XXVI Congreso Internacional sobre

Aprendizaje

Aprendizaje para la diferencia social

24–26 de julio de 2019
Universidad de la Reina de Belfast
Belfast, Reino Unido

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Twenty-sixth International Conference on

Learning

Learning to Make a Social Difference

24–26 July 2019
Queen's University Belfast
Belfast, UK

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Designed by Ebony Jackson and Brittani Musgrove

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Dear Participants,

I am delighted that the Twenty-sixth International Conference on Learning: Learning to Make a Social Difference is hosted by Queen's University Belfast and located in the capital city of Northern Ireland; an extremely welcoming, authentic, and culturally rich city probably most famous for the building of the Titanic and, more recently, the filming of the tv series, Game of Thrones!

Queen's University Belfast is one of the leading universities in the UK and Ireland with a distinguished heritage and history. The UK's ninth oldest university, it was founded in 1845 as Queen's College Belfast, becoming an independent university in 1908. Known locally simply as "Queen's," it is a member of the Russell Group of UK research intensive universities, combining excellence in research and education with a student-centred ethos. Queen's inspiring alumni comprises outstanding scholars, Nobel Prize winners—such as the poet Seamus Heaney—and influential leaders who are making an impact in Northern Ireland and across the globe. Queen's is a driver of innovation and talent based on excellence. It is globally connected and networked with strategic partnerships across the world, helping the university to expand its influence on wider society locally, nationally, and globally.

This year's International Conference on Learning and its special focus topic, Learning to Make a Social Difference, goes to the very heart of activities in the School of Social Sciences, Education, and Social Work, which I have the privilege of being the Head. The aim of making a social difference is at the core of all our teaching, research, and engagement with practitioners and policy makers at national and international levels. I am confident that, as speakers and attendees at this year's Conference on Learning, through your academic discussions, collaborations, and networking, you will contribute further to that aim of making a social difference.

I very much look forward to welcoming you personally to the conference, Queen's University Belfast and Northern Ireland.

Warmest wishes,

Carl Bagley PhD FRSA
Professor of Educational Sociology
Head of Social Sciences, Education and Social Work
Queen's University Belfast

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Dear Learning Conference Delegates,

Welcome to Belfast and to the Twenty-sixth International Conference on Learning. My colleagues and I from Common Ground Research Networks are honored to have you join us for this year's conference.

Over the course of three and a half decades, Common Ground has given voice to many thousands of scholars—speakers and authors with things to say about the world and who are saying them in order to change the world.

Common Ground has a strong commitment to providing opportunities for people like you to meet, share, and learn from each other. Across its range of research networks, Common Ground is deeply concerned with the critical issues of our time including, among other things, the nature of social change, the relationships of the human species to nature, the process of knowledge creation, the changing shape of organizations, and the dynamics of learning. These raise big-picture questions which in turn demand an interdisciplinary perspective, something that is often neglected in discipline-based conference, journal, and institutional structures.

Throughout its history, Common Ground has worked to develop new approaches to knowledge community building, including interactive conference formats, criterion-referenced peer review, and online social knowledge media. As a media innovator, we are creating the spaces and technical conditions in which, collectively, we can explore learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community, and workplace education.

While conference inspiration may fade with time, Common Ground offers a means for keeping inspiration alive through CG Scholar, an online environment for knowledge working and learning. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination.

I am grateful to all of you for sharing your work at this conference. I'd like to thank this year's Conference Co-Chair, Dr. Carl Bagley, for his support and dedication. Additionally, I thank my colleagues Sara Hoke, Kimberly Kendall, Crystal Lasky Robinson, Dionisio Moral Ruiz, and Tatiana Portnova, who have helped organize and produce this meeting with great dedication and expertise.

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

Best wishes,

Dr. Bill Cope
President
Common Ground Research Networks

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cgnetworks.org

Estimados delegados y delegadas de Aprendizaje:

Les damos la bienvenida a Belfast y al XXVI Congreso Internacional sobre Aprendizaje. Mis colegas de Common Ground Networks y yo nos sentimos muy honrados de que se una a nosotros en el Congreso de este año.

Durante el transcurso de tres décadas y media, Common Ground ha dado voz a varios miles de académicos, autores y oradores, que tenían cosas que decir acerca del mundo y con el propósito de cambiarlo.

Common Ground asume el firme compromiso de ofrecer a personas como usted la oportunidad de reunirse, compartir y aprender de otras personas. A través de sus diversas redes de investigación, Common Ground manifiesta un profundo interés por las cuestiones fundamentales propias de nuestro tiempo; incluyendo —entre otras— la naturaleza del cambio social, la relación de la especie humana con la naturaleza, los procesos que generan el conocimiento, la mutabilidad de las organizaciones y las dinámicas que operan en el aprendizaje. Estas cuestiones, de carácter holístico, requieren abordarse desde un enfoque interdisciplinar, con frecuencia desatendido en aquellos congresos, revistas o estructuras institucionales fundamentadas sobre la base de una única disciplina.

A lo largo de su historia, Common Ground ha trabajado en el desarrollo de nuevos planteamientos concernientes a la construcción de conocimiento comunitario; entre los que se incluyen formatos de conferencia interactiva, revisión por pares basada en criterios y medios de divulgación sociales online. Como innovadores en medios de difusión, estamos creando los espacios y las condiciones técnicas mediante las cuales podamos, colectivamente, explorar el aprendizaje en todas sus modalidades (formal e informal) y en todos sus niveles (desde preescolar hasta educación primaria, secundaria y universitaria; así como educación para adultos, educación colectiva y educación en lugares de trabajo).

Debido a que la inspiración que infunde la experiencia del Congreso puede desvanecerse con el tiempo, Common Ground estimula su perdurabilidad mediante la plataforma CG Scholar; un entorno online diseñado para el trabajo, el conocimiento y el aprendizaje. Animamos a todos los participantes del Congreso a explorar CG Scholar: un punto de encuentro en internet donde se promueve la interacción intelectual y la creatividad.

Mi agradecimiento a todos ustedes por compartir sus trabajos en este Congreso. Asimismo, quiero expresar mi gratitud al presidente del Congreso de este año, el Dr. Carl Bagley, y a mis compañeros y compañeras Sara Hoke, Kimberly Kendall, Crystal Lasky Robinson, Dionisio Moral Ruiz y Tatiana Portnova, quienes han contribuido a la organización de este encuentro con gran dedicación y destreza.

Les deseamos la mejor de las experiencias durante la celebración de este Congreso, y esperamos que constituya una magnífica oportunidad para dialogar con colegas provenientes de todas las partes del mundo.

Con mis mejores deseos,

Dr. José Luis Ortega Martín
Director Científico
Common Ground en Español

COMMON GROUND

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

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

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

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

Aging & Social Change Research Network

The Arts in Society Research Network

Books, Publishing & Libraries Research Network

Climate Change: Impacts & Responses Research Network

Communication and Media Studies Research Network

Constructed Environment Research Network

Design Principles & Practices Research Network

Diversity in Organizations, Communities & Nations Research Network

e-Learning & Innovative Pedagogies Research Network

Food Studies Research Network

Global Studies Research Network

Health, Wellness & Society Research Network

The Image Research Network

The Inclusive Museum Research Network

Interdisciplinary Social Sciences Research Network

The Learner Research Network

New Directions in the Humanities Research Network

On Sustainability Research Network

Organization Studies Research Network

Religion in Society Research Network

Spaces & Flows Research Network

Sports & Society Research Network

Technology, Knowledge & Society Research Network

Tourism and Leisure Research Network

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Nuestra misión

Common Ground Research Networks tiene como objetivo animar a todas las personas a participar en la creación de conocimiento colaborativo y a compartir ese conocimiento con el mundo entero. A través de nuestros congresos académicos y revistas revisadas por pares, construimos Redes de Investigación y proporcionamos plataformas para interactuar a través de diversos canales.

Nuestro mensaje

Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales: de disciplina, asociación profesional, institución y país. Common Ground Research Networks asume algunos de los retos fundamentales de nuestro tiempo y construye Redes de Investigación que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, la diversidad, el aprendizaje, el futuro de las humanidades, la naturaleza de la interdisciplinariedad, el lugar de las artes en la sociedad, las conexiones de la tecnología con el conocimiento, el papel cambiante de la universidad, todas estas son preguntas profundamente importantes de nuestro tiempo que requieren un pensamiento interdisciplinar, debate global y colaboraciones intelectuales e interinstitucionales.

Common Ground es un lugar de encuentro para las personas, las ideas y el diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde tienen lugar las diferencias: diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Nuestros medios de comunicación

Common Ground Research Networks crea Redes de Investigación que se reúnen en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante Redes de Investigación online, a través de procesos formales de publicación académica—revistas arbitradas mediante revisión por pares—, o a través de conversaciones informales en blogs. Los congresos fomentan el más amplio espectro de discursos posibles, animando a todos y a cada uno de los participantes a aportar sus conocimientos y perspectivas al debate común.

The Learner Research Network

Exploring the meaning and purpose of education, with a focus on innovative pedagogies and a view to new social possibilities through education

Founded in 1989, The Learner Research Network is brought together around a common concern for learning in all its sites, formal and informal, and at all levels, from early childhood, to schools, colleges and universities, and adult, community and workplace education.

Conference

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

You have already begun your engagement in the research network by attending this conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with network colleagues that will continue well into the future.

Publishing

The Learner Research Network enables members to publish through two media. First, network members can enter a world of journal publication, unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of our member based peer review process. The Learner Journal Collection provides a framework for member based double-blind peer review, enabling authors to publish into an academic journal of the highest standard, but also to participate in the validation of knowledge that is produced by the research network. The second publication medium is through the book imprint, where we publishing cutting edge books in print and electronic formats.

We encourage you to submit an article for review and possible publication in The Learner Journal Collection. Publication proposal and manuscript submissions are also welcome.

Membership

As a Learner Research Network member you have access to a broad range of benefits, tools, and resources:
- Digital subscription to The Learner Journal Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the research network.
- Option to add a video presentation to the research network YouTube channel.
- Free access to the Scholar social knowledge platform, including:
    ◊ Personal profile and publication portfolio page.
    ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media.
    ◊ Optional feeds to Facebook and Twitter.
    ◊ Complimentary use of Scholar in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work

The Learner | **Themes**

Exploring the processes of designing and implementing learning experiences, including decisions regarding content (curriculum) and strategies for instruction (pedagogy)

Theme 1: Pedagogy and Curriculum
- Learning theory or educational practice, as well as general approaches to educating teachers in content knowledge and pedagogy
- Pedagogical theory and instructional practice
- Curriculum as a program of learning
- Educational reform in curriculum and instruction
- Differentiating and personalizing instruction
- Teachers' content knowledge or pedagogical knowledge

Investigates the processes of specifying educational outcomes and designing methods for measuring student learning

Theme 2: Assessment and Evaluation
- Evaluating the effectiveness of educational interventions, or assessing the impact of educational programs on learners, teachers, institutions, and society
- Purposes of assessment (diagnostic, formative, summative)
- The politics and practice of educational accountability
- Intelligence or ability, competence or capacity: what are the measurable ends of education?
- Assessment strategies (portfolio, adaptive, computer, embedded)
- Types of educational measurement (qualitative, quantitative; cognitive, affective, performance)
- Educational research methodologies (descriptive, experimental, participatory, action research)
- Program evaluation: purposes, strategies, role in educational reform

Inquires into the organization of formal systems of education and their impact on the teaching and learning process

Theme 3: Educational Organization and Leadership
- Examines issues of professionalism in education and the roles of administrators and governing bodies on the educational institution and environment
- Learning environments: the changing shape of educational institutions, and changing sites of learning
- The role of educational organizations in society and/or social change
- The teaching profession: teachers' work, roles, and responsibilities
- Educational policies
- The changing purposes of education: shaping new kinds of worker, citizen and personal identities
- Educational administrators: effective leadership in a changing society

Investigations of learning and development in the first seven years of life

Theme 4: Early Childhood Learning
- The impact of formal, family, and socio-cultural influences on early learning
- Influences of family and social/cultural environments on early learning
- Early childhood education: the roles of daycare, preschool, kindergartens
- Early childhood literacies, arts and communications
- Early childhood numeracies and science

Studies of tertiary or postsecondary education: institutional concerns (admissions, funding, scope and quality of educational offerings)

Theme 5: Learning in Higher Education

- Instructional strategies and effectiveness with tertiary learners; the postsecondary learning environment
- Teacher education programs: their place in the university, how to prepare today's pre-service teachers for tomorrow's schools; issues of requirements, licensure, balancing theoretical and applied learning
- The future of the university: its links to work, citizenship and identity
- Tertiary teaching and learning
- Knowledge ecologies: linking research and teaching in higher education
- Pre-service teacher education: policies, programs, and practices

Explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning

Theme 6: Adult, Community, and Professional Learning

- Includes in-service and professional development for teachers
- Formal and informal learning opportunities for adult learners
- Lifelong learning for the society of constant change
- Professional continuing education and workplace training and development
- Vocational education and training for the future
- Apprenticeship and other models of technical and further education
- Popular and community education
- Teacher in-service and professional development

Focuses on recognizing and responding to individual diversity in learners and on the dynamics of teaching and learning in diverse communities and classrooms

Theme 7: Learner Diversity and Identities

- Considers issues of learners' identities and inter-relationships among students, as well as strategies for promoting social justice, multicultural understanding, and tolerance
- Defining dimensions of student diversity (demographics, disabilities, gender identity, and other dimensions of diversity)
- Social, cultural, and individual differences that influence learning (culture, learning styles)
- Inclusive education
- Equity, participation and opportunity
- Minorities and Majorities: how these are changing
- Special education, learning difficulties, disability
- International, global, multicultural and cross-cultural education

Explores the role of technologies in learning, and processes of learning about and through technologies

Theme 8: Technologies in Learning

- Technology and human values: learning through and about technology
- Crossing the digital divide: access to learning in, and about, the digital world
- New tools for learning: online digitally mediated learning
- Virtual worlds, virtual classrooms: interactive, self-paced and autonomous learning
- Ubiquitous learning: using the affordances of the new mediaDistance learning: reducing the distance

Inquires into the processes
of learning to read, write
and communicate using
new media and multimodal
literacies

Theme 9: Literacies Learning

- Defining new literacies
- Languages of power: literacy's role in social access
- Instructional responses to individual differences in literacy learning
- The visual and the verbal: Multiliteracies and multimodal communications
- Literacy in learning: language in learning across the subject areas
- The changing role of libraries in literacies learning
- Languages education and second language learning
- Multilingual learning for a multicultural world
- The arts and design in multimodal learning
- The computer, internet, and digital media: educational challenges and responses

Studies of best practices in
teaching and learning science,
mathematics and technology

Theme 10: Science, Mathematics and Technology Learning

- Science disciplines: learning physics, chemistry, biology and other sciences
- Learning in and about the natural environment
- Modes of instruction (didactic, inquiry, collaborative)
- Mathematics pedagogies
- Learning about and through technologies
- Teachers' pedagogical content knowledge

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Learning to Make a Social Difference

The special focus of the conference this year is learning to make a social difference. We are defining learning in its broadest sense as it relates to the acquisition of knowledge or skills through formal or informal educational practices of teaching, study, and experiential engagement. The critical concern here is that those practices are concerned with changing and improving social lives; harnessing the power of education to address inequality, discrimination, and disadvantage to promote social justice.

According to figures from Oxfam International, in 2016-17, 82 percent of the wealth created went to the richest one percent of the global population, while the 3.7 billion people who make up the poorest half of humanity got nothing. Educationalists have a responsibility to not only increase understanding of the underlying socio-economic factors giving rise to such inequalities of wealth distribution but also to address and tackle their potentially devastating global impact on lives and communities. Hence the special focus of this year's conference and the call to those whose work seeks to make a social difference to join us in Belfast, Northern Ireland in 2019.

Learning and Education: Their Breadth and Depth

'Learning' is bigger than education. Humans are born with an innate capacity to learn, and over the span of a lifetime learning never stops.

Learning simply happens as people engage with each other, interact with the natural world and move about in the world they have constructed. Indeed, one of the things that makes us distinctively human is our enormous capacity to learn. Other species learn, too, from the tiniest of insects to the smartest of chimpanzees. But none has practices of pedagogy or institutions of education. As a consequence, the main way in which other species develop over time is through the incremental, biological adaptations of evolution. Change is natural. It is slow.

Education makes human learning unlike the learning of any other creature. Learning allows humans to escape the strict determinations of nature. It gives humans the resources with which to understand themselves and their world, and to transform their conditions of living, for better or for worse.

