algebraically will allow students to appreciate the value of thinking multiplicatively rather than additively.

The aim of this workshop, suitable for teachers of mathematics in primary and lower secondary settings, will be to link the two big ideas of mathematics of multiplicative thinking and algebraic reasoning, looking at how each enhances the study of the other. The workshop format will be hands-on and interactive, based on a concrete – representational – abstract approach (CRA) to learning. Participants will work through a range of tasks suitable for use in their classrooms and investigate how these tasks can assist teachers to encourage students to notice the underlying structure of mathematics.

It is intended that teachers who attend this session will leave with a better understanding of how these two big ideas of mathematics of multiplicative thinking and algebraic reasoning can be developed together as the study of each enriches the other. The teachers will also have access to a range of tasks to use in their classrooms to develop these two big ideas.

WERA Focal Meeting Paper Presentation 13:30-15:00

| Reference Code | Presentation Title | Abstract | Presenter(s) / Author(s) |
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Students, STEM (Science, Technology, Engineering and Mathematics) and Learning World-Wide D3-LP-02

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| 1.3F | Chair: Alia SHEETY , Cabrini University, USA, alia.sheety@cabrini.edu | | |
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| 1.3F - 1 - 50 | From Experience, Discovery to Reflection: The Effects of Scientific Activities on Female's Scientific and Technological Talents Cultivation | This study aims to integrate gender issues into science education and to lessen the negative impact of gender bias through lectures and laboratory adventure activities. The activities will combine the concept of gender awareness and gender equality to provide students with hands-on experience and learning opportunities. We hope that by providing role models and personal participation in the laboratories will enhance female students' interest in science and break the gender stereotype. The activities of this study integrate Bandura's (1977) concept of role model with Steele and Aronson's (1995) "stereotype threat," and introduce female scientists as the role models for female students. Through lectures and laboratory adventure activities, this study hopes to dispel the gender myth and establish gender equality as the mainstream awareness of scientific learning attitude. The participants of this study include junior and senior high school students from Kaohsiung, Tainan, Pingtung, and Taichung in Taiwan. The scientific attitude questionnaire was utilized to assess scientific learning gender-stereotyped beliefs, interest in scientific learning, the attitude of scientific exploration, and self-concept of scientific learning. A "learning feedback form" was designed to monitor the quality of all activities. Through the activities, this study hopes to enhance female students' interests in science and provide them an opportunity to discover the potential of engaging in science careers in the future. Also, this study hopes to break the gender stereotype that implies females to be disadvantaged in science learning and establish a friendly learning environment for female students. | Hsiao-Chi HO , National Sun Yat-sen University, Taiwan, hohc0709@gmail.com ; Ying-Tung LIU , National Sun Yat-sen University, Taiwan, santaliu123@mail.nsysu.edu.tw ; Min-Ju LIU , National Sun Yat-sen University, Taiwan, b941020045@gmail.com ; Ying-Tze CHEN , National Sun Yat-sen University; Ying-Yao CHENG , National Sun Yat-sen University, Taiwan, chengyy@mail.nsysu.edu.tw |
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| 1.3F - 2 - 148 | Measuring Mathematics Classroom Learning | The objectives of this study were to measure students' perceptions of mathematics | Venkata L N ALURI, Curtin University, |
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| | Environment and Associations with Achievement | <p>classroom learning environment and investigate their associations with students' achievement. We developed a new instrument, called the Mathematics-related Constructivist Oriented Learning Environment Survey (MCOLES) containing 7 dimensions and 56 items, by using theories surrounding mathematics learning (Ernest, 1991; von Glasersfeld, 2000) and classroom learning environment (Fraser, 2014) and building on the pre-existing 88-item Constructivist Oriented Learning Environment Survey (COLES) (Aldridge & Fraser, 2008). We validated MCOLES by following Trochim and Donnelly's (2006) framework with data obtained by administering it to 511 Year 10 mathematics students from five schools in India and one in Australia.</p> <p>We estimated scale reliability using Cronbach's alpha coefficient and ANOVA and, after excluding 6 out of 56 items, extracted 10 factors via exploratory factor analysis (EFA) of MCOLES. Finally, we obtained maximum likelihood estimates of 10 factor loadings (0.4-0.9) and factor values through confirmatory factor analysis (CFA) using Mplus software. Correlations between factors and students' achievement on a topic test were weak to moderate, suggesting practical implications for mathematics teaching.</p> <p>Significant correlations among the 10 factors necessitated the application of second-order CFA to MCOLES, which yielded a uni-factor representation for the construct classroom learning environment. This result is useful for further research by structural equations modelling for quantifying the joint influence of students' prior knowledge and classroom learning environment on achievement and also examining similarities and differences by ability groups within a class in cross-country settings.</p> | Australia, venkatalnaluri@yahoo.com.au; Barry J FRASER , Curtin University, Australia, b.fraser@curtin.edu.au |
| 1.3F - 3 - 2 | An International Prospective of Mexican Students' Disposition towards Mathematics at the High School Level | <p>This study focuses on Mexican students' disposition and attitudes towards mathematics at the high school level and the teacher's influence on them. Since the purpose of this research is to understand this educational phenomenon, this study includes the interpretative paradigm. The international perspective of this research is with the aim to generate studies related with affectivity in mathematics education in Mexico to conduct further comparative studies with other countries. This study is conducted using a qualitative methodology. The research design involves the case study method. The conceptual framework that supports this study is composed by The Emotional Mathematics by Gomez (2000), Affective Domain Characteristics and Disposition Productivity by Lynch (2013). The participants were three mathematics teachers and 87 high school students of second semester. Data sources were survey, interview, observation, and focal group. The survey was to diagnose the students' disposition productivity and preference for mathematics. Later, a focal group with the students with major non-productive disposition was composed. Then, the three teachers were interviewed to know the perspective about affective dimension within learning, and six classroom observations were conducted. For data analysis, were used categories, codes, and triangulation to contrast the information collected. Findings show that the majority of students present a non-productive disposition towards mathematics. Also this study found some factors that influence student disposition, they are: mathematics complexity, interest, usefulness, self-concept, didactic materials, scholar educational system, people closed students, teaching methodology, and teacher's attitudes and personality.</p> <p>Key Words: disposition, attitudes, mathematics, high school level, affective dimension.</p> | Maria de los Angeles CRUZ QUIÑONES , Universidad Autónoma de Ciudad Juárez, México, titacq@hotmail.com; Maria D. CRUZ QUIÑONES , New Mexico State University, USA, mdacruz@nmsu.edu |
| 1.3F - 4 -58 | A cross-trait (Hong Kong and Taiwan) study | The aim of the current research was to investigate: (i) if school management (between-level) | Wing Yip CHUI , The Education University of |

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| | <p>on the school management and students' attitudes towards mathematics and science: By multilevel MIMIC-SEM</p> | <p>in both Hong Kong and Taipei was associated with students' learning self-concepts and attitudes towards mathematics and science (within-level); (ii) if there were any differences between Taiwanese and Hong Kong's school management (between-level) as well as any differences between the self-concepts and attitudes towards mathematics and science (within-level). The dataset was from PISA 2015. The sample consisted of 9216 15 year-old students from Hong Kong and Taipei that included 442 various secondary schools. The school management was based on the dataset of the "school questionnaire" of PISA 2015 whereas the students' self-concepts and attitudes towards mathematics and science and other relevant constructs stemmed from the dataset of the "student questionnaire" of PISA 2015. Multilevel multiple-indicator-multiple-cause structural model (Multilevel MIMI-SEM) illustrated that school principals in Taipei rated themselves higher in appropriate school management than their Hong Kong counterparts did. Furthermore, Taiwanese students reported higher learning motivations and greater preferences for mathematics and science than their Hong Kong counterparts did. It was implied that Taipei secondary school might serve as models for Hong Kong secondary schools regarding school management. It appeared that once the school management in Hong Kong schools enhanced, the students would become more interested in mathematics and science so that the STEM education in Hong Kong might be further enhanced. The work was fully supported by the grants from the Central Reserve Allocation Committee and the Faculty of Education and Human Development of The Education University of Hong Kong (Project No. 03A28) on the project titled "Big Data for School Improvement: Identifying and analyzing multiple sources to support schools as learning communities."</p> | <p>Hong Kong, China, francischui.fc@gmail.com</p> |
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WERA Focal Meeting Symposium

| Reference Code | Presentation Title | Presenter(s) / Author(s) | Chair/Discussant(s) |
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The Promotion of Whole-Child Education and Positive Conditions for Learning in China D1-LP-02

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| 1.3J - 17 | Child Friendly Schools World Wide and in China | Margo O'SULLIVAN , UNICEF China, China, mosullivan@unicef.org | <p>Chair: David OSHER, American Institutes for Research, USA, dosher@air.org</p> <p>Discussant: Elizabeth Spier, American Institutes for Research, USA, espier@air.org;</p> |
| | The Development and Implementation of the Child Friendly Schools Model in China | Xiaoping GUO , UNICEF China, China, xguo@unicef.org | |
| | The Impact of the Chine Whole-School Approach for Primary School Students Social Emotional Competences in Rural China | Mao YAQING , Beijing Normal University, China, maoyaqing@bnu.edu.cn; Du YUAN , Beijing Normal University, China, duyuan@bnu.edu.cn | |
| | Evaluating the Child Friendly Schools Pilot in Southwest China | Hu LING , Shanghai Academy of Education Sciences, China, 490204785@qq.com; Wang RUIDe , Shanghai Academy of Education Sciences, wrd489136@163.com | |
| | The Relation between Parental Aspirations and Student's Mathematics Achievement in Western China | Tao XIN , Beijing Normal University, China, xintao@bnu.edu.cn; Yehui WANG , Beijing Normal University, China, yehuiwang@bnu.edu.cn; Tuo LIU , Tianjin Normal University, China, mikebonita@163.com | |

Abstract

Every child in China now has access to free compulsory education services through junior secondary. Despite this advance, the quality of basic education needs significant improvement. Part of the problem is the disparity in the quality of education in schools across China. Especially in rural areas, head teachers and teachers may lack the necessary skills and effective training. Although the Chinese government's national curriculum calls for interactive teaching and learning, teachers need effective support to implement these reforms. In addition, schools often lack essential resources that would enable an optimal teaching-learning environment.

These factors can contribute to low social and emotional wellbeing among certain students, especially those from ethnic minority communities, in remote rural areas, and children affected by migration. High social and emotional wellbeing correlates with better performance in school. UNICEF China works with the Ministry of Education and partners to help schools with the most disadvantaged children to effectively implement the Ministry's child friendly policies, standards and curricula. We want happy engaged children learning better in child friendly schools with quality teachers who have access to effective teacher support systems. To achieve these goals, UNICEF China works with Ministry of Education and partners, focusing on the most disadvantaged schools, to (1) devise a costed child friendly schools model that enables schools in disadvantaged areas to successfully implement the Ministry's child friendly quality school standards; (2) improve the social and emotional wellbeing of the most disadvantaged children, through a whole school social and emotional learning and mental health education approach; (3) provide professional support for teachers and school heads toward innovative and effective teaching and learning; (4) promote hygiene and sanitation in schools and positive child friendly school environments, including work on climate change education and disaster risk reduction; and (5) provide research, assessment, and knowledge management for evidence-based advocacy and policy impact, which includes work with the Ministry on policies and standards/guideline development, such as school supervision, and research on emerging priorities, for example special education, and extent to which the child friendly schools model improves learning in disadvantaged schools. In this symposium, we will present five papers that demonstrate how we are carrying out this work in China. The first paper addresses what UNICEF is trying to accomplish in China and how it contributes to UNICEF's global goals for education and child wellbeing. The second paper addresses how UNICEF China and its partners have developed and implemented this work in collaboration with the Ministry of Education, and in alignment with the Ministry's goals. The third paper describes how social and emotional learning is being conceptualized, promoted and measured in China. The fourth paper describes a longitudinal, mixed-methods evaluation currently underway to assess the process by which China's schools can become more child friendly, and associated changes that can be observed in the conditions for learning. And the fifth paper addresses the relationships between parental aspirations and children's mathematics achievement in western China.

Teaching Work and Curricular Changes in The Contemporary World: Traveling Reforms and The Neoconservative Agenda in Education Policies **D3-G-05**

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| 1.31 - 27 | Globalization, Regionalization and Nationality: Education in Times of Performativity and Competition | Mário Luiz NEVES DE AZEVEDO , Maringa State University, Brazil, mario.de.azevedo@uol.com.br | Chair & Discussant: Geovana Mendonça LUNARDI MENDES , Santa Catarina State University, Brazil, geolunardi@gmail.com |
| | Curriculum Studies: A Note on Non-Epistemological Crisis | José Augusto PACHECO , University of Minho, Portugal, jpacheco@ie.uminho.pt | |
| | The ethnography of education as a reaction against a centralized and top-down curriculum | Jesus Maria SOUSA , Madeira University, Portugal, angi@staff.uma.pt | |
| | Teaching work and resistance in a conservative context: the Brazilian Teacher Union agenda | Andrea Barbosa GOUVEIA , ANPED/UFPR, Brazil, andrea-gouveia@uol.com.br gouveia@uol.com.br | |
| | Performativity Practices in The Portuguese Educational System | Joana SOUSA , University of Minho, Portugal, joanarfsousa@gmail.com; José Augusto PACHECO , University of Minho, Portugal, jpacheco@ie.uminho.pt | |

Abstract

Studies of Education Policy have pointed out the capacity of some policies to 'travel' through different countries, being presented as options of valid solutions for very diverse contexts. Associated with that, different countries in different continents have experienced the return of governments with conservative politics and with an agenda that disrespects the democratic educational one. We aim to discuss here the pressures and tensions that the education policies, especially the curricular ones, have undergone before this agenda that some scholars call neoconservative. In different national contexts, Brazil and Portugal, we seek to understand how curricular policies have been called to face dilemmas from the dialog between national and global. In all cases, the place that the teaching worker occupies is emblematic, either to guarantee his/her substantive action (in a democratic and inclusive bias) or to make him/her the neutral agent that applies standardized and meritocratic procedures (in a conservative neoliberal bias). The session proposed here to reflect on what it is to be a teacher in conservative contexts and to provoke debate on the implications of this situation in the world context. To this end, we discuss the challenges of globalization and a new regionalism, and the articulation of this with the tensions to meet diversity, while we face policies of curricular centralization and standardized assessments. We discuss how, in these countries, we are able to identify the reconfiguration of a neoconservative agenda for education policies.