Education is a peculiarly human capacity to nurture learning in a conscious way, and to create social contexts that have been specially designed for that purpose: the institutions of education. Everyday learning happens naturally, everywhere and all the time. Education—encompassing institutions, its curricula and its pedagogies—is learning by design.

The Art and Science of Teaching

Teaching and learning are integral to our nature as humans.

Teaching happens everywhere. Many people are naturally quite good at teaching. They explain things clearly. They are patient. And they have the knack of explaining just enough, but not too much, so the learner gains a sense that they are gradually mastering something, albeit with a more knowledgeable person's support. You can find the practice of teaching in action everywhere in everyday life. In fact, it is impossible to imagine everyday life without it.

Teaching is also a vocation, a profession. People in the business of teaching are good at their job when they have developed and apply the dispositions and sensibilities of the person who is a good teacher in everyday life.

But there is much more to the teaching profession than having a natural knack, however well practiced. There is also a science to education, which adds method and reflexivity to the art of teaching, and is backed up by a body of specialist knowledge. This science asks and attempts to answer fundamental and searching questions. How does learning happen? How do we organize teaching so it is most effective? What works for learners? And when it works, how do we know it has worked? The science of education attempts to answer these questions in a well thought-through and soundly analyzed way.

Learning Practices

Learning is how a person or a group comes to know, and knowing consists of a variety of types of action.

In learning, a knower positions themselves in relation to the knowable, and engages. Knowing entails doing—experiencing, conceptualizing, analyzing or applying, for instance.

A learner brings their own person to the act of knowing, their subjectivity. When engagement occurs, they become a more or less transformed person. Their horizons of knowing and acting have been expanded.

Learning can be analyzed at three levels: 'pedagogy', or the microdynamics of moments of teaching and learning; 'curriculum ', or the learning designs for particular areas of knowledge; and 'education' or the overall institutional setting in which pedagogy and curriculum are located.

Pedagogy is a planned and deliberate process whereby one person helps another to learn. This is what First Peoples did through various formalized rites of passage, from child to adult to elder – learning law, spirituality and nature. It is also how teachers in the era of modern, mass, institutionalized education have organized the learners in their classrooms and their learning. Pedagogy is the science and practice of the dynamics of knowing. Assessment is the measure of pedagogy: interpreting the shape and extent of the knower's transformation.

Curriculum is the substantive content of learning and its organization into subjects and topics – mathematics, history, physical education and the like. In places of formal and systematic teaching and learning, pedagogy occurs within these larger frameworks in which the processes of engagement are given structure and order. These often defined by specific contents and methodologies, hence the distinctive 'disciplines'. Well might we ask, what is the nature and future of 'literacy', 'numeracy', 'science', 'history', 'social studies', 'economics', 'physical education' and the like? How are they connected, with each other, and a world in a state of dynamic transformation? And how do we evaluate their effectiveness as curriculum?

Education has traditionally been used with reference formal learning communities, the institutions of school, college and university that first appeared along with the emergence of writing as a tool for public administration (to train, for instance, 'mandarins' or public officials in imperial China, or the writers of cuneiform in ancient Mesopotamia/Iraq); to support religions founded on sacred texts (the Islamic madrasa , or the Christian monastery); and to transmit formally developed knowledge and wisdom (the Academy of ancient Athens, or Confucian teaching in China).

Learning happens everywhere and all the time. It is an intrinsic part of our human natures. Education, however is learning by design, in community settings specially designed as such—the institutions of early childhood, school, technical/vocational, university and adult education. Education also sometimes takes informal or semiformal forms within settings whose primary rationale is commercial or communal, including workplaces, community groups, households or public places.

Towards a Science of Education

What is this overarching institution, 'education'?
In its most visible manifestation it consists of its institutional forms: schools, colleges and universities. But, more broadly conceived, education is a social process, a relationship of teaching and learning. As a professional practice, it is a discipline.

The science of education analyzes pedagogy, curriculum and educational institutions. It is a discipline or body of knowledge about learning and teaching – about how these practices are conceived and realized.

'Science' or 'discipline' refers to a privileged kind of knowledge, created by people with special skills who mostly work in research, academic or teaching jobs. It involves careful experimentation and focused observation. Scientists systematically explore phenomena, discover facts and patterns and gradually build these into theories that describe the world. Over time, we come to trust these and ascribe to them the authority of science.

In this spirit, we might create a science of education that focuses on the brain as a biological entity and the mind as a source of behaviors (cognitive science). Or we might set up experiments in which we carefully explore the facts of learning in order to prove what works or doesn't work. Like the medical scientist, we might give some learners a dosage of a certain kind of educational medicine and others a placebo, to see whether a particular intervention produces better test results—such are the formal experimental methods of randomized, controlled trials.

Often, however, we need to know more. It is indeed helpful to know something of how the mind works, but what of the cultural conditions that also form the thinking person? We need good proofs of which kinds of educational interventions work, but what if the research questions we are asking or the tests we are using to evaluate results can only measure a narrow range of capacities and knowledge? What if the tests can prove that the intervention works – scores are going up – but some learners are not engaged by a curriculum that has been retrofitted to the tests? What if the tests only succeed in measuring recall of the facts that the tests expect the learners to have acquired – simple, multiple-choice or yes/no answers? A critic of such 'standardized testing' may ask, what's the use of this in a world in which facts can always be looked up, but problem solving and creativity are now more sought-after capacities, and there can be more than one valid and useful answer to most of the more important questions? For these reasons, we also need to work with a broader understanding of the discipline of education, based on a broader definition of science than experimental methods.

An Interdisciplinary Science

The discipline of education is grounded in the science of learning, or how people come to know.

It is a science that explores what knowing is. It focuses on how babies, then young people, then adults, learn. Education-as-science is a specially focused form of knowing: knowing how knowing happens and how capacities to know develop. It is, in a sense, the science of all sciences. It is also concerned with the organization of teaching that supports systematic, formal learning and the institutions in which that learning occurs.

Too often, education is regarded as a poor cousin of other disciplines in the university – the natural sciences, the humanities and the other professions, for instance. It is regarded as something that enables other disciplines, rather than being a discipline in its own right. This is often reflected in reduced levels of research funding, lower student entry requirements and the destination salaries of graduates. Education seems to be less rigorous and derivative. Its disciplinary base borrowed from other, apparently more foundational disciplines – sociology, history, psychology, cognitive science, linguistics, philosophy – and the substantive knowledge of various subject areas, such as literature, science and mathematics.

For sure, education is broader-ranging and more eclectic than other disciplines. Education draws on a number of disciplinary strands—the philosophy of knowledge (epistemology), the cognitive science of perception and learning, developmental psychology, the history of modern institutions, the sociology of diverse communities, the linguistics and semiotics of meaning—to name just a few of education's disciplinary perspectives. These and other strands come together to make the discipline of education. In this sense, education is more than a discipline—it is an extraordinarily interdisciplinary endeavor.

Education as the Science of Sciences

Education is also the soil in which all the other disciplines grow.

You can't do any of the other disciplines in a university or college except through the medium of education. No other discipline exists except through its learning. A novice can only enter a discipline—physics, or law, or history, or literature—through education, learning the accumulated knowledge that has become that discipline. In this sense, education is more than just interdisciplinary. It does more than just stitch together other disciplines. It is a metadiscipline, essential as the practical grounding of all disciplines. Education is the discipline of disciplines.

Education is the systematic investigation of how humans come to know. It focuses on formal, institutionalized learning at all its levels from preschool to school, college and university. Education is also concerned with the processes of informal learning – how babies learn to speak at home, or how children and adults learn to use an interface or play a game. It is concerned with how organizations and groups learn, collecting and acquiring knowledge that is applied in their communities, professions and workplaces. In fact, as knowledge is needed and used everywhere, learning happens everywhere. There is no part of our lives to where the discipline of education cannot provide a useful perspective.

Maybe, then, education is more than just an interdisciplinary place that ties together shreds and patches from other disciplines – a bit of psychology here, a bit of sociology there, a bit of management there. Education should be regarded as the metadisciplinary foundation of all disciplines. Its focus is the science of knowing, no less.

The metadiscipline of education inquires into learning, or how we come to know and be. Education-as-metadiscipline explores knowing and being. It analyzes how people and groups learn and come to be what they are. As such, it is an especially expansive exploration of knowing. It is interested to know how knowing happens and how capacities to know develop.

Education is the New Philosophy

What if we were to think of education in these more expansive and more ambitious ways?

If we are to think in these terms, then the intellectual and practical agenda of education is no less than to explore the bases and pragmatics of human knowledge, becoming and identity. Education asks this ur -disciplinary question: How is it that we come to know and be, as individuals and collectively? If this is education's central question, surely, then, we can argue that it is the source of all other disciplines? It is the means by which all other disciplines come into being.

Philosophy used to claim a metadisciplinary position like this. It was the discipline where students not only thought, but

thought about thinking. However, for decades, philosophy has been making itself less relevant. It has become too word-bound, too obscure, too formal and too disconnected from practical, lived experience.

But philosophy's metaquestions still need to be asked. Education should perhaps take the former position of philosophy as the discipline of disciplines, and do it more engagingly and relevantly than philosophy ever did. Education is the new philosophy.

Investing in Education for a 'Knowledge Society'

Add to these expanded intellectual ambitions, widened ambitions for education in public discourse and everyday social reality—and these should be good times to be an educator.

Politicians and captains of industry alike tell us that knowledge is now a key factor of production, a fundamental basis of competitiveness – at the personal, enterprise and national levels. And as knowledge is a product of learning, education is more important than ever. This is why education has become such a prominent topic in the public discourse of social promise.

The expectations of education have been ratcheted up. More than ever before, people are saying that education is pivotal to social and economic progress. This does not necessarily translate immediately into greater public investment in education (a businesslike approach, one would think). But today's rhetoric about the importance of education does give educators greater leverage in the public discourse than we had until recently.

Stated simply, in a knowledge economy in which more and more jobs require greater depths of knowledge, schools must do what they can to bridge the knowledge gaps. If they can achieve this, they are at least doing something to ameliorate the worst systemic material inequalities. Schools, in other words, have a new opportunity, a new responsibility and a new challenge to build societies that are more inclusive of social classes whose access to material resources was historically limited.

Despite this, educators struggle to find the resources to meet increasing expectations, despite all talk of a 'knowledge society' and 'new economy'. We may have listened to this rhetoric with a great deal of skepticism given the struggles we educators face. Nevertheless, we need to grasp what is rhetorically or genuinely new in our times. We must seize the drift of contemporary public discourse, and position ourselves centrally. Here is our chance: the stuff of knowledge is no more and no less than the stuff of learning. Surely too, this new kind of society requires a new kind of learning and that a new social status is ascribed to education. It is our role as educators to advocate for education, to make a claim for the allocation of the social resources required in order to meet expanding expectations.

Designs for Social Futures: Towards 'New Learning'

How might we imagine a better society which locates education at the heart of things?

This heart may well be economic in the sense that it is bound to material self-improvement or personal ambition. Equally, however, education is a space to re-imagine and try out a new and better world which delivers improved material, environmental and cultural outcomes for all. Education must surely be a place of open possibilities, for personal growth, for social transformation and for the deepening of democracy. Such is the agenda of 'New Learning', explicitly or implicitly. This agenda holds whether our work and thinking is expansive and philosophical or local and finely grained.

If we were to choose a single word to characterize the agenda of the New Learning, it is to be 'transformative'. New Learning is thus not simply based on a reading of change. It is also grounded in an optimistic agenda in which we educators can constructively contribute to change. If knowledge is indeed as pivotal in contemporary society as the 'new economy' commentators and politicians claim, then educators should seize the agenda and position themselves as forces of change. We have a professional responsibility to be change agents who design the education for the future and who, in so doing, also help design the future.

You might see this as a sensible conservatism, sensible for being realistic about the contemporary forces of technology, globalization and cultural change. Or you could see it to be an emancipatory agenda that aspires to make a future that is different from the present by addressing its many crises – of poverty, environment, cultural difference and existential meaning, for instance. In other words, the transformation may be pragmatic (enabling learners to do their best in the given social conditions) or it may be emancipatory (making the world a better place) or it may be both.

At its best, transformative New Learning embodies a realistic view of contemporary society, or the kinds of knowledge and capacities for knowing that children need to develop in order to be good workers in a 'knowledge economy'; participating citizens in a globalized, cosmopolitan society; and balanced personalities in a society that affords a range of life choices that at times feels overwhelming. It nurtures the social sensibilities of a kind of person who understands that they determine the world by their actions as much as they are determined by that world. It creates a person who understands how their individual needs are inextricably linked with their responsibility to work for the common good as we become more and more closely connected into ever-expanding and overlapping social networks.

The issue is not merely one of quantity. It is not simply a matter of providing more education for more people. While many nations persevere with educational structures founded in the 19th century or earlier, the knowledge economy demands different and creative approaches to learning. Schools, at least in their traditional form, may not dominate the educational landscape of the 21st century. Neat segregations of the past may crumble. Givens may give.

Learner Diversity
No learning exists without learners, in all their diversity.
It is a distinctive feature of the New Learning to recognize the enormous variability of lifeworld circumstances that learners bring to learning. The demographics are insistent: material (class, locale, family circumstances), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, affinity and persona). This conceptual starting point helps explain the telling patterns of educational and social outcomes.

Behind these demographics are real people, who have always already learned and whose range of learning possibilities are both boundless and circumscribed by what they have learned already and what they have become through that learning. Here we encounter the raw material diversity – of human experiences, dispositions, sensibilities, epistemologies and world views. These are always far more varied and complex than the raw demographics would at first glance suggest. Learning succeeds or fails to the extent that it engages the varied identities and subjectivities of learners. Engagement produces opportunity, equity and participation. Failure to engage produces failure, disadvantage and inequality.

The questions we face as educators today are big, the challenges sometimes daunting. How do we, for instance, ensure that education fulfills its democratic mission, through quality teaching, a transformative curriculum and dedicated programs that address inequality? Targeting groups who are disadvantaged and 'at risk' is an essential responsibility of educators, not on the basis of moral arguments alone but also because of the economic and social dangers of allowing individuals and groups to be excluded.

Education's Agendas
Professional educators of tomorrow will not be people who simply enact received systems, standards, organizational structures and professional ethics.
In this time of extraordinary social transformation and uncertainty, educators need to consider themselves to be designers of social futures, to search out new ways to address the learning needs of our society, and in so doing to position education at an inarguably central place in society.

Indeed, powerful educational ideas—about how people act and build knowledge in context and in collaboration with others, for instance – could well become leading social ideas in currently more privileged areas of endeavor, such as business and technology. Perhaps, if we can succeed at putting education at the heart of the designs for society's future, we might even be able to succeed in our various campaigns to ensure that education is innovative, empowering, just and adequately resourced.

Education in all its aspects is in a moment of transition today. The idea of 'New Learning' contrasts what education has been like in the past, with the changes we are experiencing today, with an imaginative view of the possible features of learning environments in the near future. What will learning be like, and what will teachers' jobs be like? Are we educators well enough equipped to answer the questions we encounter and address the challenges we face? Does our discipline provide us with the intellectual wherewithal to face changes of these proportions? It could, but only if we conceive education to be a science as rigorous in its methods and as ambitious in its scope as any other.

Education's agenda is intellectually expansive and practically ambitious. It is learner-transformative, enabling productive workers, participating citizens and fulfilled persons. And it is world-transformative as we interrogate the human nature of learning and its role in imagining and enacting new ways of being human and living socially: shaping our identities, framing our ways of belonging, using technologies, representing meanings in new ways and through new media, building participatory spaces and collaborating to build and rebuild the world. These are enormous intellectual and practical challenges.

Transformative education is an act of imagination for the future of learning and an attempt to find practical ways to develop aspects of this future in the educational practices of the present. It is an open-ended struggle rather than a clear destination, a process rather than a formula for action. It is a work-in-progress.

The science of education is a domain of social imagination, experimentation, invention and action. It's big. It's ambitious. And it's determinedly practical.

The Learning Conference, journals, book imprint and online network provide a forum for dialogue about the nature and future of learning. They are places for presenting research and reflections on education both in general terms and through the minutiae of practice. They attempt to build an agenda for a new learning, and more ambitiously an agenda for a knowledge society which is as good as the promise of its name.

The Learner | **Advisory Board**

The principal role of the Advisory Board is to drive the overall intellectual direction of The Learner Research Network and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to The Learner Journal Collection as well as proposals or completed manuscripts to The Learner Book Imprint.