| Keynote Speech 2 | | |
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| 15:00-15:40 | Keynote Speech 2 <i>Can education change the world? Educational eco-systems for equity and quality of learning</i> Professor Hannele NIEMI | D1-LP-04 |
| Joint-Keynote Speech 3 | | |
| 15:40-16:20 | Joint-Keynote Speech 3 <i>Education reform phenomenon?</i> Professor Yin-cheong CHENG & Professor Wing-mui Winnie SO | D1-LP-04 |
| 16:20-16:35 | Afternoon Tea Break | Outside area of D1-LP-08 |

| Parallel Session 1.4 | | 16:35-18:05 |
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| HKERA International Conference Paper Presentation | | 16:35-18:05 |
| Language and Literacy | | D2-LP-10 |
| 1.4A - 1 - 1005 | Efficacy of Written Corrective Feedback (WCF) and Pre-Writing Grammar Instructions on Inter-lingual English Errors (ILEE): A Case Study in a Hong Kong Secondary Classroom | English |
| Author(s) | Wai Nga Alice YEUNG , The Signifier, Hong Kong | |
| <p>Although English is one of the official languages in Hong Kong, English is no different from a foreign language (EFL) to most local students. English communication is restricted in classroom settings, where English grammar is taught directly by teachers. Written corrective feedback (WCF) is a pedagogical device aiming at fostering students' ability in identifying, correcting, and avoiding grammatical errors in writing. Yet, as Lee (2011) observed, the obsession towards marking all grammatical errors in writing had led to students' confusions and incapability in correcting their errors. Furthermore, as students often lack knowledge in grammar items underlying the WCFs, many of them simply get lost in this situation. The aim of this study is to find out the possibility to enhance students' grammatical accuracy through indirect ILEE-focused and coded WCF, coupled with pre-writing grammar instructions focusing on inter-lingual English errors (ILEEs) that are deeply rooted from interference of Chinese grammar. Case study method is adopted in this study. Thirty local EFL secondary school students participated in a writing course focusing on six ILEEs, namely missing prepositions, verb form errors, misuse of it/there patterns, article errors, confusions in active/passive voice, and word class confusions. Participants received indirect ILEE-focused and coded WCF from teachers in the eight writing drafts (four writing tasks X two drafts each). Progress in grammatical accuracy was measured by the difference between pre- and post-study ILEE identification tasks, and changes in ILEE error rates (number of errors divided by the usage of related grammar items) in writing samples. Participants' perceptions towards indirect ILEE-focused and coded WCF and ILEE-focused pre-writing grammar instructions were measured in pre- and post-ILEE course perception questionnaires. In addition, individual interviews (namely pre- and post-ILEE course interviews) were conducted to obtain information about participants' experience in the learning process. Results indicated that statistically significant improvement was found in post-study ILEE identification tasks ($p < .001$), and reduction of verb form error rates across tasks ($p < .001$) was the most impressive among the six targeted ILEEs. Despite the progress, participants still reflected the wish to return to conventional unfocused WCF on the grounds of worries about overlooking grammatical errors in their writing. Cognitive development underlying the learning process, as well as socio-cultural implications of research findings, are discussed with suggestions to develop a system of standardized WCF code for ILEEs and calling for establishing a natural English environment to develop students' internalized language structures.</p> | | |

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| Language and Literacy | | D2-LP-10 |
| 1.4A - 2 - 1019 | The variation of formative assessment effect on adolescents' literacy achievement across cultures: A multi-group multilevel mixture modeling approach | English |
| Author(s) | Yuyang CAI , The Education University of Hong Kong, Hong Kong Dr Ronnel Bornasal KING , The Education University of Hong Kong, Hong Kong | |
| Formative assessment as an important component of instruction has long been claimed to play an important role in enhancing students' academic achievement. Regardless of this strong belief, empirical findings from studies across the world about this effect are usually inconsistent. While many factors existing at different educational levels have been claimed to be responsible for these mixed findings, an important one has been recognized as culture difference that has led the effect of formative assessment to vary. Giving this gap, the current study was conducted to examine the variation of the effect of formative assessment on adolescents' literacy achievement across the three major cultures in the world: Confucian-heritage countries, English speaking countries, and European Catholic countries. To achieve this goal, I used the Programme for International Student Assessment (PISA) 2009 reading responses data by adolescents from 19 countries: 5 Confucian-heritage countries, 5 English-Speaking countries, and 9 European Catholic countries. Results of multi-group multilevel mixture modeling showed that formative assessment worked in different mechanisms in facilitating adolescents' literacy achievement: it worked as a direct predictor of literacy achievement for countries of the two Western cultures but as a suppressor a (booster) of another predictor (i.e., questioning) in facilitating literacy achievement. Implications for educational policy making and for the implementation of formative assessment strategies in these different cultures are discussed. | | |
| Social Science Education | | D2-LP-10 |
| 1.4A - 3 - 1100 | The Study of Children's Internet Using, Internet Using Behavior and Interpersonal Relationship by Parental Attitudes for adolescents | English |
| Author(s) | Tung-Yen CHEN , DA-YEH University, College of Management, Taiwan Shao-I CHIU , DA-YEH University, Taiwan Hsiu Yuan HU , Taipei College of Maritime Technology, | |
| The main purposes of study to explored the relationships of parental attitudes toward children's internet using, internet using behavior and interpersonal relationship of adolescent. The study was conducted through the questionnaire-survey method. Subjects were 715 senior-higher students from Miaoli County in Taiwan. The questionnaires were developed by researcher and the data was analyzed by t-test, ANOVA, chi-square test, Pearson product-moment correlation and hierarchical regression analysis. The results of the study were as follows: 1. There were significant differences in the different background variables of the participator concerning parental attitudes toward children's internet using, internet using behavior and interpersonal relationship. 2. There were significant correlations between parental attitudes, children's internet using, internet using behavior and interpersonal relationship. 3. Parental attitudes toward children's internet using and behaviors of getting knowledge could significantly predicted interpersonal relationship. Finally, the suggestions for parents, school, and future researchers were made according to the results of the study. Keywords: Parental attitudes, Internet Using, Internet Using behavior, Interpersonal Relationship | | |
| Early Childhood Education | | D1-G-03 |
| 1.4B - 1 - 2189 | 觀察三至四歲幼兒在運用「問題－探索－經驗」（QEE）教學模式下的藝術課程中，其平面創作中的原創性發展 | 廣東話 |
| Author(s) | 譚寶雲 , 香港教育大學, 香港 | |
| 藝術教育提供機會及空間讓學生思考、實踐。它沒有既定的標準，學生可透過自我思考，運用已有的知識去發揮、創作。然而香港大部分幼稚園的教學模式皆是單向性的教育，知識大多是由老師傳遞給幼兒，缺少讓幼兒自行探索，發現問題及找尋答案的過程和機會，以致幼兒的學習模式多是複製老師的示範，尤其在藝術科的創作活動。但幼兒完全複製老師的作品又是不是代表他們沒有創造能力呢？ 要提升幼兒的藝術創作能力，首要的是提供多元的學習機會讓幼兒學習藝術的知識和技能，因此，將藝術課程與「問題－探索－經驗」（QEE）的模式結合，可讓幼兒達到親身體驗和探索的過程，讓他們透過提出問題、設立假設、擬訂解決方案、選定及執行解決方案、驗證與改進等程序實施的教學模式下學習不同藝術的知識和技巧，透過探索不同種類的物料、色彩的運用，以提升他們的創造能力。 | | |

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| Early Childhood Education | | D1-G-03 |
| 1.4B - 2 - 3377 | 幼師的音樂能力與音樂創意教學的關係 | 廣東話 |
| Author(s) | 陳詩韻, 香港教育大學, 香港 黃潔薇, 香港教育大學, 香港 | |
| <p>幼兒音樂教育十分重視創意。本研究旨在探討不同音樂能力的幼師對「創意」與「幼兒音樂教育」兩者結合的看法，並找出其音樂創意教學行為的特徵。本研究就 3 位來任教同一幼稚園的老師作個案研究，透過課堂觀察和訪談來蒐集資料並進行結果分析。</p> <p>研究結果顯示，不同音樂能力的老師都認同應在幼兒音樂課堂上加入創意教學元素。音樂造詣較高的老師對創意教學的理解較為深入，在音樂課堂上更能引領幼兒表達創意行為。結果反映提升老師音樂能力才能有效推動創意音樂教育。</p> | | |
| Social Science Education | | D1-G-03 |
| 1.4B - 3 - 3375 | 為何第三組別男生「不」願意學習通識？ | 廣東話 |
| Author(s) | 陳潔華, 香港教育大學, 香港 陳宗迪, 香港教育大學, 香港 | |
| <p>近年，香港社會對男女生的學業成績的差異越來越關注，甚至擔心男生的「不濟」會有嚴重的社會後果。本研究希望以學生通識科的學習經驗，拉闊大眾對「男生失利」的現象的認識和討論。筆者應用民族誌的研究方法，選取一所香港地區第三組別中學的一班中四級學生為研究對象，探究這班男生是如何看待學習、不學習通識的原因以及學生對通識科課程與教學實踐所持的意見，並了解學生的家庭背景如何影響他們的生涯決定。</p> <p>研究發現男生對通識科的低參與，是一個理性分析後的結果，從而使他們有更多時間放在更有「價值」的學科上，以確保能夠取得更高的學歷。此外，通識科的「麻煩」及「難以觸摸」令他們過往學習的成功模式失效，繼而對通識科產生抗拒的情感。最後，家人的生活經驗和不同程度上的干預，也影響了學生的生涯和學科決定。</p> | | |
| Primary School Education | | D3-G-07 |
| 1.4C - 1 - 2231 | The study of Hong Kong 5th and 6th graders' performance on the number sense three-tier test | English |
| Author(s) | Der-Ching YANG, National Chiayi University, Taiwan Ka Luen CHEUNG, The Education University of Hong Kong, Hong Kong | |
| <p>The purposes of this study were to examine the Hong Kong 5th and 6th graders' performance on the number sense three-tier test, the differences between 5th and 6th graders, and possible misconceptions. The number sense three-tier test included a content-tier which assesses content knowledge of number sense; a reason-tier, which assesses a reason selected for the first-tier response; and the confidence-tier, which assesses how confident the students are in their answers to the first two-tiers. A total of 125 fifth graders and 942 sixth graders from Hong Kong joined the test. A quantitative method was used to analyze the data and the data was collected through the on-line test. Data showed that the correct percentage (confidence index) on the first two-tiers (content-tier and reason-tier) for fifth and sixth graders are 56.6% (4.49) and 54.0% (4.27), respectively. The fifth and sixth graders all performed the best on "Being able to recognize the number size" and the worst on "Being able to judge the reasonableness of a computational result". Results showed that part of students performed poor on number sense but with extreme high confidence indicating that they have significant misconceptions and some students may lack number sense. The finding of this study also confirmed that a number sense three-tier test can be used to mitigate the weakness of a two-tier test. Educational implications of the findings will be discussed.</p> | | |
| Primary School Education | | D3-G-07 |
| 1.4C - 2 - 2239 | Elementary School Teachers' Perceptions of Nonverbal Cues vis-a-vis Children's Social Class Status | English |
| Author(s) | Sue Ellen HENRY, Bucknell University, United States Abe FEUERSTEIN, Bucknell University, United States | |
| <p>It is widely recognized that social class can be communicated in many ways ranging from language use (Heath, 1983) to non-verbal cues (Kraus and Keltner, 2009). Recently there has been growing interest in studying the body with respect to social class, yet there is virtually no exploration of the ways in which teachers perceive children's bodily behaviors in this regard. This study breaks new ground by examining</p> | | |

teacher perceptions of student behaviors based on their social class status and also provides new insights into the factors that contribute to cycles of social reproduction in schools. In the study, elementary teachers were surveyed about their perceptions related to seventy nonverbal behavior and communication skills associated with children of upper and lower social class status. These nonverbal behaviors were based on an instrument developed by Carney, Hall and Smith LeBeau's (2005) who studied class-based perceptions of social power among adults. Survey participants (353) were randomly assigned to rate the frequency of various non-verbal behaviors while imagining either an upper or lower class child. Significant differences were found in the rated frequency for 53 of the 70 listed behaviors based on the social class of the imagined student using the Mann-Whitney U test of mean rank. A subsequent exploratory factor analysis revealed three underlying constructs that shed light on the behaviors that teachers in the sample associated with upper and lower class students. These findings create new possibilities for understanding the consequences of teacher's social class-based perceptions of children's bodily behaviors in the classroom setting.

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| Primary School Education | | D3-G-07 |
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| 1.4C - 3 - 2251 | EXPLORING ELEMENTARY SCIENCE TEACHERS' EXPANSIVE LEARNING IN MENTORING STUDENTS BECOMING SCIENCE MAKERS | English |
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| Author(s) | Po-Ling WU , National Taiwan Normal University, Taiwan Hsiao-Lan Sharon CHEN , National Taiwan Normal University, Taiwan |
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Based on The Science Maker Competition for pupils sponsored by the Education Bureau of Taipei City Government, which was aimed to develop students' 5C competencies (including Collaboration, Critical Thinking, Complex Problem Solving, Communication, and Creativity), this case study investigated how science teachers expanded the concept of "science maker" and cultivated the 5C competencies in the course of preparing students' readiness for the competition.

Two groups of students and two teachers were involved in this study. Throughout the research process, observation notes, records of teachers' dialogues, and students' learning logs were collected, as well as the expansive learning model of activity theory was applied for data analysis. The research findings show that the teachers served as the "subject" playing the key role in transforming the "object" of science maker competition goals to create expansive learning "outcome" for students' 5C competence building and teachers' profession development. In the mentoring process, teachers' co-design of "instruments" played a crucial role in creating conflicting situation for promoting expansive learning. Also, through comparative reflections of different collaborative strategies between two groups, students comprehended and appreciated the essence of 5C competencies.

In this paper, the mentoring process of science maker competition will be addressed first. Then, through activity theory framework, the key attributes in preparing pupils becoming science makers will be examined while the expansive learning of science teachers' professional development were also be explored. In addition, based on the expansive learning generated in this study, a "Science-Maker" instructional model will be proposed for elementary science education.