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- **Shares**: Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
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A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **CGSchol**ar contains a research network space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **CGSchol**ar features are only available to Common Ground Research Network members as part of their membership. Please visit the CGCGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

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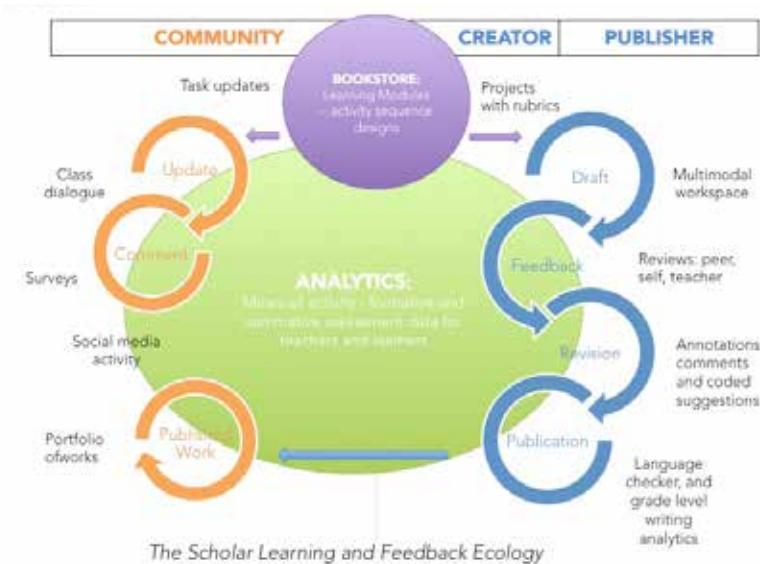
CGScholar is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal "social knowledge" relationships.

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Red de Investigación de Aprendizaje

Explorando el significado y propósito de la educación, con enfoque en las pedagogías innovadoras y con la perspectiva de las nuevas posibilidades sociales a través de la educación

Fundada en 1989, la Red de Investigación de Aprendizaje se reúne en torno a un interés común por el aprendizaje en sus vertientes tanto formal como informal abarcando todos sus niveles: desde el aprendizaje durante la primera infancia, pasando por el periodo escolar, enseñanza secundaria y universitaria, hasta la educación para adultos que se desarrolla en las diferentes poblaciones y ámbitos laborales.

El Congreso Internacional de Aprendizaje se fundamenta en cuatro pilares clave: internacionalismo, interdisciplinariedad, inclusión e interacción. Concurren a la sede desde insignes eruditos hasta académicos emergentes, provenientes desde todos los rincones del planeta y representantes de una heterogeneidad de disciplinas y perspectivas que abarcan un amplio espectro. La gran variedad, en cuanto a tipos de sesión y modalidades de presentación que pone a su alcance, ofrece múltiples oportunidades para estimular el debate sobre las cuestiones fundamentales y consustanciales a este ámbito de estudio, y propicia el establecimiento de relaciones con académicos que proceden de culturas y áreas temáticas de diversa índole.

Publicaciones

Al participar en el congreso, los miembros de la Red de Investigación de Aprendizaje tienen la posibilidad de publicar en la *Revista Internacional de Aprendizaje*, en cuyo proceso de edición se concibe la revisión por pares desde una perspectiva constructiva e integradora.

Beneficios de la afiliación

Como miembro de la Red de Investigación, tiene acceso a una amplia diversidad de herramientas y recursos para su propio trabajo:

- Suscripción digital a las revistas en español y en inglés de la Red durante un año.
- Suscripción digital a la librería durante un año.
- Publicación de un artículo al año (previa revisión por pares).
- Participación como revisor en el proceso de revisión por pares.
- Suscripción al boletín digital de la comunidad, con noticias de la Red de Investigación.
- Opción de añadir un vídeo de presentación al canal de YouTube de la Red de Investigación.
- Acceso gratuito a la red social Scholar, incluyendo:
  - ◊ Perfil personal y portafolio de publicaciones.
  - ◊ Interacción y creación de comunidades académicas.
  - ◊ Facebook y Twitter opcional.
  - ◊ Uso complementario de la red en sus clases mediante la interacción con la comunidad Scholar, asistencia y asesoría en la revisión por pares y puesta en común de obras publicadas.

Aprendizaje | Temas

Explorar los procesos de elaboración y aplicación de las experiencias de aprendizaje, incluidas las decisiones sobre el contenido (plan de estudios) y las estrategias de instrucción (pedagogía)

Tema 1: Pedagogía y currículo
- La teoría pedagógica y la instrucción
- El plan de estudios como programa de aprendizaje
- La reforma educativa en los planes de estudios y la instrucción
- La diferenciación y la personalización de la enseñanza
- El conocimiento del contenido y el conocimiento pedagógico de los maestros

Investigar los procesos para precisar los resultados educativos y el diseño de métodos para medir el aprendizaje del estudiante, la evaluación de la eficacia de las intervenciones educativas o el impacto de los programas educativos en los alumnos, los maestros, las instituciones y la sociedad

Tema 2: Medición y evaluación
- Los objetivos de la evaluación (diagnóstica, formativa y sumativa)
- La política y la práctica de la responsabilidad educativa
- Inteligencia o habilidad, competencia o capacidad: ¿cuáles son los objetivos medibles de la educación?
- Las estrategias de evaluación (portafolio, evaluación adaptativa, por computadora e integrada)
- Tipos de medición educativa (cualitativa, cuantitativa, cognitiva, afectiva y de desempeño)
- Metodologías de investigación educativa (descriptivas, experimentales, participativas, y de investigación-acción)
- La evaluación de los programas: los propósitos, las estrategias y el papel en la reforma educativa

Indagar sobre la organización de los sistemas formales de educación y su impacto en el proceso de enseñanza y aprendizaje. Examinar los problemas de la educación profesional, así como el papel de los administradores y los órganos de gobierno en las instituciones educativas y el entorno

Tema 3: Organización educativa y liderazgo
- Los ambientes de aprendizaje: la forma cambiante tanto de las instituciones educativas como de los lugares donde se produce el aprendizaje
- El papel de las instituciones educativas en la sociedad y/o en el cambio social
- La docencia: el trabajo de los maestros, los roles y las responsabilidades
- Las políticas educativas
- Los objetivos cambiantes de la educación: formar nuevos tipos de trabajadores, ciudadanos e identidades individuales
- Administradores en instituciones educativas: un liderazgo efectivo en una sociedad cambiante

Las investigaciones sobre el aprendizaje y el desarrollo en los primeros siete años de vida, así como el impacto de las influencias formales, familiares y socioculturales en el aprendizaje

Tema 4: Aprendizaje en la educación preescolar
- Influencia de la familia y el ambiente social/cultural en el aprendizaje temprano
- La educación infantil: las funciones de la guardería, la educación preescolar y el jardín de niños
- La alfabetización, las artes y la comunicación en la primera infancia
- Habilidades aritméticas y ciencia en la primera infancia

Los estudios de la educación superior: preocupaciones institucionales (las admisiones, la financiación, el alcance y la calidad de la oferta educativa); estrategias de instrucción y su eficacia con los estudiantes; el ambiente de aprendizaje en la educación superior

Explorar el tema del aprendizaje de los adultos en una variedad de contextos, desde la educación básica hasta la capacitación laboral y el aprendizaje profesional. Incluye los cursos de formación y el desarrollo profesional de los maestros

Reconocer y adaptarse a la diversidad de los alumnos, a la dinámica de la enseñanza y el aprendizaje en diversas comunidades y salones de clase. Considerar el problema de la identidad de los alumnos y la interacción entre los estudiantes, así como las estrategias para promover la justicia social, la comprensión multicultural y la tolerancia

Tema 5: Educación superior
- El futuro de la universidad: su vinculación con el trabajo, la ciudadanía y la identidad
- La enseñanza y el aprendizaje a nivel superior
- Las ecologías del conocimiento: vincular la investigación y la enseñanza
- Formación docente: políticas, programas y prácticas

Tema 6: Aprendizaje en adultos, comunitario y profesional
- Las oportunidades de aprendizaje formales e informales para adultos
- La educación continua para una sociedad en constante cambio
- La educación profesional continua, la capacitación y el desarrollo laboral
- La formación vocacional para el futuro
- El aprendizaje y otros modelos de enseñanza técnica o especializada
- La educación popular y comunitaria
- La capacitación de maestros y el desarrollo profesional

Tema 7: Identidad y diversidad de los estudiantes
- La educación incluyente
- La equidad, la participación y las oportunidades
- Cómo cambian las mayorías y las minorías
- La educación especial, las dificultades de aprendizaje y las discapacidades
- La educación internacional, global, multicultural e intercultural

Explorar el papel de las tecnologías en el aprendizaje, así como la influencia de los procesos de aprendizaje sobre la tecnología

Tema 8: Tecnologías en el aprendizaje
- Los valores humanos y la tecnología: aprender sobre la tecnología y a través de ella
- Cruzando la brecha digital: el acceso al aprendizaje en el mundo digital
- Las nuevas herramientas: el aprendizaje en línea
- Los mundos y las aulas virtuales: aprendizaje interactivo, a su propio ritmo y autónomo
- El aprendizaje ubicuo: el uso de las posibilidades que los nuevos medios ofrecen
- El aprendizaje a distancia: la reducción de las barreras

Las investigaciones sobre el proceso del aprendizaje de la lectura, la escritura y la comunicación utilizando los nuevos medios y la alfabetización multimodal

Tema 9: Alfabetización y aprendizaje de idiomas
- La definición de las nuevas literacidades
- Los idiomas de poder: el papel de la alfabetización en el acceso a la sociedad
- La instrucción y la respuesta a las diferencias individuales en la alfabetización
- Lo visual y lo verbal: multiliteracidad y comunicaciones multimodales
- La alfabetización en el aprendizaje: el lenguaje en el aprendizaje de todas las materias
- El papel cambiante de las bibliotecas en la alfabetización
- La educación sobre el lenguaje y el aprendizaje de segundas lenguas
- El aprendizaje de varias lenguas para un mundo multicultural
- Las artes y el diseño en el aprendizaje multimodal
- La computadora, internet y los medios digitales: retos educativos y reacciones

Los estudios sobre las mejores prácticas en la enseñanza y el aprendizaje de las ciencias, las matemáticas y la tecnología

Tema 10: Educación en ciencias, matemáticas y tecnología
- Disciplinas científicas: el aprendizaje de la física, química, biología y otras ciencias
- El aprendizaje sobre el medio ambiente
- Modos de instrucción (didáctica, reflexiva y colaborativa)
- Pedagogía de las matemáticas
- Aprender sobre las tecnologías y a través de ellas
- Conocimiento del contenido pedagógico por parte de los maestros

Aprendizaje para la diferencia social

El tema destacado del congreso de este año es aprender a crear una sociedad diferente. Definimos el aprendizaje en su sentido más amplio en cuanto que se refiere a la adquisición de conocimiento o de habilidades mediante las prácticas educativas formales o informales de enseñanza, estudio y compromiso experiencial. La cuestión crítica es que estas prácticas están relacionadas con el cambio y la mejora de la vida social, aprovechando el poder de la educación para tratar sobre la desigualdad y la discriminación para promover la justicia social.

Según Oxfam International, en el periodo 2016-2017, el 82 % de la riqueza creada fue a parar a manos del 1 % más favorecido de la población global, mientras que 3.7 mil millones de personas, que son la mitad más pobre de la humanidad, no recibió nada. Los educadores tienen una gran responsabilidad, no solo para aumentar la comprensión de los factores socioeconómicos que dan lugar a tales desigualdades en la distribución de riqueza, sino también para poner de relieve y abordar el devastador impacto global que tiene en los individuos y en las comunidades. De aquí el tema destacado del congreso de este año y la petición de que aquellos cuyo trabajo busca crear una sociedad diferente se reunan con nosotros en Belfast, Irlanda del Norte, en 2019.

Aprendizaje y educación: Amplitud y profundidad

Aprender es más que la educación. Los humanos nacen con la capacidad innata de aprender, y dicho aprendizaje nunca cesa a lo largo de la vida.

El aprendizaje acontece simplemente cuando las personas tratan entre sí, interactúan con el mundo natural y se mueven por el mundo que han construido. Ciertamente, una de las cosas que nos distinguen como seres humanos es nuestra enorme capacidad de aprendizaje. Otras especies también aprenden, desde el más pequeño de los insectos al más inteligente los chimpancés. Pero ninguna tiene prácticas pedagógicas o instituciones educativas. En consecuencia, el modo principal en que nuestra especie se desarrolla con el tiempo es mediante las adaptaciones biológicas de la evolución. El cambio es natural y es lento.

La educación hace que el aprendizaje humano sea distinto al aprendizaje de cualquier otra criatura. El aprendizaje permite a los humanos escapar de los estrictos determinismos de la naturaleza. Les proporciona las herramientas con las que comprenderse a sí mismos y a su mundo, con las que transformar sus condiciones de vida, para mejor o para peor.

La educación es la capacidad peculiarmente humana de alentar el aprendizaje de manera consciente, así como de crear contextos sociales especialmente diseñados para dicho propósito: las instituciones educativas. El aprendizaje es cotidiano y sucede naturalmente, en todo tiempo y lugar. La educación   incluyendo las instituciones, currículum y pedagogías   es un aprendizaje prediseñado.

El arte y la ciencia de la enseñanza

La enseñanza y el aprendizaje son integrales a nuestra naturaleza humana.

La enseñanza acontece en todas partes. Muchos son buenos por naturaleza para enseñar: son pacientes, explican con claridad, y lo suficiente, pero no demasiado, de manera que el alumno cobra conciencia de que están dominando algo gradualmente, sólo que con algo de apoyo personal. Se puede hallar la práctica de la enseñanza puesta en acción en cualquier parte y en la vida cotidiana. De hecho, es imposible imaginar el día a día sin el aprendizaje.

Enseñar es también una vocación y una profesión. Las personas que se dedican a la enseñanza son buenas en su trabajo cuando desarrollan y aplican la disposición y sensibilidad propia de los buenos profesores, que son también profesores en su vida cotidiana.

Pero la profesión docente es mucho más que tener una capacidad natural bien puesta en práctica. También hay una ciencia de la educación, que incorpora el método y el razonamiento al arte docente, y que está respaldada por un corpus de conocimiento especializado. Esta ciencia pretende responder a cuestiones fundamentales: ¿Cómo ocurre el aprendizaje? ¿Cómo organizamos a los docentes para que sean más efectivos? ¿Qué es lo que funciona en la docencia? Y cuando funciona, ¿cómo lo sabemos? La ciencia de la educación busca responder estas preguntas de manera reflexiva y analítica.

Prácticas de aprendizaje

El aprendizaje es el modo en que una persona o un grupo llega al conocimiento, y el conocimiento consiste en diversos tipos de acción.

En el aprendizaje, el conocedor se posiciona en relación con lo conocido, y ambos se unen. El conocimiento conlleva acción y experimentación, conceptualización, análisis y dedicación, por ejemplo.

El aprendiz aporta su propia persona al acto del conocimiento, su propia subjetividad. Cuando este acto se alcanza, la persona se transforma. Sus horizontes de conocimiento y de actuación se han expandido.

El aprendizaje se puede analizar en tres niveles: "Pedagogía" o microdinámica de los momentos de enseñanza y aprendizaje; "curriculum" o el diseño de áreas particulares de conocimiento; "educación" o el marco general institucional en el que se sitúan la pedagogía y el curriculum.

La pedagogía es un proceso deliberado y planificado por el cual una persona ayuda a otra a aprender. Esto es lo que los Pueblos Primitivos realizaban a través de ritos formales de paso, de la infancia a la edad adulta y de esta a la ancianidad, aprendiendo la ley, la espiritualidad y la naturaleza. Es también el modo en que los profesores de la educación moderna, masiva e institucionalizada han organizado a los alumnos en las aulas y en su proceso. La pedagogía es la ciencia y práctica de la dinámica del conocimiento. La evaluación es la medida de la pedagogía, y consiste en interpretar la forma y extensión de la transformación del aprendiz.

El curriculum es el contenido sustantivo del aprendizaje, así como su organización en temas y materias   matemáticas, historia, educación física y otras por el estilo. En lugares de docencia formal y sistemática, la pedagogía se produce en estos marcos generales donde el proceso de unión entre sujeto y objeto de conocimiento se dota de orden y estructura. Frecuentemente tienen una metodología y un contenido específico, y de aquí provienen las distintas disciplinas. Podemos preguntarnos cuál es la naturaleza y el futuro de la "literatura", "cálculo", "ciencias", "historia", "sociales", "educación física" y otras. ¿Cómo se relacionan entre sí? ¿Cómo se relacionan con un mundo sujeto a una dinámica de transformación? ¿Cómo evaluamos su efectividad curricular?