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| Social Science Education | | D2-LP-02 |
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| 1.4D - 1 - 1024 | A Cross-cultural, Cross-age and Cross-gender Study of Hong Kong and UK Secondary Students' Decision-making about Biological Conservation of Sharks | English |
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| Author(s) | Yeung Chung LEE , The Education University of Hong Kong, Hong Kong Marcus GRACE , University of Southampton, United Kingdom |
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The study explores secondary students' decision making about socio-scientific issues (SSIs) related to biological conservation, from cross-cultural, cross-age and cross-gender perspectives. It has been widely recognized that many SSIs have profound repercussions on global environmental sustainability that transcend cultural boundaries. Research on SSIs has been focused on multi-perspective reasoning, the evaluation of evidence, value judgement, and the formulation of the criteria for decision-making, but not on the possible roles of culture, gender, and age-related developmental factors as mediators of students' decision making.

This study was to fill this gap. It adopted a comparative perspective and used mixed methods including student worksheets, class discussion records and focus groups. A total of 97 HK students, with 55 aged 11-13 and 42 aged 15-17, and 54 UK students, with 41 aged 11-13 and 13 aged 15-17 were involved in decision making about shark hunting within their own classes, and in cross-cultural exchange between HK and UK classes. The aim was to study gender, cultural and age-related differences in students' decision-making about shark hunting, and the impact of cultural exchanges through watching videotaped presentations from another locality.

Preliminary findings showed that while nearly all the students in both localities agreed to protect sharks to different extents, there were differences across age, gender and culture in various aspects of their decisions including their justifications. For instance, there was statistically significant difference in the number of concerns on which the justifications of HK and UK junior students were based upon; UK senior students targeted at a wider range of stakeholders in their final decisions than their HK counterparts; and far more senior students in both localities resorted to education as a means to protect sharks than their junior counterparts. More junior students in both localities thought they needed further information for making decision about the issue than their senior counterparts. Gender differences were not obvious for both localities. The impact of cultural exchange seemed to be more prominent for UK than HK students in this particular SSI.

(This project was funded by the Hong Kong Research Grants Council under the General Research Fund Scheme for 2016-17.)

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| Social Science Education | | D2-LP-02 |
| 1.4D - 2 - 1045 | Validation of the Technology Satisfaction Scale for Chinese and Malaysian Students in Higher Education Using Rasch Measurement | English |
| Author(s) | A.Y.M. Atiquil ISLAM , Faculty of Education, East China Normal University, China Mo Ching Magdalena MOK , The Education University of Hong Kong, Hong Kong Xiuxiu QIAN , International Islamic University Malaysia, Malaysia | |
| <p>In line with the technological development, students have been shifting their learning styles. For instance, in the past, learners learned through the printed materials but in the 21st century, students are learning through the electronic materials using wireless internet technology which has been taken place for quite some time in higher education. However, students' satisfaction in using technological services found to be underutilized for their learning purpose in higher education. In doing so, the objective of this study is to validate the technology satisfaction scale for measuring students' satisfaction in using wireless internet for their learning purposes in higher education. To validate the technology satisfaction scale, a total of 568 students were collected from two comprehensive public universities, namely, Jiaying University in China and International Islamic University Malaysia (IIUM) in Malaysia. During the data collection, students were involved with five colleges (Foreign Language Studies, Business, Education, Biology and Chemistry, and Mathematics and Engineering) of Jiaying University and five major faculties (Education, Human Sciences, Engineering, Information and Communication Technology, and Economics & Management Sciences) of IIUM. The technology satisfaction scale's reliability and validity were conducted through a Rasch analysis using Winsteps version 3.94. The results of Rasch analysis confirmed that the items and persons reliability were .99 and .88, respectively. Similarly, the items and persons separation were 10.12 and 2.68, respectively. The item polarity map demonstrated that point measure correlations between all the items were greater than .27. Item fit order exemplified that the majority of items were within the range of INFIT and OUTFIT Mean square (MNSQ) statistics. The findings also indicated that the technology satisfaction scale found to be valid for assessing students' satisfaction in using wireless internet facility for their learning purpose in the dissimilar contexts, which could be applied by the future researchers, practitioners and academicians in higher education.</p> | | |
| Social Science Education | | D2-LP-02 |
| 1.4D - 3 - 3355 | A comparison study of the rural and urban students' perspectives: Is the politics textbook related to their daily life? | English |
| Author(s) | Jingru QU , The Education University of Hong Kong, Hong Kong Ye HU , The Education University of Hong Kong, Hong Kong | |
| <p>This comparison study aims to identify the differences (or similarities) between the urban and the rural students' perspectives on the textbook Politics and Life about whether the textbook is related to their daily life and find out the reasons for explaining the differences (or similarities). The survey as well the interview of this study were conducted respectively in an urban school and a rural school of Guangxi, China. A total of 579 Year-one students (287 urban students and 292 rural students) and 10 teachers (5 teachers of each school) were involved.</p> <p>Results indicated that there are significant differences in the students' perspectives of the textbook Politics and Life between two schools, and on the urban students' perspectives the textbook was more 'life-related'. Also, this study provided a new framework to probe the 'life-related' of the textbook from students' perspectives. By using this framework, the factors leading to the differences between two schools were abstracted as the two sides of the interactive process (the source and the practicality) between the living environment (includes the public resources and family background) and the textbook contents (includes the Texts, Images, Cases, and Activities). This study suggested that the textbook editing committee should consider the gaps between the urban and the rural when designing the textbook.</p> | | |