La educación se refiere normalmente a comunidades formales de aprendizaje, como las instituciones del colegio, instituto y universidad que aparecieron con la emergencia de la escritura como herramienta de la administración pública (por ejemplo, para formar mandarines o funcionarios públicos en la China imperial o los escribas del alfabeto cuneiforme en Mesopotamia); o como apoyo de las religiones basadas en textos sagrados (así, la madraza islámica o el monasterio cristiano); y para transmitir conocimiento y sabiduría formalmente desarrollado (la Academia de la antigua Atenas o la enseñanza confuciana china).

El aprendizaje se produce siempre y en todas partes. Es intrínseco a la naturaleza humana. La educación, sin embargo, se produce a través de mecanismos comunitarios diseñados, como las instituciones de educación, infantil y adulta, la escuela, los institutos profesionales y la universidad. En ocasiones también se produce de modo informal o semiformal, en contextos cuyo motivo principal es comercial o comunal, incluyendo centros de trabajo, grupos comunales, hogares o lugares públicos.

Hacia una ciencia de la educación
¿Qué es esta institución suprema, la educación?

En su manifestación más visible consiste en formas institucionales: escuelas, institutos y universidad. Pero entendida de modo más extensivo, la educación es un proceso social, una relación entre enseñanza y aprendizaje. Como actividad profesional, es una disciplina.

La ciencia de la educación analiza la pedagogía, el curriculum y las instituciones educativas. Es un cuerpo disciplinar de conocimiento sobre el aprendizaje y la enseñanza, sobre el modo en que estas prácticas se conciben y se realizan.

La palabra "ciencia" o "disciplina" se refiere a un tipo privilegiado de conocimiento creado por personas capacitadas para ello que principalmente trabajan en trabajos de investigación, académicos o docentes. Implica una experimentación cuidadosa y una observación particular. Los científicos sistemáticamente exploran los fenómenos, descubren hechos y patrones que gradualmente se constituyen en teorías para describir el mundo. Con el tiempo, las creemos y las atribuimos a la autoridad científica.

Desde esta perspectiva, podríamos crear una ciencia de la educación que se centre en el cerebro como entidad biológica y en la mente como fuente de comportamientos (ciencia cognitiva). También podríamos diseñar experimentos con los que explorar cuidadosamente los hechos del aprendizaje para averiguar qué es lo que funciona y lo que no. Como la ciencia médica, los docentes podrían suministrar ciertas dosis de medicina educativa y otros un placebo, para ver si una intervención particular arroja mejores resultados; así son las pruebas controladas de métodos experimentales.

Sin embargo, frecuentemente necesitamos saber más. Ciertamente, es útil saber cómo funciona la mente, pero ¿qué sucede con las condiciones culturales que también conforma al sujeto pensante? Necesitamos pruebas sustanciales acerca de qué tipos de intervenciones educativas son realmente útiles, pero ¿y si la hipótesis de la investigación o los test que empleamos para evaluar los resultados sólo pueden medir un estrecho margen de capacidades y de conocimiento? ¿Y si las pruebas demuestran que la intervención ha funcionado pero los discentes no continúan un curriculum que se ha amoldado a dichas pruebas? ¿Y si los test sólo miden los hechos que ellos mismos esperan que los discentes adquieran, a través de respuestas simples o complejas de sí o no?

Un crítico de tales pruebas estandarizadas podría preguntar qué sentido tiene su empleo en un mundo donde la resolución de problemas y la creatividad son cada vez más valoradas, donde puede haber más de una respuesta válida y útil a la mayoría de las preguntas importantes. Por estas razones, necesitamos operar con una comprensión más amplia de la disciplina educativa, basada a su vez en una definición más amplia de la ciencia que la que ofrecen los métodos experimentales.

Una ciencia interdisciplinar

La disciplina de la educación se basa en la ciencia del aprendizaje, es decir, el modo en que las personas acceden al conocimiento.

Es una ciencia que investiga aquello que es el conocimiento. Se centra en cómo aprenden los infantes, los jóvenes y los adultos. La educación, entendida como ciencia, es una forma especializada de conocimiento. Consiste en conocer cómo se produce el conocimiento y cómo se desarrollan las capacidades del conocer. En cierto sentido, es la ciencia de todas las ciencias. También trata sobre la organización de la enseñanza para facilitar el aprendizaje formal y sistemático, así como las instituciones en las que se produce.

Con demasiada frecuencia, se piensa que la educación es una hermana pobre de las demás disciplinas universitarias, tales como las ciencias naturales, las humanidades y las restantes profesiones. Se la tiene como una cooperación a las demás disciplinas antes que como una disciplina en sí misma. Esto se refleja en menos subvenciones para la investigación o menor acceso de estudiantes. Las ciencias de la educación parecen tener menos rigor. Su base disciplinar está tomada prestada de otras ciencias   sociología, historia, psicología, ciencia cognitiva, lingüística, filosofía , así como del conocimiento sustancial de otras áreas, como literatura, ciencia y matemáticas.

La educación tiene un rango más amplio y más ecléctico que las demás ciencias. Se basa en ciertas ramas disciplinares: filosofía del conocimiento o epistemología, ciencia cognitiva de la percepción y del aprendizaje, historia de las instituciones modernas, sociología de las diversas comunidades, lingüística y semiótica de la enseñanza, por nombrar algunas. Estas conforman la disciplina educativa, que es más que una disciplina, sino más bien un esfuerzo interdisciplinar.

La educación como ciencia de las ciencias

La educación es el terreno en el que crecen todas las demás disciplinas.

Ninguna disciplina puede implantarse, sea en un colegio o en una universidad, si no es por medio de la educación. Ninguna disciplina se aprende si no es por la enseñanza. Un lego sólo puede conocer una disciplina a través de la educación, aprendiendo el acervo cognoscitivo propio de la misma. Así, la educación es más que interdisciplinariedad, más que amalgama entre distintas ciencias. Es una metadisciplina, fundamento práctico de todas las disciplinas. Es la disciplina de las disciplinas.

La educación es la investigación sistemática del modo en que los humanos acceden al conocimiento. Se centra en la enseñanza formal e institucionalizada en todos sus niveles, desde preescolar hasta la escuela, el instituto y la universidad. También examina los procesos del aprendizaje informal, esto es, cómo los infantes aprenden en casa o cómo los niños y adultos aprenden a usar un interfaz o a jugar a un juego concreto. También trata sobre cómo aprenden los grupos y organizaciones, recopilando el conocimiento de comunidades, profesiones y trabajos. De hecho, puesto que el conocimiento es necesario y se usa en todas partes, también el aprendizaje ocurre en todas partes. No hay parte de nuestras vidas donde la disciplina de la educación no pueda proporcionar una perspectiva útil.

Entonces, quizá la educación sea más que un lugar interdisciplinar que recoge los retazos de las demás disciplinas una pizca de sociología, un poco de organización . La educación debería ser la fundación metadisciplinar de todas las disciplinar. Es la ciencia del conocimiento, nada menos.

La metadisciplina de la educación indaga el aprendizaje, cómo accedemos al saber y ser. Analiza cómo aprenden las personas y los grupos y cómo llegan a ser lo que son. Es una exploración expansiva del conocimiento. Busca conocer el modo de conocer y cómo se desarrollan las capacidades de conocer.

La educación es la nueva filosofía
¿Y si considerásemos a la educación desde esta perspectiva más amplia y ambiciosa?

Si pensásemos en estos términos, entonces la agenda intelectual y práctica de la educación sería nada menos que explorar las bases y la pragmática del conocimiento humano, su devenir y su identidad. La educación plantea esta cuestión protodisciplinar: ¿Cómo llegamos a conocer y a ser, individual y colectivamente? Si esta es la pregunta central de la educación, entonces ¿cabría discutir que es la fuente de todas las demás disciplinas? Es el medio por el que estas llegan a ser.

La filosofía solía reclamar esta posición metadisciplinar. Era la disciplina donde los estudiantes no sólo pensaban, sino que pensaban sobre el pensamiento. No obstante, la filosofía durante décadas se ha ido volviendo irrelevante. Está demasiado atada a las palabras, es demasiado obscura, demasiado formal y demasiado desconectada de la experiencia práctica y viva.

Pero las metacuestiones de la filosofía aún necesitan ser respondidas. La educación quizá pueda ocupar la antigua posición de la filosofía como disciplina de disciplinas, y hacerlo de modo más unificador y relevante de lo que jamás logró la filosofía. La educación es la nueva filosofía.

Invertir en educación para una Sociedad del Conocimiento
A estas ambiciones intelectuales se le añaden otras referidas al papel de la educación en el discurso público y en la realidad social cotidiana. Estos deberían ser buenos tiempos para el educador.

Los políticos y las figuras de la industria nos dicen que el conocimiento es un factor clave de la producción y una base fundamental de la competitividad a nivel personal, empresarial y nacional. Dado que el conocimiento es producto del aprendizaje, la educación es más importante que nunca. Por esto la educación se ha convertido en un tema relevante para el discurso público.

Ahora más que nunca, se dice que la educación es fundamental para el proceso social y económico. Esto no necesariamente se traduce en una mayor inversión pública en educación, pero la retórica actual sobre la importancia de la educación le otorga a los educadores un peso mucho mayor en el discurso público del que se había tenido hasta ahora.

Dicho simplemente, en una economía del conocimiento en la que cada vez más trabajos requieren un mayor conocimiento, las escuelas deben hacer cuanto puedan para solventar los saltos cognitivos. Si pueden realizar esto, entonces mejorarán las desigualdades materiales del sistema. La escuela, dicho en otras palabras, tiene una nueva oportunidad, una nueva responsabilidad y un nuevo desafío para construir sociedades en las que haya una mayor inclusión de clases sociales cuyo acceso a los recursos materiales ha estado históricamente limitado.

A pesar de esto, los educadores luchan por encontrar los recursos necesarios para satisfaces las crecientes expectativas, aún con todo cuanto se habla sobre la "sociedad del conocimiento" y la "nueva economía". Podemos mostrar un alto grado de escepticismo ante esta retórica, a juzgar por los problemas que afrontan los docentes. No obstante, debemos cribar todo lo que sea retórica y lo que sea genuinamente nuevo. Debemos aprovechar la deriva del discurso público para ocupar un papel central. Esta es nuestra oportunidad: El tema del conocimiento no es ni más ni menos que el tema del aprendizaje. Sin duda, este nuevo tipo de sociedad necesita un nuevo tipo de aprendizaje y un nuevo estatus social para la educación. Es nuestro papel como educadores apoyar la educación y reclamar una redistribución de los recursos sociales necesarios para satisfacer las expectativas de expansión.

Diseños para un futuro social: Hacia un nuevo aprendizaje
¿Cómo podemos imaginar una sociedad mejor que sitúe a la educación en el centro?

Este centro puede ser económico en el sentido de que está vinculado a la prosperidad material y a la ambición personal. Del mismo modo, la educación también es un espacio para reimaginar un mundo nuevo y mejor que produzca beneficios materiales, ambientales y culturales para todos. La educación es un espacio de posibilidades abiertas para el crecimiento personal, la transformación social y la profundización en la democracia. Esta es la agenda del "nuevo aprendizaje", explícita o implícitamente. Esta agenda se mantiene si nuestro trabajo y pensamiento es expansivo y filosófico.

Si tuviéramos que escoger una sola palabra para caracterizar la agenda de la "Nuevo Aprendizaje", esta sería "Transformativo". El nuevo aprendizaje no se basa sólo en una nueva lectura, sino que también es una agenda optimista en la que los educadores pueden contribuir constructivamente al cambio. Si el conocimiento es central en la sociedad contemporánea como sostienen los políticos y los seguidores de la "nueva economía", entonces los educadores deben asumir su agenda y posición como fuerzas del cambio. Tenemos la responsabilidad profesional de ser agentes del cambio que diseñan la educación del futuro y quienes, al hacerlo, también están diseñando el futuro.

Podría entenderse como un conservadurismo sensible, sensible por ser realista ante las fuerzas contemporáneas de la tecnología, la globalización y el cambio cultural. O podría verse como una agenda emancipadora que aspira a forjar un futuro distinto del presente poniendo de relieve todos sus aspectos críticos   pobreza, medio ambiente, diferencia cultural y sentido existencial . En otras palabras, la transformación puede ser pragmática (permitiendo a los discentes hacer lo más adecuado en unas condiciones sociales concretas) o puede ser emancipadora (hacer del mundo un lugar mejor) o puede combinar ambos.

En el mejor de los casos, el nuevo aprendizaje transformativo incorpora un punto de vista realista de la sociedad contemporánea, esto es, de los tipos de conocimiento y las capacidades de aprendizaje que los niños necesitan desarrollar para ser buenos trabajadores en una "economía del conocimiento"; para ser buenos ciudadanos de una sociedad globalizada, cosmopolita; para ser personalidades equilibradas en un contexto social que permite un rango de elección vital tan amplio que resulta sobrecogedor. Nutre la sensibilidad social de las personas que entienden que están determinando el mundo mediante sus acciones, del mismo modo que están determinados por ese mundo. Crea un tipo de persona que entiende que sus necesidades sociales están inextricablemente unidas a su responsabilidad para trabajar por el bien común, en la medida en que estamos más y más cercanamente conectados con redes sociales expansivas e interactivas.

La cuestión no es simplemente cuantitativa. No consiste simplemente en proporcionar más educación a más personas. Mientras que muchas naciones perseveran en estructuras educativas fundadas en el siglo XIX o incluso antes, la economía del conocimiento demanda una aproximación creativa y diferente a la enseñanza. Las escuelas, al menos en su forma tradicional, no pueden dominar el paisaje del siglo XXI. Las segregaciones del pasado deben desaparecer.

Diversidad de aprendices
No existe aprendizaje sin aprendices, en toda su amplia diversidad.

Es una característica distintiva de la Nueva Enseñanza que reconoce la enorme variabilidad de circunstancias vitales que los discentes aportan al aprendizaje. La demografía es insistente: son causas materiales (clase, localidad, circunstancias familiares), corpóreas (edad, raza, sexo y sexualidad, características mentales y físicas), y simbólicas (cultura, idioma, género, afinidad y persona). Este punto de partida conceptual ayuda a explicar los patrones narrativos del éxito social y educativo.

Más allá de estas cuestiones demográficas están las personas reales cuyo aprendizaje y rango de posibilidades de aprendizaje son ilimitados y circunscritos por lo que ya han aprendido y aquello en lo que se han convertido mediante dicho aprendizaje. Aquí hallamos toda la diversidad material de experiencias humanas, disposiciones, sensibilidades, epistemologías y visiones del mundo. Siempre son más variadas y complejas que la simple demografía sugiere a primera vista. El aprendizaje funciona o fracasa hasta el punto de abarcar las identidades y subjetividades de quienes aprenden. Produce oportunidad, igualdad y participación. El fracaso produce fracaso, desigualdad y desventaja.

Las preguntas que hoy afrontamos como educadores son grandes, y los desafíos a veces son desalentadores. Por ejemplo, ¿cómo nos aseguramos de que la educación cumple su misión democrática si hay una enseñanza cualitativa, un curriculum transformativo y un programa que acentúa la desigualdad? Detectar a los grupos que padecen desventajas y están "en peligro" es una responsabilidad esencial de los educadores, no ya únicamente por argumentos morales, sino también por el peligro social y económico de permitir la exclusión de grupos e individuos.

Agendas Educativas

Los profesionales de la educación del mañana no serán personas que simplemente pongan en práctica sistemas recibidos, estándares, estructuras organizativas y éticas profesionales.

En este tipo de extraordinaria transformación social y de incertidumbre, los educadores deben considerarse como diseñadores de futuros sociales, buscando nuevas vías para satisfacer las necesidades docentes de nuestras sociedades y, al hacerlo, situar a la educación en un indiscutible papel central.

Las ideas educativas potentes acerca de cómo las personas actúan y construyen el conocimiento en un contexto y en colaboración con otros, por ejemplo podrían convertirse en ideas sociales rectoras en áreas más privilegiadas actualmente, como son los negocios y la tecnología. Quizá, si logramos situar la educación en el centro del diseño de la sociedad futura, podríamos incluso ser capaces de garantizar que la educación sea innovadora y dotada adecuadamente.

En todos sus aspectos, la educación está en un momento de transición. La idea de la "Nueva Enseñanza" contrasta lo que la educación ha sido en el pasado con los cambios que experimentamos hoy y con una visión imaginativa de las posibles características de los entornos de aprendizaje en un futuro cercano. ¿Cómo será aprender y cuál será el trabajo de los profesores? ¿Estamos los educadores bastante bien equipados para responder a las preguntas y afrontar los desafíos que se presentan? ¿Nuestra disciplina nos proporciona los medios intelectuales para afrontar cambios de esta magnitud? Podría ciertamente, pero sólo si concebimos la educación como una ciencia tan rigurosa en sus métodos y tan ambiciosa en su perspectiva como las demás.