| WERA Focal Meeting Paper Presentation 1 | | 16:35-18:05 | |
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| Reference Code | Presentation Title | Abstract | Presenter(s) / Author(s) |
| World-Wide Views on Multilingualism | | | D2-LP-18 |
| 1.4E | Chair: Benjamin Benji CHANG, The Education University of Hong Kong, Hong Kong, benji@edu.hk | | |
| 1.4E - 1 - 196 | Are They Ready?: Bilingual Children's School Readiness in Turkey | Regardless of attending early childhood education, being monolingual or bilingual and having disadvantages; all 66 month children begin primary school which is the first step of compulsory education. But is every child ready for school? This study is conducted to examine the school readiness of bilingual first grade primary school students both attending and not attending early childhood education institutions. In study, quantitative method is used. The study sample is gathered from public preschools in Şanlıurfa -Viranşehir with 300 children that of 150 not attended early childhood education program and of 150 attended. Quantitative data of the study are collected through 'Metropolitan School Readiness Test 6th Edition'. At the end of the analysis, it is founded that school readiness of bilingual first grade primary school children who did not have preschool education, are lower than children who have preschool education. In the study; while the language spoken at home, the number of siblings, the family's socio-economic level and the education level of parents have an effect on school readiness of bilingual children attending and not attending early childhood education; the result does not make a significant difference in gender. | Yekta KOŞAN, Hacettepe University, Ankara, yekta.kosan@hacettepe.edu.tr; Semra ERKAN, Hacettepe University, Ankara, erkansemra@hacettepe.edu.tr |
| 1.4E - 2 - 207 | Identifying and supporting high needs school districts in early language and literacy learning | In the spring of 2017 a small liberal arts university received a state grant to develop a statewide center to support the learning and language and literacy in children from birth to age 8. As part of this grant, the center is charged with identifying areas/school districts of highest need and providing training and support to those districts. The center is using current public data from the state to identify the districts in highest need of support based on performance in the third grade Milestones assessment. Publicly available data is being used to group the defining characteristics of the districts to look for similarities and differences. Follow-up interviews are taking place to determine qualitative differences or needs of the schools, including availability of pre-schools, Head Start, and language learning for children and families with English as a new language. Questions to be answered also include what community support and resources are available, and what is different between these schools and "schools of excellence" that may be in the same school district? Results will help determine the in-service support needed by teachers, materials for the center to acquire that benefit teachers and children, early learning programs that may need to be established, and preparation of pre-service teachers. | Carol CHRISTY, Georgia College & State University, USA, carol.christy@gcsu.edu; Linda BRADLEY, GCELL Georgia College, USA, Linda.bradley@gcsu.edu; Kelli BROWN, Georgia College, USA, Kelli.brown@gcsu.edu |
| 1.4E - 3 - 206 | Exploring Differential Item Functioning on reading achievement between English and isiXhosa language subgroups | There is a growth of interest in early childhood cross-cultural literacy assessment across the globe. Participation in the same assessment in different languages should aim to encourage linguistic equivalence, functioning equivalence, cultural equivalence as well as metric equivalence. South Africa has taken part in three cycles of the Progress in International Reading Literacy (PIRLS) study. For the purpose of this study, the sample includes 3 295 Grade 4 learners from the language subgroups of English and isiXhosa that participated in the prePIRLS 2011 study. Learners who wrote a literary passage called "The Lonely Giraffe" | Nanganso MTSATSE, UNISA, South Africa, nmtsats@gmail.com; Surette VAN STADEN, University of Pretoria, South Africa, surette.vanstaden@up.ac.za |

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| | | <p>accompanied by 15 items will be analysed. The study makes use of the Rasch model to investigate any evidence of differential item functioning (DIF) on the reading achievement of the learners. The findings show that the items did not reflect an equal distribution. In addition, an item by item DIF analysis revealed discrimination on one subgroup over the other. A further investigation showed that these discriminations could be explained by means of inaccurate linguistic equivalence. Subsequently, the complexities of dialects in African languages are presented by providing isiXhosa alternative translations to the items. The significance of the current study is in its potential contribution in understanding language complexities in large scale assessments in attempts to provide valid, reliable and fair assessment data across sub- groups.</p> | |
| <p>International Perspective on Teaching and Linguistically Diverse Students</p> | | | <p>D3-LP-06</p> |
| 1.4F | <p>Chair: Yukari Takimoto AMOS, Central Washington University, USA, cjbyukari@hotmail.com</p> | | |
| 1.4F - 1 - 125 | <p>Negotiating Transcultural Identities Between China and Japan: An Ethnographic Study of Learning Japanese in Hong Kong and Taiwan</p> | <p>Japanese is a popular foreign language in Hong Kong and Taiwan, but the sociocultural meanings of learning Japanese in these regions remains largely obscure. This study explores how the sociocultural contexts of Hong Kong and Taiwan feed learning Japanese, informed by the paradigm of second language socialisation, in which language learning is viewed as socialisation processes whereby people seek competence in the target language and become fluent in the target culture. As a person-centred ethnography, this study primarily deals with biographical narratives elicited from participants via in-depth interviews. The participants of this study were proficient users of Japanese with rich experiences of language socialisation to Japanese language and culture (20 in Hong Kong and 18 in Taiwan). The collected data were analysed with a particular focus on recurring patterns across the participants with regard to identity formation and conflicting multiple identities. In both regions, socialisation to Japanese culture entails positive sociocultural connotations. However, while Hong Kong learners of Japanese are eager to become socialised to Japanese social ethics, Taiwanese learners tend to feel interested in Japanese aesthetical senses. Further, learners in both contexts claim an “ownership” of Japanese culture. While this is because Japanese morality is believed to stem from Hongkongers’ putative ancestors in ancient China, the past Japanese rule causes a similar perception in Taiwan. Despite the differences, such senses of ownership symbolically differentiate Hongkongers and Taiwanese from mainland Chinese. Although learning Japanese seems past-oriented, it reflects contemporary tensions between China, Japan, Hong Kong, and Taiwan.</p> | <p>Kazuyuki NOMURA, The Chinese University of Hong Kong, Hong Kong, nomura@link.cuhk.edu.hk</p> |
| 1.4F - 2 - 122 | <p>Examining the Effects of SES and Language Background on Immigrant and U.S. Native Born Students’ Reading Growth Trajectories</p> | <p>Recent increases in immigration in many English-speaking countries has focused attention on schools to provide English language services in order for children with diverse home language backgrounds to participate fully in public education. Although it is well known that low SES background and home language background can put students at elevated risk for early reading difficulties, less is known regarding how home language parent-child communication and family background may relate to later reading difficulties; that is, difficulties persisting beyond early school years into adolescence. Our study employs latent growth mixture modeling (LGMM) and a nationally representative sample to examine how parent-child language interactions, student SES, and school language services affect immigrant students’ reading growth from grade K-8. Our primary finding suggests English dominant, mixed bilingual, and limited-English speakers did not close reading/literacy gaps</p> | <p>Tingting REID, University of Hawaii at Manoa, USA, treid@hawaii.edu; Ronald HECK, University of Hawaii at Manoa, USA, rheck@hawaii.edu</p> |

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| | | over time if their schools did not offer language services (or students did not receive them). In contrast, mixed bilinguals and limited-English speakers closed reading gaps over time if they received school English language services. Our findings support the view that targeted within-school resources, given students' home language-use patterns and family background, can enhance the literacy progress of targeted subgroups most in need of academic support. | |
| 1.4F - 3 - 39 | Effective Communicative Strategies for Linguistically Diverse Learners: A review of the literature in Israel, South Korea, and the USA | This paper was prepared by the WERA International Research Network (IRN) whose major goal is to investigate "Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners." Included in this study are literature reviews from each participating country including Israel, South Korea, and the United States. From this cross-cultural investigation, we expect to acquire an awareness of the characteristics of linguistically and culturally diverse students around the world and to learn more about instructional strategies of primary grade teachers in other countries and cultures. This paper will provide an overview of the cultural and linguistic diversity represented within the communities in Israel, South Korea, and the US. In addition, educational policy and curriculum for second language learners within these countries will be examined. This review of relevant literature and research studies will be synthesized and used to conduct a cross cultural comparative study between and across each country to examine communicative strategies used by effective teachers when working with linguistically diverse students. | Geraldine MONGILLO , William Paterson University, US, mongillo@wpunj.edu; Vered VAKNIN , Western Galilee College, Isreal, vered.vaknin@gmail.com; Jinsook WON , Seoul National University of Education, South Korea, jinsook@snue.ac.kr; Dorothy FEOLA , William Paterson University, US, feolad@wpunj.edu; Carrie Euyoung HONG , William Paterson University, US, honge1@wpunj.edu; Randa ABBAS , Western Galilee College; Ari NEWMAN , Western Galilee College, Israel; Rochelle KAPLAN , William Paterson University, US |
| Global Views on Beginning/Pre-Service Teachers' Experiences | | | D2-LP-13 |
| 1.4G | Chair: Margaret M.LO , University of Hong Kong, Hong Kong, China, mmlo@hku.hk | | |
| 1.4G - 1 - 201 | A Narrative Inquiry of Complexity and Ambiguity in Teaching and Teacher Education | This multi-national study explores meanings, essences, practices and processes of educational change and growth in preservice teachers' understanding over time, through deliberation, dialogue, and performance in complex, ambiguous and diverse teaching and learning environments in US, Germany, and Turkey. Using a narrative inquiry approach as research methodology led to explore how preservice teachers conceptualized teaching in complex and ambiguous situations through their personal experiences while locating the preservice teachers' understanding and preconception about notions of "complexity" and "good teaching" in diverse classrooms setting within the theoretical frameworks of "teacher education as a complex system" and "practical wisdom, pedagogical fitness and tact of teaching in teacher education." The increasing interest towards complexity in teacher education has brought some challenging questions which this study aims to address: What is complexity and ambiguity in teaching and teacher education? Do preservice teachers identify or experience complexity in classrooms? How do preservice teachers deal with diversity, complexity and ambiguity in their teaching practices? What kind of strategies do they develop to deal with complexity and ambiguity in diverse school settings? How do preservice teachers define and interpret Practical Wisdom, Pedagogical Fitness and Tact of Teaching to deal with complexity and ambiguity in culturally diverse classrooms? The dialectical interplay between theory and practice (what the literature theorizes about "complexity" and "good teaching," what research participants bring as prior understanding, and what the actual realities of classroom setting are like) provided a frame to recognize how participants were thinking about teaching, and connections they constructed between | Martina RIEDLER-ERYAMAN , Canakkale Onsekiz Mart University, Turkey, riedler@comu.edu.tr |

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| | | their actual classroom experiences and course work. | |
| 1.4G - 2 - 150 | Promoting Preservice Teachers' Reflective Teaching in Professional Dialogues with Overseas Peers | Teaching is complex activity that requires real time response and knowledge integration of learners, subject matter knowledge, assessment, and instruction. While reflection is defined as "deliberate thinking about action with a view to its improvement" (Hatton & Smith, 1995, p.40), effective teachers can be characterized by their ability to reflect on the interrelationships of these multiple aspects of teaching (Davis, 2006). Reflection is productive for preservice teachers when it requires them to integrate their knowledge about different aspects of teaching. Though some frameworks to promote reflective teaching were proposed (e.g., Boud & Walker, 1998; Kane, Sandretto & Heath, 2004; Lee, 2005), there is no attempt to promote reflection in preservice teachers through professional dialogues with their international counterparts. While international exchange programmes are common in teacher education, we may have neglected some cheaper alternatives to connect preservice teachers in meaningful professional dialogues. This paper reports an international collaborative project of Hong Kong, the Netherlands and Uganda researchers to explore whether preservice teachers from diverse cultural backgrounds will develop global perspectives of teaching if they can share teaching experiences regularly in chat rooms. | James KO , The Education University of Hong Kong, Hong Kong, SAR, jamesko@eduhk.hk; Ridwan MAULANA , University of Groningen, The Netherlands, r.maulana@rug.nl |
| 1.4G - 3 - 95 | Redefining the contribution of fieldwork in initial teacher education to student teachers' professional competence | This paper presents a mixed-methods study on preservice student teachers' perceived professional competence in the context of a Five-year BEd Programme in Hong Kong. Two rounds of data collection took place. 282 participated in the first survey and 346 participated in the second survey, with 15 student teachers joining semi-structured interview. The quantitative findings showed a significant increase in two competence factors, namely (1) Competence in Classroom Teaching; and (2) Pedagogical and Educational Knowledge after the second block of ITE fieldwork. The qualitative findings showed the characteristics of growing perceived professional competence and the constituting factors, like student teachers' learning from experience in the first block of ITE fieldwork, support from school teachers and feedback from university supervisors. A few student teachers reported negative change in perceived competence in challenging class settings and school contexts. Challenges and constraints encountered by these student teachers were identified to gain a deeper understanding of student teachers' experience. This study affirms the value of ITE fieldwork in contributing to growth in student teachers' professional competence. The deeper understanding of changes in student teachers' self-assessed professional competence provides insights on the relationship between professional competence and teaching contexts. This deeper understanding generates implications for ITE programmes and schools (sites of ITE fieldwork) to provide conditions to enhance student teachers' growth in professional competence. Equally important, student teachers need to be prepared to cope with challenging teaching contexts, including unfamiliar school contexts, schools / teachers with different teaching philosophies, and classes with diverse learning needs. | Sylvia Y. F. TANG , The Education University of Hong Kong, Hong Kong, stang@eduhk.hk; Angel K. Y. WONG , The Education University of Hong Kong, Hong Kong, akywong@eduhk.hk; DORA D.Y. LI , The Education University of Hong Kong, Hong Kong, ddyli@eduhk.hk; May M. H. CHENG , The Education University of Hong Kong, Hong Kong, maycheng@eduhk.hk |
| 1.4G - 4 - 5 | Into the Mountains: The Lived Experiences of Beginning Teachers in the Far-flung Schools | This study aimed to discover the sources of motivations, challenges, difficulties, critical episodes, and meanings of teaching that emerged from the experiences of the beginning teachers in far-flung schools in the District of Himamaylan-I. To answer these questions, the hermeneutic phenomenological study was utilized in this study. The data gathered through the in – depth interview were analyzed qualitatively utilizing the Moustakas' (1994) | Roy VILLACORTE , Himamaylan City, Philippines, aziuqrv@gmail.com |

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| | | <p>procedures of data analysis. The results lead to 14 themes and 7 implications were culled. In terms of their sources of motivation, harmony between members of the school community, untiring support from the family, and their full commitment towards work are the sources of inspiration of the beginning teachers in the far-flung schools. However, the challenges and critical episodes in the life of the participants have been training ground for them to become stronger and inspired to effectively perform their duties and responsibilities. They have pointed out that beyond this challenges in their journey as educators they are still standing up and ready to face whatever difficulties would that be because they believe that their spirits as educators is bigger. Finally, teaching has been given a new dimension and definition in the context of beginning teachers in the far-flung schools of the District of Himamaylan-I. The respondents believed that teaching in the far-flung school is giving hope and inspiration to their pupils. It also affirms to the global movement led by the United Nation Educational, Scientific and Cultural Organization (UNESCO) which is the "EFA" or "Education for All".</p> | |
| 1.4G - 5- 84 | <p>Sourpatch Kids: How an Intensive Teaching Abroad Experience Reaffirmed Culturally Responsive Pedagogy as a Framework to Address Inter-Cultural Dissonance</p> | <p>This presentation seeks to enhance understandings about ways of helping teacher candidates both comprehend and enact culturally responsive pedagogy (CRP), a framework for engaging children from historically marginalized communities. This paper highlights the experiences of an African American teacher candidate from a Historically Black College University (HBCU) who elected to teach abroad for one year in a Latin American County prior to beginning her formal teaching internship in America. Findings support research that advocates for intensive intercultural experiences prior to the formalized teaching internship as a means of enhancing the preparation of teacher candidates to address intercultural and intracultural dissidence. Discussion will focus on: 1) the ways that intensive inter-cultural teaching experiences abroad strengthened the teaching pedagogy of the candidate, better preparing her to effectively engage intracultural dissidence when teaching urban learners in America; 2) experiences and strategies for strengthening CRP to address intercultural dissonance.</p> | <p>Simone GIBSON, Morgan State University, USA, simone.gibson@morgan.edu; Thurman BRIDGES, Morgan State University, USA, thurman.bridges@morgan.edu; Christian ANDERSON, Morgan State University, USA, christian.anderson@morgan.edu; Valerie RIGGS, Morgan State University, USA</p> |