La agenda de la educación es intelectualmente expansiva y ambigua en la práctica. Es transformadora del aprendiz, desarrollando trabajadores productivos, ciudadanos participativos y personas plenas. También es transformadora del mundo, puesto que interrogamos a la naturaleza humana del aprendizaje y su papel a la hora de imaginar nuevos modos de ser humano y vivir socialmente: moldear nuestras identidades, forjar nuevos modos de pertenencia, usar las tecnologías, representar nuevos modos de significado y nuevos medios, construir espacios participativos y colaborar para construir y reconstruir el mundo. Son enormes desafíos intelectuales y prácticos.

La educación transformativa es un acto de imaginación para el futuro de la enseñanza y un intento de hallar nuevos modos prácticos de desarrollar aspectos de este futuro en las prácticas educativas del presente. Es una lucha abierta más bien que un destino claro, un proceso antes que una fórmula para actuar. Es un trabajo realizándose.

La ciencia de la educación es un dominio de imaginación social, de experimentación, invención y acción. Es grande. Es ambiciosa. Y es marcadamente práctica.

La Red de Aprendizaje, el congreso, las revistas y los libros proporcionan un foro para dialogar sobre la naturaleza y el futuro de la enseñanza. Son lugares para presentar las investigaciones y reflexiones sobre la educación, tanto en términos generales como en los detalles de la práctica. Intentan construir una agenda para una nueva enseñanza, y de modo más ambicioso, una agenda para un conocimiento social tan bueno como su nombre promete.

La función principal del Comité Científico es supervisar la dirección intelectual de la Red de Investigación de Aprendizaje y examinar los temas principales con la evolución propia de la disciplina. Los miembros del comité están invitados a asistir al congreso anual y a aportar nuevas perspectivas sobre el desarrollo del congreso, incluyendo sugerencia para ponentes plenarios, temas especiales y lugar de celebración. También animamos a los miembros del comité a enviar artículos para su posible publicación en la *Revista Internacional de Aprendizaje*.

La Red de Investigación de Aprendizaje agradece la colaboración y el apoyo continuo de los siguientes académicos y profesionales de categoría mundial.

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Como resultado de un proyecto colaborativo de investigación entre Common Ground y la Facultad de Educación de la Universidad de Illinois, **CGSchol**ar tiene un espacio de Red de Investigación, una zona multimedia de escritura digital, un entorno de evaluación formativo que facilita la revisión por pares y una zona de evaluación de datos.

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- Publique el trabajo de cada estudiante en el portafolio personal, accesible en la web de discusión para la clase.
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- Evalúe el trabajo de un estudiante empleando diversos medidores en la zona de evaluación.

The Scholar Learning and Feedback Ecology
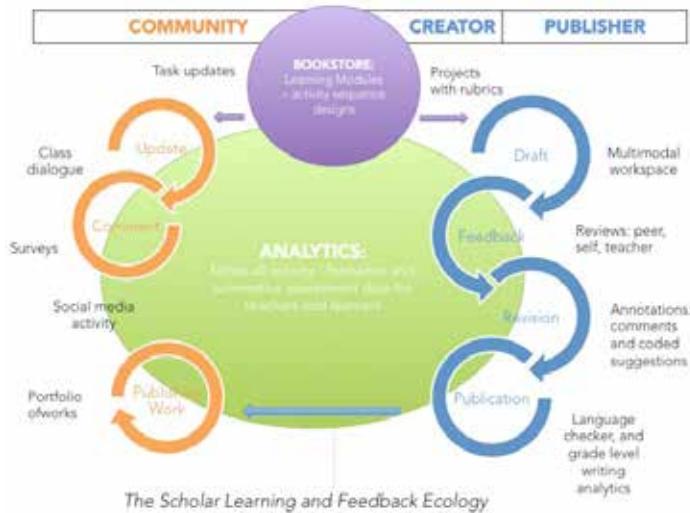
CGScholar es la siguiente generación en los sistemas de gestión de aprendizaje. Es una *Plataforma Digital de Aprendizaje* que transforma el conocimiento involucrando a los estudiantes en relaciones sociales de conocimiento de corte horizontal.

Para más información, visite: http://knowledge.cgscholar.com.

The Learner
Journal Collection

Committed to creating an intellectual frame of reference and support for an interdisciplinary conversation that builds on the past traditions of the humanities whilst setting a renewed agenda for their future

The Learner Journal Collection

Exploring the meaning and purpose of education, with a focus on innovative pedagogies and a view to new social possibilities through education.

Indexing
China National Knowledge Infrastructure (CNKI Scholar)
Education Research Complete (EBSCO)
Education Source (EBSCO)
Genamics
Scopus
The Australian Research Council (ERA)
Ulrich's Periodicals Directory

Founded:
1989

Publication Frequency:
Quarterly (March, June, September, December)

Acceptance Rate:
31% (2018)

Network Website:
thelearner.com

About
The journals in The Learner Journal Collection provide a forum for any person with an interest in, and concern for, education at any of its levels and in any of its forms, from early childhood, to schools, to higher education and lifelong learning—and in any of its sites, from home to school to university to workplace.

Collection Editors

Bill Cope, College of Education at the University of Illinois, Urbana-Champaign, USA

Mary Kalantzis, College of Education at the University of Illinois, Urbana-Champaign, USA

José Luis Ortega, PhD, University of Granada, Granada, Spain

Reviewers
Articles published in The Learner Journal Collection are peer reviewed by scholars who are active members of The Learner Research Network. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the research network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to The Learner Journal Collection's Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the collection.

The Learner | Collection Titles

The International Journal of Learning: Annual Review

About: *The International Journal of Learning: Annual Review* sets out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning.

The International Journal of Adult, Community, and Professional Learning

About: *The International Journal of Adult, Community, and Professional Learning* explores adult learning in a variety of contexts, from adult basic education to workplace training and professional learning.

The International Journal of Assessment and Evaluation

About: *The International Journal of Assessment and Evaluation* investigates the dimensions of educational measurement.

The International Journal of Early Childhood Learning

About: *The International Journal of Early Childhood Learning* investigates the dynamics of learning in the first seven years of life including documentation of early childhood learning practices and exegeses of the effects of those practices.

The International Journal of Educational Organization and Leadership

About: *The International Journal of Educational Organization and Leadership* inquires into the nature and processes of effective educational administration and leadership.

The Learner | **Collection Titles**

The International Journal of Learner Diversity and Identities
ISSN: 2327-0128 (print) | 2327-2627 (online)
DOI: 10.18848/2327-0128/CGP
Indexing: Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA)
Ulrich's Periodicals Directory
About: *The International Journal of Learner Diversity and Identities* investigates the dynamics of learning in diverse communities and classrooms.

The International Journal of Learning in Higher Education
ISSN: 2327-7955 (print) | 2327-8749 (online)
DOI: 10.18848/2327-7955/CGP
Indexing: Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory
About: *The International Journal of Learning in Higher Education* offers studies of learning at college and university levels, including teacher education.

The International Journal of Literacies
ISSN: 2327-0136 (print) | 2327-266X (online)
DOI: 10.18848/2327-0136/CGP
Indexing: Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory
About: *The International Journal of Literacies* inquires into the processes of learning to read, write and communicate, both in conventional alphabetical terms and using new media and multimodal literacies.

The International Journal of Pedagogy and Curriculum
ISSN: 2327-7963 (print) | 2327-9133 (online)
DOI: 10.18848/2327-7963/CGP
Indexing: Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory
About: *The International Journal of Pedagogy and Curriculum* explores the processes of designing and implementing learning experiences and the dynamics of learning.

The International Journal of Science, Mathematics, and Technology Learning
ISSN: 2327-7971 (print) | 2327-915X (online)
DOI: 10.18848/2327-7971/CGP
Indexing: Education Source (EBSCO), Genamics, Scopus, Ulrich's Periodicals Directory
About: *The International Journal of Science, Mathematics, and Technology Learning* offers studies of best practices in teaching and learning science, mathematics and technology.

The International Journal of Technologies in Learning
ISSN: 2327-0144 (print) | 2327-2686 (online)
DOI: 10.18848/2327-0144/CGP
Indexing: Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory
About: *The International Journal of Technologies in Learning* explores the role of technologies in learning, and processes of learning about and through technologies.

The Publication Process

Step 1: Review the Requirements
All article submissions must meet the requirements listed: https://cgscholar.com/cg_support/en/docs/38. Before submitting your article, please thoroughly review these requirements and revise your article to follow these rules. Initial submissions that do not meet these requirements will be returned to the author(s) for revision.

Step 2: Upload the Submission
Once you have revised your initial submission to meet the article requirements, please visit our Article Submission page: https://cgscholar.com/cg_support/en/docs/39.

Step 3: Initial Submission Accepted for Peer Review
Submitted articles are then verified against the article requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate reviewers and sent for review. Please note, during this time authors are eligible to be selected as reviewers. Full details regarding the rules, expectations, and policies on peer review can be found on our Publication Ethics page: http://cgnetworks.org/journals/publication-ethics.

Step 4: Peer Review Decision
When both reviewer reports are returned, and after the reviewers' identities have been removed, you will be notified by email and provided with the reports. Articles that have been rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need to make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note: https://cgscholar.com/cg_support/en/docs/41-change-note. If an article is not accepted by peer review after this second opportunity, it will be withdrawn from consideration.

Step 5: Membership Confirmation
If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Network Membership or conference registration: https://cgscholar.com/cg_support/en/docs/33-how-to-register. Please note that a paid conference registration includes a complimentary Research Network membership. The benefits of network membership are listed here: https://cgscholar.com/cg_support/en/docs/65-membership-benefits.

Step 6: Publication Agreement
Next, you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access publication: https://cgnetworks.org/journals/hybrid-open-access.

Step 7: Prepare the Final Submission
After the publication agreement is accepted, you will have thirty days to complete any revisions to your final submission. Please ensure your final submission meets the final submission requirements before returning your article: https://cgscholar.com/cg_support/en/docs/53. This includes criteria such as the correct use of the Chicago Manual of Style (seventeenth edition) and the other listed requirements: https://cgscholar.com/cg_support/en/docs/42. Articles that have been accepted with revisions will require a change note to be included with the final submission. Articles that do not meet these requirements will be returned for revision.

Step 8: Final Checks
Once we have received the final submission of your article, our publishing department will review your final article submission.

Step 9: Copy Editing and Proof Inspection

If the final submission meets the final submission requirements, the article will enter copy editing. During copy editing, our editorial staff will note minor problems with citations, references, grammar, spelling, or formatting. The author(s) will be responsible for correcting these noted problems. Careful adherence to the article template and the citation style guide will greatly minimize the need for corrections. After all copy editing notes have been resolved, we will create a typeset proof for the author(s) to inspect.

Step 10: Article Publication

Individual articles are published "Online First" to our CGScholar bookstore: https://cgscholar.com/bookstore. After online-first publication, complete journal issues follow annually, biannually, or quarterly, depending on the journal. Online-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CGScholar profile up-to-date (https://cgscholar.com/identity) and add your ORCID iD (https://orcid.org/register) to maximize article visibility.

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The recommended rolling submission deadlines are as follows:

- Submission Round One – 15 January
- Submission Round Two – 15 April
- Submission Round Three – 15 July
- Submission Round Four – 15 October

The Learner | **Common Ground Open**

Aligning with our model, works published using Hybrid Open Access are free to download from the CG Scholar webstore. Common Ground's open access journal articles are available in one central location—Common Ground Open. This dedicated space is accessible to open access listing organizations and aggregators. Hybrid Open Access content is also actively promoted across all of our Research Networks. Visit Common Ground Open at https://cgscholar.com/bookstore/collections/common-ground-publishing/series/common-ground-open.

Our Position and Our Model

Common Ground Research Networks believes firmly in the principles of sustainable knowledge production and accessible knowledge. We also have a commitment to our Research Network members to be engaged in the current trends in the publishing industry. Common Ground Open is one such engagement. Common Ground Open offers our authors the ability to make their articles freely available upon publication in our subscription-based journals. It also enables authors to satisfy a variety of trending needs—institutional repositories, academic evaluative criteria, research grants, and academic funding—all of these are often insistent or dependent on published content being free, accessible, and open. When publishing open access is a funding stipulation, Common Ground Open offers the publishing solution.

The standard cost of open access in the publishing industry often excludes authors from open access opportunities. Our standard rate of US$250 reflects our position that publishing does require skilled labor, but we must keep open access affordable to provide greater opportunities for authors and their audiences. Our open access publications are licensed using the Creative Commons license, "Attribution-Non-Commercial-No-Derivatives 4.0 International" (CC BY-NC-ND 4.0).

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All Common Ground journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

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Common Ground's open access charge is US$250 per article–a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at US$5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your article available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials.

For more information on how to make your article Open Access, or information on Institutional Open Access, please visit the CGScholar Knowledge Base for further information https://cgscholar.com/cg_support/en).

The Learner | Journal Awards

International Award for Excellence

The Learner Journal Collection presents an annual International Award for Excellence for new research or thinking in the area of education. All articles submitted for publication in The Learner Journal Collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the annual The Learner Conference. The committee selects the winning article from the highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winners, Volume 25

J. Fiona Peterson, RMIT University, Melbourne, Australia

Cathy Lockhart, RMIT University, Melbourne, Australia

Kerin Elsum, RMIT University, Melbourne, Australia

Bronwyn Clarke, RMIT University, Melbourne, Australia

Catherine Raffaele, RMIT University, Melbourne, Australia

For the Article

Abstract

Professional learning is integral to being in the workforce. In this article, "professional learning" ranges from student preparation for work, to the ongoing development of graduates in their careers. Given the rise of corporate learning academies and other capability-building programs within organizations, and the changing nature of work, this article highlights a need for universities to reimagine professional learning approaches. We argue that professional learning needs to be considered as a continuum by universities, employers of graduates, and graduates themselves, beyond current ideas about work-integrated learning. Otherwise, the risk is that universities will be left behind or left out of the evolving world of professional learning. We believe the transition between university studies and workplace careers will be smoother and more meaningful if professional learning approaches are aligned, with the student/employee learning journey centre stage. This article uses a comparative personal narrative methodology in exploring what can be learned from the experience of university educators to inform future models of professional learning. Based on the literature and practice examples discussed, future models are likely to include a clear focus on motivation for interdisciplinary social learning in networks. This involves a combination of mobile technology and face-to-face experiences, with a sense of belonging fostered for collaborative "meaning making" and enhanced personal and organizational productivity. It is vital to understand the learner context and culture, enable iterative practice using best-fit technology, and encourage critical reflection for transfer of learning to new situations.

Research Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to The Learner Journal Collection. This complimentary personal subscription grants access to the current volume as well as the entire backlist. The period of access is twelve months, beginning on the date that the registration is completed. Delegates may also purchase a personal subscription to extend this access.

To view articles, go to https://cgscholar.com/bookstore and select the "Sign in" option. After logging into your account, you should have free access to download electronic works in the bookstore. If you need assistance, select the "help" button in the top-right corner, or visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to The Learner Journal Collection and to custom suites based on a given institution's unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit: https://cgscholar.com/cg_support/en/docs/58-institutional-subscriptions

Revista Internacional de Aprendizaje

Una exploración del significado y los objetivos de la educación, en especial, indaga en las nuevas posibilidades educativas

Aprendizaje | **Revista Internacional de Aprendizaje**

Dedicada a crear un marco intelectual de referencia y soporte al debate interdisciplinar que se basa en las tradiciones humanísticas al par que busca establecer una agenda renovada para el futuro.

Acerca de la revista

La *Revista Internacional de Aprendizaje* proporciona un foro para todo el que tenga interés e inquietud por la educación en cualquiera de sus formas y niveles, desde la primera infancia a la escuela, la educación superior y el aprendizaje vitalicio; o en cualquier lugar, como la casa, la escuela, la universidad o el centro de trabajo.

Editor

José Luis Ortega Martín, Profesor, Universidad de Granada, Granada, España

Revisores

Los artículos publicados en la *Revista Internacional de Aprendizaje* están sujetos a revisión por pares de expertos que son miembros activos de la Red de Investigación de Aprendizaje. Los revisores pueden ser ponentes de congresos pasados o presentes, participantes en la revista o expertos que se han ofrecido voluntarios para revisar los artículos (y han sido seleccionados por el equipo editorial de Common Ground). Esta implicación en la red de investigación, así como el sistema de evaluación de Common Ground, sinérgico y basado en criterios precisos, se distingue del proceso de revisión por pares de revistas que tienen una aproximación más jerárquica al sistema de evaluación. Los artículos se asignan a los revisores en conformidad con sus intereses académicos y el campo en el que son expertos. Por su valiosa asistencia y recomendaciones para la publicación, se reconoce el papel de los revisores incluyéndolos en el volumen donde figuran los artículos de investigación que han revisado. Así, además del editor de la *Revista Internacional de Aprendizaje* y del Comité Científico, los revisores contribuyen significativamente a la calidad editorial y al contenido de la colección.