WERA Focal Meeting Symposium

| Reference Code | Presentation Title | Presenter(s) / Author(s) | Chair/Discussant(s) |
|---|---|---|--|
| Well-Being, Belonging and Engagement of Immigrant and Underprivileged Young People in Multiple Cultural Contexts | | | D1-LP-03 |
| 1.4H - 8 | Understanding Young People's Perspectives on Spiritual Wellness and Engagement with School and Society among Immigrant, Minority and Mainstream Students in Hong Kong | Celeste YUEN , The Education University of Hong Kong, China, cymyuen@eduhk.hk; Alan CHEUNG , The Chinese University of Hong Kong, China, alancheung@cuhk.edu.hk | Chair: Celeste YUEN , The Education University of Hong Kong, China, cymyuen@eduhk.hk Discussant: Alan CHEUNG , The Chinese University of Hong Kong, China, alancheung@cuhk.edu.hk |
| | Teachers' Perspectives on the Engagement of Chinese Immigrant and South Asian Minority Secondary Students in Hong Kong | Alan CHEUNG , The Chinese University of Hong Kong, China, alancheung@cuhk.edu.hk; Celeste YUEN , The Education University of Hong Kong, China, cymyuen@eduhk.hk; | |
| | Underprivileged youth and their access to post-secondary education in Hong Kong: Preliminary analysis of the obstacles and success factors | Hayes TANG , The Education University of Hong Kong, China, hhhtang@eduhk.hk; Celeste YUEN , The Education University of Hong Kong, China, cymyuen@eduhk.hk; | |

Abstract

To date, all societies are increasingly pluralistic and facing multiple challenges in intercultural and inter-ethnic relations. Education for equity and equality has been a global agenda for social sustainable development. Nurturing the well-being and deepening the sense of belonging of young people from both mainstream and non-mainstream cultural backgrounds are the essential components for building a stronger society for tomorrow. Ironically, there seems to be a common deficiency in this area across societies as evidenced by the observation that immigrant and ethnic minority youth are both over-represented in low family SES and under-represented in post-secondary education institutions and civic participation. In Hong Kong, for example, only in the recent years has there been more public discussion on the well-being, engagement and disengagement of Chinese immigrant students, South Asian youth and underprivileged youth in secondary education. Their invisibility in the public sectors has caused policy makers, educators and media to rethink the building of bridges with these young people and to engage them in positive societal development. As these groups are themselves diverse in terms of their ethnicity, religious faith, values, family SES and social networks, they deserve more careful and specific attention to understand their well-being, belonging and the nature of their engagement with school and society. Only with such sensitivity and knowledge can we appropriate the necessary policies and support measures to yield the intended outcomes. Four papers related to the well-being, sense of belonging, and involvement in secondary education and civic engagement of young people from different cultural contexts are included. Three papers are generated from the empirical data recently conducted through a territory-wide study supported by the Research Grants Council of Hong Kong whilst the fourth paper reports findings of a longitudinal study from an American context. This symposium is therefore timely in discussing the findings of several systematic empirical investigations into different groups of young people from both mainstream and non-mainstream cultural backgrounds across societies. The forum discussion will help deepen public understanding of the complexity of well-being and engagement of young people. Moreover, the symposium is imperative in generating insights for future intercultural studies, public policy development and school support measures for educational researchers, policy makers and practitioners, both regionally and internationally.

| Poverty and Schooling within a Transnational Context: A Tale of Three Cities* | | D1-LP-04 | |
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| 1.4I - 5 | Disrupting Poverty and Inequality Through the Preparation of Teachers as Agents of Change | Arnetha BALL, Stanford University, USA, arnetha@stanford.edu | |
| | Schools as Learning Communities: fighting against poverty and social exclusion in Spain | Rocio GARCIA-CARRION, University of Deusto, Spain, rocio.garcia@deusto.es | |
| | Poverty and Schooling in Australia | Jo LAMPERT, La Trobe University, Australia, j.lampert@latrobe.edu.au | |
| | | Chair: Arnetha BALL, Stanford University, USA, arnetha@stanford.edu Discussant: Liesel EBERSÖHN, University of Pretoria, South Africa, liesel.ebersohn@up.ac.za | |

Abstract:

This Symposium is organized by the WERA IRN: Overcoming Inequalities in Schools and Learning Communities: Innovative & Audacious Educations for a New Century

This session focuses on transnational perspectives of poverty and schooling in three different urban contexts: U.S., Australia, and Spain. Although different in many ways, each country has persistent and entrenched inequalities between the educational opportunities and outcomes of historically marginalized students and their mainstream counterparts. This paper reports on the political, social, intellectual, and organizational contexts that support and constrain how the gap between wealth and poverty is met (or not met) in schools in changing national contexts. Together, the papers contribute to broader understandings about poverty and schooling for equity across local, national, and transnational contexts.

The collaborative, transnational research project on which this symposium is based came from previous collaborative research where the authors became increasingly interested in both the similarities and the nuanced, sometimes subtle differences in how poverty 'looked' in each other's countries. While poverty research is in agreement that fundamental differences exist in how poverty is defined and how it can be measured (Lister, 2004), policy often homogenizes the experience of poverty, such as in statements from the Organization for Economic Cooperation and Development (OECD, 2012, p. 9) which cites that 'students from low socio-economic background are twice as likely to be low performers.... Lack of inclusion and fairness fuels school failure, of which dropout is the most visible manifestation – with 20% of young adults on average dropping out before finalizing upper secondary education'. While statements such as this one provide reminders of the disparity of educational opportunities experienced globally by young people in poverty, differences become invisible, and this stance does not acknowledge sociocultural/historical realities related to inequality (Milner, 2008). For instance, broad statements tell us little about the economic, social or political circumstances experienced differently by Indigenous students or students from diverse cultural backgrounds; by urban versus remote students; by students in nations with unique histories or rapidly changing political climates. We worried that if poverty could not be easily recognized by 'universal' markers, such as visible homelessness, or graffiti covered schools, large numbers of students in poverty would go un-noted. Consequently, while there is agreement both in the US and elsewhere about the marginalized school experiences of students in poverty (Berliner, 2013), we were concerned about the 'one size fits all' solutions that are proposed when difference goes unnoticed and unanalyzed. Consistent with the goals of WERA, this proposed session focuses on three urban contexts in the U.S., Australia, and Spain. Although they have different histories and cultures, each country is characterized by persistent inequalities between the educational opportunities and outcomes of historically marginalized students and their mainstream counterparts.

*Part of the WERA International Research Network (IRN): 'Overcoming Inequalities in Schools and Learning Communities: Innovative and Audacious Education for a New Century'

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| 18:15-19:30 | Joint HKERA & WERA Reception | Block C, Podium, Central Plaza |
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