El proceso de publicación

1. **Fase 1: Compruebe los requerimientos:** Todos los artículos que se envíen deberán cumplir los criterios que aparecen listados en nuestra página de directrices de autor. Le rogamos que realice una revisión exhaustiva de su artículo antes de enviárnoslo, a fin de asegurar el cumplimiento de estos criterios. Puede consultarlas aquí: https://cgespanol.org/support/directrices-para-los-autores

2. **Fase 2: Envíe el artículo:** Cuando haya comprobado que su artículo cumple todos los requerimientos, visite la página de envío de artículos, y cumplimente el formulario que aparece allí. Le rogamos que solo nos envíe un formulario por cada artículo individual. Si ya nos envió el formulario, no lo reenvíe para el mismo artículo. Cuando recibamos el formulario y su artículo, se lo notificaremos por correo electrónico en un plazo de 3 a 4 días laborables.

   https://cgespanol.org/support/envio-de-articulos

3. **Fase 3: Consulte el estado de su artículo:** Cuando envíe el artículo recibirá, periódicamente, información actualizada sobre su estado. A los autores que hayan realizado envíos recientemente, se les notificarán los cambios de estado en sus artículos mediante correo electrónico, desde la dirección estado@cgnetworks.org. En los mensajes aparecerá la ID de trabajo que identifica a su artículo: se trata de un número de referencia asignado exclusivamente a su trabajo. Podrá consultar el estado de su artículo introduciendo la ID de trabajo correspondiente en la búsqueda de la página Consultar el estado de mi artículo: https://cgespanol.org/support/buscar-estado. Puede solicitarnos más información enviando un correo electrónico a la dirección estado@cgnetworks.org.

4. **Fase 4: Envío inicial aceptado para Revisión por Pares:** Todos los envíos se examinan con el fin de comprobar si satisfacen los criterios establecidos para los artículos (y que pueden consultarse en Directrices para los autores). En caso de que el artículo cumpla estos criterios, se asignará (preservando el anonimato del autor o autores) a dos revisores cualificados. Puede consultar la normativa aplicada a la revisión por pares en nuestra página de Ética editorial, ubicada junto al reglamento de revisión por pares. También puede consultar la sección "Ética editorial y mala praxis".

5. **Fase 5: Resolución de la revisión por pares:** Cuando se disponga de ambos informes de la revisión, se le enviarán adjuntos en un correo electrónico —preservando el anonimato de los revisores— junto con la decisión que han tomado acerca de su artículo.

   A los artículos que no han superado una primera instancia de revisión paritaria, se les concede la oportunidad de ser de nuevo revisados por dos revisores diferentes. En ese caso, deberá realizar modificaciones previas a su artículo, basadas en los comentarios e información que se le ha suministrado y haciendo uso del formulario de cambios. Puede descargar el formulario de cambios en la página: https://cgespanol.org/support/formulario-de-cambios.

   Si el artículo no supera una segunda instancia de revisión por pares, se desestimará y no será publicado.

6. **Fase 6: Confirmar membresía:** Si su artículo es aceptado, o bien se aceptará cuando aplique la revisión requerida, procederemos a verificar su membresía. Se requiere que el autor —al menos uno de los autores, si se trata de un trabajo conjunto— cuente con una membresía en la red de investigación correspondiente, o bien que se haya inscrito para asistir a un congreso.

   Tenga presente que:

   Las inscripciones de pago para asistir a congresos incluyen membresía en la red de investigación. Si tiene previsto asistir a un congreso, recibirá la membresía cuando complete su inscripción. Alternativamente, si se registra como miembro de una red de investigación ahora y tiene pensado asistir a un congreso más tarde, el precio de la membresía en la red se descontará de la tarifa de inscripción al congreso (*en cuyo caso, deberá tratarse de un congreso afín a la revista de la red de investigación correspondiente y que se celebre durante el año en vigor).

7. **Fase 7: Acuerdo de Publicación:** A continuación, le pediremos que acepte los términos de nuestro acuerdo editorial. Si se decanta por la modalidad de acceso abierto híbrido, este es el momento más oportuno para contratar las opciones de publicación con acceso abierto. También puede que esté interesado en consultar la información relativa a derechos y licencias del autor.

8. **Fase 8: Prepare su artículo para el envío final:** Tras aceptar los términos del acuerdo, dispondrá de 30 días para completar las revisiones que requiera la versión definitiva de su artículo y enviárnoslo. Antes de proceder con el envío, debe asegurarse de que la versión final cumpla con las directrices para el envío final que puede consultar en: https://cgespanol. org/support/envio-final-directrices. Incluye, entre otras cosas, el uso de notas bibliográficas según el Manual de Estilo Chicago, 17ª Edición, plantilla para los artículos, etc. Los artículos aceptados con revisiones deben incluir el formulario de cambios.

    Los artículos que no cumplan los criterios listados en la página se devolverán a sus autores, de manera iterativa, hasta que se satisfagan.

9. **Fase 9: Comprobaciones finales:** Tras recibir el envío final de su artículo, nuestro departamento editorial realizará unas últimas comprobaciones, antes de la edición.

10. **Fase 10: Edición:** Si la versión final del artículo reúne los criterios establecidos, comenzará a editarse. Durante el proceso, nuestro equipo editorial le informará sobre los pequeños errores e irregularidades que detecte en el texto —si los hubiera—. Puede tratarse de problemas relativos a citas y referencias, errores ortográficos, gramaticales o inconsistencias en el formato. Corre por cuenta del autor —o autores— realizar las correcciones oportunas. Si se ajusta al formato de la plantilla para artículos, y observa escrupulosamente las normas de citación del manual de estilo Chicago, minimizará la incidencia de correcciones a posteriori. Cuando el autor haya aplicado las correcciones requeridas, elaboraremos una "prueba de imprenta" para mostrarle el resultado.

11. **Fase 11: Publicación del Artículo:** Los artículos se publican, en primer lugar, en nuestra librería virtual inserta en la plataforma CGScholar. Después de la publicación online, los números completos de las revistas se publican en marzo y septiembre (periodicidad semestral). Los artículos publicados online incluyen una citación completa y una dirección DOI permanente. No olvide mantener su perfil CG Scholar actualizado, o agregar su ORCID iD a fin de maximizar la visibilidad de su artículo.

Fechas de envío

Puede enviar su artículo para publicación en la revista en cualquier momento del año. Las fechas límite son las siguientes:

- Primera Ronda de Envíos – 15 de Marzo
- Segunda Ronda de Envíos – 15 de Septiembre

Nota: Si el artículo se envía después de la fecha límite para el volumen de la revista, se tendrá en cuenta para su publicación en el siguiente volumen. Cuanto antes lo envíe, más rápidamente pasará a fase de revisión por pares. Además, puesto que publicamos primero online, un pronto envío permite que su artículo sea publicado con citación completa tan pronto como esté listo, incluso antes de que el número de la revista se publique.

Acceso Abierto Híbrido

Todas las revistas de Common Ground tienen Acceso Abierto Híbrido. Esta es una opción cada vez más ofrecida tanto por las editoriales universitarias como por las comerciales.

Las revistas de acceso abierto "tradicionales" son financiadas por instituciones académicas, fundaciones benéficas o agencias gubernamentales. Las de aparición más reciente imponen elevados costes de publicación a los autores. Nosotros proponemos un acceso abierto híbrido - este modelo se está extendiendo cada vez más entre las imprentas universitarias y editoriales comerciales de renombre-. Procuramos, no obstante, mantener los costes de esta opción en un nivel asequible, requiriendo de los autores tan solo una modesta suma.

En el modelo de acceso abierto híbrido, cualquier persona que realice una búsqueda en la web podrá acceder a ciertos artículos sin coste alguno ("acceso abierto"), mientras que otros solo estarán disponibles para nuestros suscriptores.

Si publica en nuestras revistas, su artículo será accesible por un gran número de académicos suscritos a título individual o como parte de alguna institución. Sin embargo, dotar de acceso abierto a su artículo le permitirá abarcar una audiencia más amplia, expandir la difusión de su investigación e incrementar el número de académicos que la citan.

Acceso Abierto Institucional

Common Ground anuncia un nuevo modelo de publicación académica llamado Acceso Abierto Institucional.

Mediante el pago de una cuota fija anual, la inscripción de acceso abierto institucional otorga, a estudiantes y profesores de una institución, el derecho a publicar cierto número de artículos de acceso abierto en nuestras revistas académicas de revisión por pares. Los autores y la propia institución se benefician de una mayor visibilidad de sus trabajos, y de la libertad para distribuirlos en formato impreso, si así lo desean.

Como ventaja adicional, la institución suscriptora retiene todos los derechos de la publicación. Tanto el autor como la institución a la que pertenece, pueden, si lo desean, compartir la versión editada y maquetada de su artículo por cualquier medio que consideren oportuno, incluyendo repositorios institucionales, páginas webs personales, o como material didáctico de acceso público o privado.

La tarifa anual de acceso abierto institucional cubre los gastos para una determinada cantidad de publicaciones por parte de profesores y alumnos de la institución, una vez que sus artículos hayan superado con éxito la revisión por pares. Los artículos podrán ser publicados en cualquiera de nuestras revistas académicas.

Para más información sobre cómo poner su artículo en Acceso Abierto, o para más información sobre el Acceso Abierto Institucional, contacte con nosotros en soporte@cgespanol.org.

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Aiming to set new standards in participatory knowledge creation and scholarly publication

Call for Books

The New Directions in the Humanities Research Network is setting new standards of rigorous academic knowledge creation and scholarly publication. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it.

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio notes(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Submit proposals by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.

What We Publish?

We welcome proposals or completed manuscripts between 30,000 words and 150,000 words in length that fall into one of the following categories:

New Works
We accept proposals that are individually or jointly authored books.

Collections
Edited collections addressing a clear theme or collections of articles previously published in Common Ground Research Networks journals.

Classics
Re-issued or out-of-copyright classics with new introductions.

Why Publish With Us?

We're not focused solely on the size of potential markets or competition from other books. We're only interested in the quality of the work.

Inclusive
Submissions from across national origins, experiences, and disciplinary perspectives.

Broad or Niche
We are not driven solely by potential sales, but by the quality of the work. Books on niche topics or specialized subjects are welcome.

Better Feedback
Our process pairs authors with reviewers specialized in the area topic.

The Learner | Book Imprint

Author Support

Meet The Author	Registration Notify us two months prior to the conference if you plan on attending.	Book Launch At the conference you are able to hold a meet and greet with delegates to promote your book.

Five Minute Q&A Video

Newly published authors are encouraged to send in a five minute video about themselves that will allow them to interact with their readers. Once approved, the video will be uploaded to scholar, and shared through Common Ground Research Networks social media.

- What made you write about this subject?
- What is your favorite chapter of the book?
- What is your writing process like?
- What is the message that you would take away from your book?

Promoting Yourself
Common Ground works with our authors to promote their publishings, but we also urge them to market themselves.

- Advertise with a flyer
- Contact a local bookstore
- Send out a mailing
- Contact a local radio station
- Social Media
- Your book as part of a curriculum

Scholar Account

Every author is given a Common Ground Scholar Account. This account will allow learners to represent their knowledge multi-modally in the 'cloud' - with text, image, audio, video and dataset, all in the one space. A space to interact with people who have read or who are interested in your book. Scholar acts as your own scholarly social network for you to promote your book and interact with peers in a similar field of study.

Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous reviewing process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and essential part of the publication process.

We recognize the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:
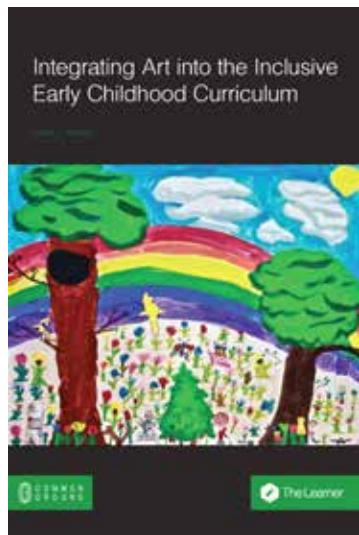
- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

Integrating Art into the Inclusive Early Childhood Curriculum

Carol L. Russell

"Non-stifling" promotion of divergent and creative thinking is needed more now than ever. With increased standards, requirements for more testing and documentation; meeting Individualized Family Service Plans (IFSP) and Individualized Education Program (IEP) goals and outcomes; and less time for recess, fun, and learning through play; we have reached a crisis in education of our children. Creativity does not have to end in kindergarten, and can be integrated into the curriculum throughout every child's education—and yes, you can still meet the standards with the documentation you need, even integrating IFSP outcomes and IEP goals and objectives!

Integrating Art in the Inclusive Early Childhood Curriculum is culmination of over 40 years of interdisciplinary research and teaching experiences in inclusive arts. It focuses on creative expression of ALL children, birth to age 8, regardless of ability level, culture, or native language. Contemporary theories regarding creativity and enhancement of artistic creativity are reviewed. Emphasis on art appreciation, experiences to promote divergent thinking, and many authentic art experiences with accommodation for individual needs, to "try out on Monday" are provided. The adult reader is encouraged to explore her/his own creativity. Each chapter includes, suggestions for *Creativity Experience and Reflective Journal Entry* for both adult and child.

Topics include developmentally appropriate experiences, brain development and the creative process, evaluating creative and artistic growth, culturally diverse opportunities through art, inclusion of children with special needs and children with culturally diverse backgrounds, art as communication, integrating art throughout the curriculum, and advocating for the arts. Authentic creative art experiences should be available to ALL children!

Author Bio:

Dr. Carol L. Russell, Professor of Early Childhood Unified at Emporia State University, has taught higher education for over 37 years. She has served on local and national committees, and received numerous grants and awards. She is Co-Director of *ESU's Children Inspire Glass Project* and the *ESU's Children's Art Gallery*. Russell has authored and presented nationally and internationally on various topics, including: artistic creativity, inclusion, children with special needs and their families, ADA and accessibility, curriculum adaptations, and advocacy. Publications include *Art for ALL Children* in *The International Journal of the Arts in Society*. *Integrating Art in the Inclusive Early Childhood Curriculum* is culmination of her more than 40 years of interdisciplinary research and teaching experiences in inclusive arts with young children and their families.

Readiness for the Field: Perspectives from Within the Triangle of Teacher Education

David C. Young, Wendy L. Kraglund-Gauthier, and Thomas G. Ryan (eds.)
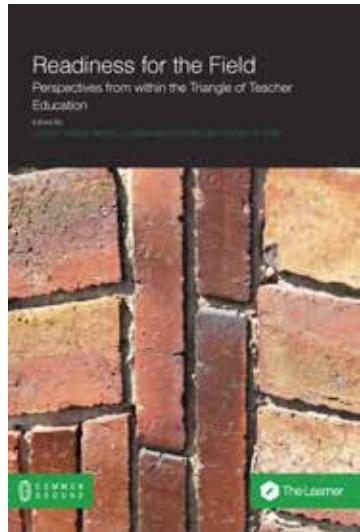
This compilation of 18 peer-reviewed essays captures the intricacies involved in preparing pre-service teacher educators for the field. Throughout, the focus remains on the narrative as told by new teachers and those involved in teacher preparation and supervision. Submissions from authors across Canada have been categorized into four thematic sections: *Multiple Voices and Experiences from the Academy and the School Setting; University Faculty and Practicum Supervisors: Bridging the Classroom and the Field; Cooperating Teachers: A Reciprocal Learning Story*; and last, but certainly not least,
Pre-service Teachers: "When the Rubber Hits the Road."

In these sections, authors capture the symbiotic relationship between recent graduates of pre-service teacher education programs, cooperating teachers, and practicum supervisors within the Canadian education system. Authors describe their perceptions of pre-service teacher preparation and reflect on field readiness in terms of challenges in applying theory to practice and navigating unfamiliar classroom environments and protocols. The essays depict the intricate interplay of these various stakeholders within the triangle of teacher education, and the importance of understanding context and perspectives that support the foundations of essential knowledge and pedagogical practice.

This book is intended for academics, professionals, and researchers in education or education-related fields. We anticipate the contents herein will benefit all those involved in the education and preparation of teacher candidates from Canada and beyond.

Editor Bios:
Dr. David C. Young is an Associate Professor in the Faculty of Education at St. Francis Xavier University in Antigonish, Nova Scotia, Canada, where he serves as Chair of the Department of Curriculum and Leadership as well as the University Research Ethics Board.

Dr. Wendy Kraglund-Gauthier is a researcher and practitioner with 25 years' experience in adult and K–12 contexts and physical and virtual classrooms. Her focus is on sound teaching practices, including ways technology is used in face-to-face and online classrooms to promote collaborative, inclusive learning for students of all ages and abilities.

Dr. Thomas G. Ryan is a Professor in the Schulich School of Education at Nipissing University in North Bay, Ontario, Canada. Recent books include: *Canadian Educational Leadership, The Masters Journey: Self Development, The Doctoral Journey: Perseverance*, and *The Online Educator: Stories from Within.*

Annotated Research in the Caribbean: For the Quantitative Researcher

Loraine D. Cook and Béatrice Boufoy-Bastick
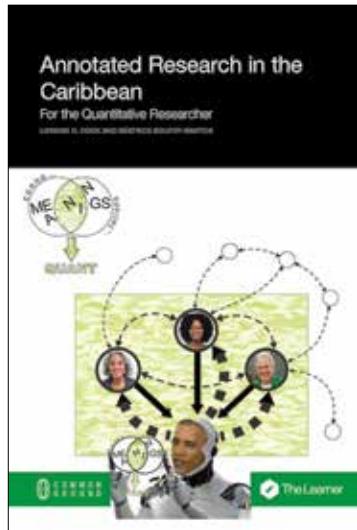
This book is the first in the series of *'Annotated Research'*. It gives a new fundamental definition of personal research and formal 'scientific' research. It gives the first integrated epistemological definitions of qualitative, quantitative and mixed-methods research, explaining what research is and how to do it. The series illustrates these new fundamental insights using author annotated published peer-reviewed articles of Caribbean research. The authors annotate their chosen articles to explain what they did, how they did it and why – including how and why, given 20:20 hindsight, they would have perhaps done the same research differently.

This is a unique approach to teaching and learning research methods that specifically and explicitly addresses the needs and interests of readers at three levels of research expertise; basic technical level, advanced process level and the specialist practitioner level. Research expertise is a ladder. On whichever run you stand, you can look down to researchers below you and look up to researchers above you, unless you have more expertise than everyone. Then when you look up, you see the empty ladder beckoning you up, run by run to the heavens. This book supports the climbers and the ladder. It is for student researchers from first degree through doctorate level, faculty who supervise research students and teach or design research methods courses, professional researchers who thought they had seen it all and for designers of research programmes who seek fundamental insights to optimise research throughput for their programmes. This book starts the series with Quantitative research.

Author Bios:

Loraine D. Cook (Ph.D) is senior lecturer at the University of the West Indies, Jamaica, with over a decade of experience in teaching post-graduate research methods and research supervision. She is a founding member for the Caribbean Chapter of the Mixed-Methods International Research Association, has been an Editor for peer-reviewed research journals, has collaborated widely on Caribbean and internationally funded research projects, received awards for her research and proudly promotes research by organizing international research conferences.

Béatrice Boufoy-Bastick (Ph.D.) is the Professor of Language and Culture at UWI. She has authored or co-authored twelve books, contributed chapters to another twelve books and published over forty peer-reviewed academic papers.
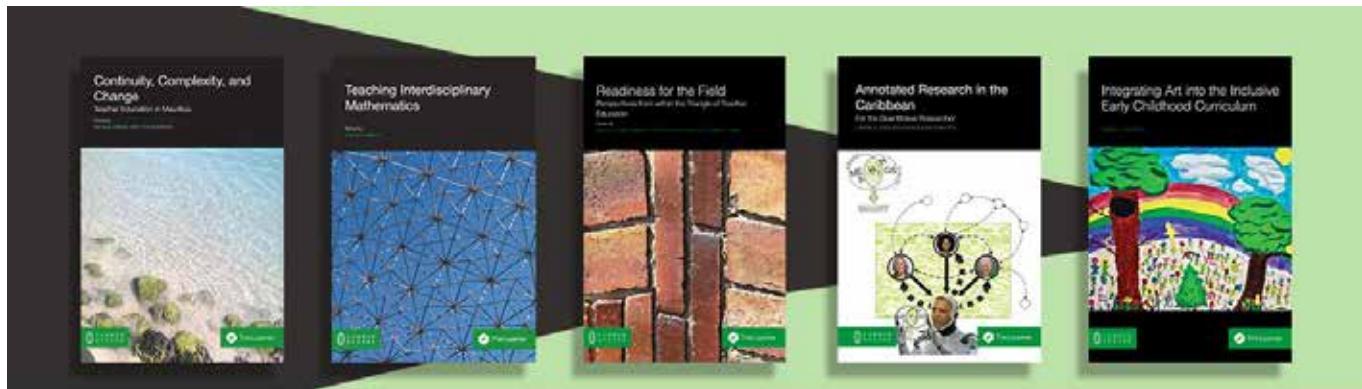
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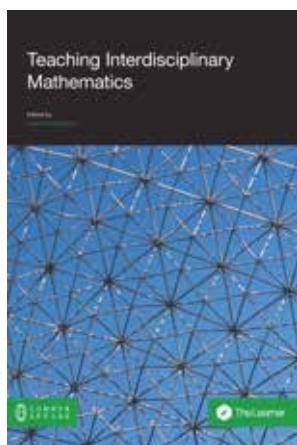
Teaching Interdisciplinary Mathematics

Tim Sibbald

DOI: 10.18848/978-1-61229-958-7/CGP

Teaching Interdisciplinary Mathematics explores the fusion of different subject disciplines with mathematics and the impact on education within the subject discipline and mathematics in theory and with practical examples.

Continuity, Complexity, and Change: Teacher Education in Mauritius

Michael Samuel and Hyleen Mariaye (eds.)

DOI: 10.18848/9781612298214/CGP

Drawing from the experience of twelve teacher educators in a small island context, this book speaks to readers about the complex choices professionals in education make to reconcile the conflicting demands of continuity and change at the institutional and systemic levels.

Enabling Reflective Thinking: Reflective Practices in Learning and Teaching

Kathryn Coleman and Adele Flood (eds.)

DOI: 10.18848/978-1-61229-869-6/CGP

This curated collection explores reflections from international educators and researchers to support, enhance, and generate creative learning and teaching through praxis.
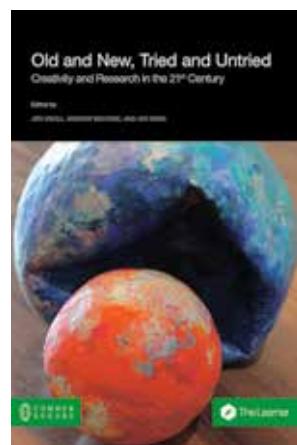
Old and New, Tried and Untried: Creativity and Research in the 21st Century

Andrew Melrose, Jen Webb, and Jeri Kroll (eds.)

DOI: 10.18848/978-1-61229-841-2/CGP

This volume explores the international discourse on creative writing in universities, addressing changes in academic systems, government policy and scholarly practice, and the relationship between creativity and criticism.

The Learner Conference

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

Congreso Internacional de Aprendizaje

Discutimos y estudiamos cuestiones clave del aprendizaje y la educación; construimos relaciones con aquellos académicos notables y emergentes en la materia que representa una amplia gama de disciplinas y perspectivas

Conference History

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

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

Past Conferences

- 1989 – University of Technology, Sydney, Australia
- 1991 – University of Technology, Sydney, Australia
- 1993 – University of Technology, Sydney, Australia
- 1995 – Townsville, Australia
- 1997 – Araluen Arts Centre Alice Springs, Araluen, Australia
- 1999 – Universiti Sains Malaysia, Penang, Malaysia
- 2000 – RMIT University, Melbourne, Australia
- 2001 – University of Athens, Spetses, Greece
- 2002 – Beijing Normal University, Beijing, China
- 2003 – Institute of Education, University of London, London, UK
- 2004 – Institute of Pedagogical Sciences, Havana, Cuba
- 2005 – University of Granada, Granada, Spain
- 2006 – Sam Sharpe Teachers College, Montego Bay, Jamaica
- 2007 – University of the Witwatersrand, Johannesburg, South Africa
- 2008 – University of Illinois-Chicago, Chicago, USA
- 2009 – University of Barcelona, Barcelona, Spain
- 2010 – The Hong Kong Institute of Education, Hong Kong SAR, China
- 2011 – University of Mauritius, Reduit, Mauritius
- 2012 – Institute of Education, University of London, London, UK
- 2013 – The University of the Aegean, Rhodes, Greece
- 2004 – Lander College at Touro College, New York City, USA
- 2015 – Universidad San Pablo CEU, Madrid, Spain
- 2016 – University of British Columbia, Vancouver, Canada
- 2017 – University of Hawaii at Manoa, Honolulu, USA
- 2018 – University of Athens, Athens, Greece

Plenary Speaker Highlights

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

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

Past Partners:

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

Beijing Normal
University
Beijing, China (2002)

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

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

James Cook University
Townsville, Australia (1995)

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

RMIT University
Melbourne, Australia (1999–2009)

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

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

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

The University of Barcelona
Barcelona, Spain (2009)
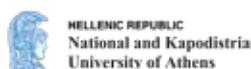
University of Athens
Athens, Greece (2018)

University of Mauritius
Reduit, Mauritius (2011)

University of Patras
Patras, Greece (2018)

University of Technology
Sydney, Australia (1989-1993)

University of the Aegean
Rhodes, Greece (2013)

University of the Witwatersrand
Johannesburg, South Africa (2007)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Please visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) to learn how to become a partner.

Principios y Características del Congreso

La estructura de los congresos de Common Ground Research Networks se basa en cuatro principios básicos que motivan todos los aspectos de la Red de Investigación.

Internacional

El congreso se celebra en diferentes lugares del mundo para proporcionar oportunidades de que los ponentes vean y experimenten diferentes países y ubicaciones. Pero, aún más importante, es el hecho de que el Congreso Internacional sobre Aprendizaje ofrece una oportunidad tangible y significativa para tomar contacto con académicos de diversidad de culturas y perspectivas. Este año asistirán ponentes de 48 países, ofreciendo una oportunidad única y sin igual de tener trato directo con colegas de todos los rincones del mundo.

Interdisciplinar

A diferencia de congresos de asociaciones en los que asisten delegados con experiencia y especialidad similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que tienen en común su interés por los temas y la problemática propia de esta Red de Investigación. Como resultado, los temas se abordan desde una variedad de perspectivas, se estiman los métodos interdisciplinares y se anima al respeto mutuo y la colaboración.

Inclusivo

Son bienvenidas, tanto en las redes de investigación como a los congresos, todas aquellas personas cuyo trabajo académico sea sólido y competente, sin importar su disciplina, cultura, institución o trayectoria curricular. Ya sea profesor emérito, estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

Interactivo

Con la finalidad de maximizar el beneficio que aporta la diversa riqueza cultural, curricular y de los diferentes enfoques que confluyen en el Congreso, resulta necesario incrementar las oportunidades de expresión, diálogo, participación e interacción. El Congreso ofrece diversos formatos de sesiones —que comprenden diferentes grados de estructuración— para brindar estas oportunidades.

Conference Principles and Features

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

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on Learning offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 48 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

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

Inclusive

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

Interactive

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

Ponencias plenarias

Los ponentes plenarios, elegidos de entre los más destacados pensadores del mundo, ofrecen ponencias formales sobre temas de amplio interés para la Red de Investigación y los participantes del congreso. Uno o más oradores están programados en una ponencia plenaria, casi siempre la primera del día. Por regla general no hay preguntas ni conversación durante estas sesiones. Los oradores plenarios responden preguntas y participan en charlas informales y prolongadas durante sus conversaciones en el jardín.

Charlas de jardín

Las conversaciones en el jardín son sesiones informales, no estructuradas que brindan a los delegados la oportunidad de reunirse con oradores plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten tratamos de acomodar sillas en círculo en el exterior.

Mesas redondas

Celebradas el primer día del congreso, las mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se enfrascan en largas conversaciones sobre los asuntos y preocupaciones que les parecen de mayor relevancia para ese segmento de la red de investigación. Quizá guíen la conversación preguntas como "¿Quiénes somos?", "¿Qué tenemos en común?", "¿Qué retos enfrenta hoy la sociedad en esta materia?", "¿Qué desafíos afrontamos para construir conocimiento y operar cambios significativos en este asunto?" Cuando es posible, se lleva a cabo una segunda Mesa redonda el último día del congreso, para que el grupo original vuelva a reunirse y discuta sus cambios de puntos de vista y opiniones a raíz de la experiencia del congreso. Los informes de las Mesas redondas dan a los participantes un marco para sus últimas conversaciones durante la sesión de clausura.

Ponencias temáticas

Las ponencias temáticas se agrupan por temas generales en sesiones compuestas por tres o cuatro ponencias, seguidas de una discusión grupal. Cada ponente de la sesión realiza una ponencia formal de su trabajo, que dura 20 minutos; una vez presentados todos, sigue una sesión de preguntas y respuestas, y una de discusión grupal. Los moderadores de la sesión presentan a los ponentes, miden el tiempo de las ponencias y facilitan la discusión.

Coloquios

Los coloquios son organizados por un grupo de colegas que desean presentar varias dimensiones de un proyecto o perspectivas sobre un asunto. A cuatro o cinco ponencias formales breves siguen comentarios, discusiones grupales o ambos. Se puede presentar a la revista uno solo o múltiples artículos con base en el contenido de un coloquio.

Exposición de innovaciones

Investigadores e innovadores muestran sus productos o sus ideas en lo concerniente a I+D.Todas las presentaciones deben basarse en la experiencia investigadora de los ponentes. Se permite la promoción de productos o servicios, pero no su venta en la sede del Congreso.

Plenary

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

Garden Conversation

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

Talking Circles

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

Themed Paper Presentations

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

Colloquium

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

Innovation Showcase

Researchers and innovators present products or research and development. All presentations should be grounded in presenters research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.

Discusiones enfocadas

Para un trabajo que se presta más a la discusión o el debate, mejor que exponerlo mediante una ponencia formal, estas sesiones proporcionan un foro para una conversación de mesa redonda extendida entre un autor y un pequeño grupo de colegas interesados. Varias de dichas discusiones ocurren simultáneamente en un área especificada, con cada mesa de autor designada por un número correspondiente al título y tema enumerado en el programa previsto. Se usan resúmenes de las ideas principales del autor o de puntos de discusión para estimular y guiar el discurso. Se puede enviar a la revista un solo artículo con base en el trabajo académico e informado por la discusión centrada como corresponda.

Talleres

Los talleres implican una amplia interacción entre ponentes y participantes en torno a una idea o una experiencia práctica de una disciplina aplicada. Estas sesiones también pueden adoptar formato de panel, conversación, diálogo o debate preparados, todos con una considerable participación del público. En un taller puede someterse a aprobación para la revista un solo artículo (de varios autores, si se considera oportuno).

Sesiones de pósteres

Las sesiones de pósteres presentan los resultados preliminares en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Estas sesiones permiten participar en discusiones informales con delegados interesados acerca del trabajo.

Ponencia virtual breve

La ponencia virtual breve es una presentación rápida en vídeos de 5 minutos. Los autores presentan resúmenes o perspectivas generales sobre su trabajo, describiendo las características principales (como propósito, procedimiento y resultado). De la misma manera que las ponencias de artículos, las charlas rápidas se agrupan de acuerdo con los temas o perspectivas en sesiones temáticas. Animamos a los autores a enviar vídeos en el tradicional estilo de conferencia o vídeos que empleen apoyo visual como PowerPoint. El vídeo final debe enviarse con un mes de antelación a la fecha de inicio del congreso. Después del congreso, los vídeos se subirán al canal de YouTube de la Red de Investigación. Los artículos completos basados en ponencias virtuales breves también se pueden enviar para considerarlos para la revista.

Póster virtual

Este formato es ideal para presentar los resultados preliminares de trabajo en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Cada póster debe incluir un breve resumen del objetivo y procedimientos del trabajo. Después de la aceptación, se les brinda una plantilla a los presentadores y los pósteres virtuales se envían como un PDF o un PowerPoint. Los pósteres finales se deben enviar al menos un mes antes de la fecha de inicio del congreso. Los artículos completos basados en un póster virtual también se pueden enviar para considerarlos para la revista.

Focused Discussion

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

Workshop/Interactive Session

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

Poster Sessions

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

Virtual Lightning Talk

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

Virtual Poster

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

Wednesday, 24 July / Miércoles, 24 de julio

8:00–9:00	Conference Registration Desk Open / Mesa de inscripción abierta
9:00–9:20	Conference Opening / Inauguración del Congreso—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, President, Common Ground Research Networks, Champaign, IL, United States; Dr. Mary Kalantzis, College of Education, University of Illinois, Urbana-Champaign, IL, United States; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain
9:20–9:40	Welcome Address / Discurso de bienvenida—Dr. Carl Bagley, Professor, Educational Sociology, and Head, School of Social Sciences, Education and Social Work, Queen's University Belfast, United Kingdom
9:40–10:15	Plenary Session / Sesión plenaria—Dr. Nóra Révai, Analyst, The Organisation for Economic Co-operation and Development (OECD), Paris, France *"Connecting the Dots: Rethinking the Teachers-Knowledge-Learning Nexus"*
10:15–10:45	Garden Conversation / Charlas de jardín
10:45–11:30	Talking Circles / Mesas redondas
11:30–11:40	Transition Break / Pausa
11:40–12:55	Parallel Sessions (in English) and Sesión plenaria (en español)—Dr. Stephen Hughes, Departamento de Didáctica de la Lengua y la Literatura, Universidad de Granada, España *"El Aprendizaje Integrado de Contenidos y la Lengua Extranjera: La Gestión y Buenas Prácticas"*
12:55–13:45	Lunch / Almuerzo
13:45–15:25	Parallel Sessions / Sesiones paralelas
15:25–15:40	Coffee Break / Pausa para el café
15:40–17:20	Parallel Sessions / Sesiones paralelas
17:20–18:50	Welcome Reception / Recepción de bienvenida

Thursday, 25 July / Jueves, 25 de julio

8:30–9:00	Conference Registration Desk Open / Mesa de inscripción abierta
9:00–9:10	Daily Update / Noticias del día—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, IL, United States, President, Common Ground Research Networks, Champaign, IL, United States; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain
9:10–9:45	Plenary Session / Sesión plenaria—Dr. Stephen Hughes, Lecturer and Researcher, Department of Didactics of Language and Literature, University of Granada, Spain "Content and Language Integrated Learning: Management and Best Practices"
9:45–10:15	Garden Conversation / Charlas de jardín
10:15–10:25	Transition Break / Pausa
10:25–12:05	Parallel Sessions / Sesiones paralelas
12:05–12:55	Lunch / Almuerzo
12:55–13:40	Parallel Sessions / Sesiones paralelas
13:40–13:55	Coffee Break / Pausa para el café
13:55–15:35	Parallel Sessions / Sesiones paralelas
15:35–15:45	Transition Break / Pausa
15:45–16:30	Talking Circles II / Mesas redondas II

Friday, 26 July / Viernes, 26 de julio

8:30–9:00	Conference Registration Desk Open / Mesa de inscripción abierta
9:00–9:10	Daily Update / Noticias del día—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, IL, United States, President, Common Ground Research Networks, Champaign, IL, United States; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain
9:10–9:45	Plenary Session / Sesión plenaria—Dr. Joanne Hughes, Director, Centre for Shared Education, School of Education, Queen's University Belfast, Belfast, United Kingdom *"Shared Education: Building Social Cohesion through Learning Together"*
9:45–10:15	Garden Conversation / Charlas de jardín
10:15–10:25	Transition Break / Pausa
10:25–12:05	Parallel Sessions / Sesiones paralelas
12:05–12:55	Lunch / Almuerzo
12:55–14:35	Parallel Sessions / Sesiones paralelas
14:35–14:50	Coffee Break / Pausa para el café
14:50–16:30	Parallel Session / Sesiones paralelas
16:30–17:10	Closing Session and Award Ceremony / Clausura del Congreso y entrega de premios

"Attending to the Pain and Poison: Trigger Words as a Point of Engagement"
Anita Bright, Associate Professor; ESOL Program Coordinator, Graduate School of Education; Curriculum and Instruction, Portland State University, Portland, OR, United States
Advisory Board Member

Thursday, 25 June | Time: 10:25–12:05 | Location: Room 1

Overview: Language can carry power in unambiguous but nuanced ways and can serve to establish, maintain, defend, and modify hierarchies. This holds true in the field of education in general, and in teacher preparation in particular, all of which is heightened in a language-contact setting. Because each educator brings a complex history and identity, nested in temporal, and spatial, historical, and individual contexts, working in a multilingual and multicultural environment invites deep introspection as a means to identify areas of opportunity, limit, strength, and potential for growth. As such, this research explores specifically identified "trigger words" (those words or terms identified by participants as carrying pain or poison, in particular, contexts) as they emerge in teacher preparation, language contact context. In this descriptive case study set in a graduate school of education in the Northwestern US, I explore the ways groups of multi-lingual and multi-cultural teacher candidates navigated the issues surrounding the use of particular terms or trigger words. Each of these trigger words, generated by members of the classroom community, carried a connotation of oppression, marginalization, power, or privilege, frequently in ways that were coded and known to some members of the community, while being either unfamiliar to or seen as neutral by other members of the community. This study explored this collaboratively-generated list of "trigger words" identified by teacher candidates during course meetings.

Special Events
Pre-Conference Tour: Belfast Walking Tour - The Troubles
Tuesday, 23 July | Time: 14:00 (2:00 PM) | Duration: 2 hours | Meeting Location: Divis Tower, Belfast BT12 4QA | Cost: US$30

Also known internationally as the Northern Ireland conflict, The Troubles was an ethno-nationalist conflict in Northern Ireland towards the end of the 20th century. This violent conflict was between Catholic Irish nationalists, who favored unification with the Irish Republic to the south, and the Loyalist Protestant paramilitaries, who supported continued British rule.
First-hand accounts abound as these local guides weave their own experiences into this turbulent history where you hear stories of growing up amidst the daily diet of bomb and bullets. Ask questions and get direct answers; unlike any book or film, this is a one-to-one experience that both enthralls and educates.

Conference Welcome Reception
Wednesday, 24 July | Time: Directly following the last session of the day
Location: The Great Hall, Lanyon Building, Queen's University Belfast | Cost: Complimentary to all conference delegates

Common Ground Research Networks and the Twenty-sixth International Conference on Learning will be hosting a welcome reception in The Great Hall at Queen's University Belfast. The reception will be held directly following the last session on the first day, 24 July. Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse.

Conference Dinner: The Ivory Restaurant

Thursday, 25 July | Time: 19:00 (7:00 PM)
Location: The Ivory Restaurant, 3rd Floor House Of Fraser, Belfast, BT1 4QG | Cost: US$75

The Ivory offers fantastic food and breathtaking views in stylish surroundings. The Ivory is centrally located and is situated on the third floor of the House of Fraser in Victoria Square. With a menu that changes seasonally, every dish is carefully selected to complement each other using the best of local produce from award winning suppliers.

Upon arrival, guests will be welcomed with a glass of bubbly prosecco and be invited to enjoy the views of Belfast from the balcony overlooking the city. Dinner will include an array of starters, a choice of entree, and a variety of desserts. Drinks are included.

Conference Closing Session and Award Ceremony

Friday, 26 July | Time: Directly following the last session of the day | Location: Room 1 (0G/007)

Come join the plenary speakers and your fellow delegates for the International Conference on Learning Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held in the plenary room at Queen's University Belfast directly following the last session of the day.

Tour previo al Congreso: paseo guiado por la ciudad de Belfast - "Los problemas" (en inglés)

Martes, 23 de julio | Hora: 14:00 (2:00 PM) | Duración: 2 horas
Punto de encuentro: Divis Tower, Belfast BT12 4QA | Precio: US$30

El conflicto de Irlanda del Norte (conocido en inglés como "The Troubles") fue un conflicto armado interétnico, y de carácter nacionalista, ocurrido en Irlanda del Norte a finales del siglo XX. Enfrentó a los nacionalistas católicos irlandeses ("republicanos irlandeses"), quienes eran partidarios de anexar la provincia a la república de Irlanda, en el sur, contra los "unionistas" paramilitares, de confesión protestante, quienes defendían la continuidad de la región bajo la jurisdicción británica.

Obtendrá información privilegiada sobre este turbulento pasaje de la historia, gracias al testimonio de nuestros guías locales, que estuvieron involucrados en el conflicto; sus crónicas versarán también sobre cómo era el día a día, la vida cotidiana, y el crecer bajo el terror de los atentados y los enfrentamientos armados. Pregunte y recibirá respuestas precisas. A diferencia de cualquier libro o película, se trata de una experiencia muy personal; fascinante a la par que educativa.

Cóctel de bienvenida al Congreso

Miércoles, 24 de julio | Hora: A continuación de la última sesión de la jornada

Common Ground Research Networks, con motivo del XXVI Congreso Internacional sobre Aprendizaje, celebrará un cóctel de bienvenida en el gran salón de la Universidad de la Reina de Belfast (Great Hall at Queen´s University Belfast). Tendrá lugar a continuación de la última sesión de la primera jornada, 24 de julio. Únase a los demás delegados y ponentes plenarios para aprovechar la ocasión que brinda para dialogar, y disfrutar de un refrigerio a base de bebidas y entremeses.

Cena del Congreso: restaurante "The Ivory"

Jueves, 25 de julio | Hora: 19:00 (7:00 PM)
Lugar: The Ivory Restaurant, planta 3ª de la "House Of Fraser", Belfast, BT1 4QG | Precio: US$75

The Ivory ofrece una comida sensacional e impresionantes vistas en un entorno con estilo. The Ivory se encuentra en una ubicación céntrica: en la tercera planta de la "House of Fraser", situada en "Victoria Square". Los platos del menú (menú que cambia en función de la temporada) se seleccionan cuidadosamente para que se complementen entre sí; empleando la materia prima autóctona de mayor calidad, obtenida a través de proveedores de reconocido prestigio.

A su llegada, los comensales serán recibidos con un vaso de espumoso prosecco e invitados a disfrutar de las hermosas vistas de Belfast, gracias al balcón que se yergue sobre la ciudad. La cena incluirá un surtido de entremeses, plato principal de su elección, diversos postres entre los que escoger y bebida incluida.

Sesión de clausura y entrega de reconocimientos

Viernes, 26 de julio | Hora: A continuación de la última sesión de la jornada | Lugar: sala de plenos

Únase a los ponentes plenarios, y demás participantes, en la clausura del Congreso y ceremonia de entrega de reconocimientos; donde se reconocerá la labor de todos aquellos que han hecho posible la celebración de Congreso y se anunciará el Congreso del próximo año. La ceremonia tendrá lugar en el sala de plenos de la Universidad de la Reina de Belfast, a continuación de la última sesión de la jornada.

Joanne Hughes, Director, Centre for Shared Education, School of Education, Queen's University Belfast, Belfast, United Kingdom
"Shared Education: Building Social Cohesion through Learning Together"

Joanne Hughes is director of the Centre for Shared Education in the School of Education at Queen's University Belfast. Her main research interests are in the role of education in divided societies and inequalities in education. She has led numerous research projects on these themes and has been awarded research grants from the EU, ESRC, British Council, Nuffield, UNICEF, Atlantic Philanthropies, and a range of other sources. Current research projects explore longitudinally the effect of inter-group contact between Protestant and Catholic pupils in Northern Ireland as well as the development and effectiveness of shared education interventions locally and in international settings. In recognition of her international work, in 2016 she was appointed to a prestigious UNESCO Chair on Globalising a Shared Education Model for Improving Intergroup Relations in Divided Societies. She has advised government officials and ministers nationally and internationally on the development of policies and interventions to promote good relations in schools. Her research in Northern Ireland informed the Shared Education Act (2016), and in the Republic of Macedonia, the establishment of a state-wide Interethnic Integration in Education Programme. In Israel, Kosovo, Bosnia and Herzegovina, and Croatia, she is working with local NGOs and officials to develop shared education interventions. Relating to research impact, her work is one of nineteen Signature Projects supported in Queen's Social Charter (2017). Recent (2016-present) expert advisor roles include: British Academy, 'Education in Conflict and Protracted Crises'; Academy of Social Sciences, 'Making the Case for Education in the UK'- subsequently launched in the House of Lords (2017); Salzburg Global Session 605, 'Climate Change, Conflict, Health and Education'; and Research Review of mid-Sweden University - Chair of the Education Panel. From 2010-2014 she was editor of the prestigious British Educational Research Journal. She is also an appointed member of the Executive Council of the British Educational Research Association.

Stephen Hughes, Lecturer and Researcher, Department of Didactics of Language and Literature, University of Granada, Spain
"Content and Language Integrated Learning: Management and Best Practices"
"El Aprendizaje Integrado de Contenidos y la Lengua Extranjera: La Gestión y Buenas Prácticas"

Dr. Stephen Hughes is a full time lecturer and researcher at the University of Granada, Spain, specializing in Foreign Language Teacher Education and Content and Language Integrated Learning (CLIL). Stephen has been involved in English language teaching for over 25 years, many of which have been spent in the secondary education sector. During this time, he has acted as a language teacher, school quality coordinator, and bilingual coordinator, and has provided training in numerous teacher courses in Andalusian Teacher Centres for language and non-language teachers interested in L2 and CLIL methodology and classroom practices. In addition to this teaching role, Stephen has been involved in research into quality indicators in language teaching and learning, bilingual education, and in good practices in CLIL. This research has included participation in initiatives such as the ECML QualiTraining Project as well as national R&D, Ministry of Education, and British Council projects in the teaching of content areas through the medium of another language.

El Dr. Stephen Hughes ejerce como profesor a tiempo completo en la Universidad de Granada, España. Está especializado en la Enseñanza en Lengua Extranjera y en Aprendizaje Integrado de Contenidos y Lenguas extranjeras (AICLE, CLIL en inglés). Stephen ha participado en la enseñanza de la lengua inglesa durante 25 años, la mayoría de los cuales desarrolló su actividad en el ámbito de la educación secundaria. Durante este periodo, se desempeñó como profesor de idiomas, coordinador de calidad educativa y bilingüe, e impartió cursos en centros andaluces de formación del profesorado, dirigidos a todos aquellos docentes —bien profesores de idiomas, bien afines a otras áreas— interesados por formarse en las metodologías L2 y AICLE de aprendizaje de idiomas y sus aplicaciones prácticas en el aula. Asimismo, y paralelamente a su labor como docente, se ha implicado en la investigación de indicadores de calidad en la enseñanza y aprendizaje de idiomas; en la educación bilingüe y en la aplicación óptima de la metodología AICLE. Como ejemplos de esta actividad investigativa, figuran también su participación en iniciativas como el Proyecto de Control de Calidad en la Enseñanza de Idiomas del Centro Europeo de Lenguas Modernas (ECML QualiTraining Project); y en proyectos de I+D, de ámbito nacional e impulsados por el Ministerio de Educación y el instituto British Council, orientados a la enseñanza de contenidos en otro idioma.

Nóra Révai, Analyst, The Organisation for Economic Co-operation and Development (OECD), Paris, France
"Connecting the Dots: Rethinking the Teachers-Knowledge-Learning Nexus"

Nóra Révai is an analyst at the Organisation for Economic Co-operation and Development (OECD), where she has been working in the Innovative Teaching for Effective Learning project since 2015. She holds an MSc in Mathematics and a BA in English Teaching. Before joining the OECD, she was involved in the management of EU-funded international projects on school leadership at the Knowledge Centre of Tempus Public Foundation in Budapest, Hungary. She was engaged in the development of a competency framework for school leaders and was responsible for leading knowledge management activities in the European Policy Network on School Leadership. She had also worked as a secondary school teacher. Her research interests include teachers' pedagogical knowledge and its dynamics, teaching standards and teacher education.

Samuel Amponsah

Samuel Amponsah is a lecturer in the Department of Adult Education and Human Resource Studies at the University of Ghana. He holds a Doctor of Education degree in curriculum studies from the University of South Africa and an M.Phil in adult education from the University of Ghana. His teaching and research interests are in adult learning, distributed learning, and leadership, and he has published papers in these areas. He has participated in international conferences related to his areas of interest and serves as an editorial board member and reviewer for a number of journals in his field.

Holly Arnold

Dr. Holly W. Arnold is an assistant professor of TESOL and teaches undergraduate and graduate teacher education courses in the field of TESOL at Kennesaw State University in Kennesaw, Georgia, United States. Most recently she was selected by the U.S. State Department to work with the U.S. Embassy in Kyiv, Ukraine as an English language specialist. During that special assignment, she served as the plenary speaker for TESOL-Ukraine and trained teacher-trainers from all over the country. Dr. Arnold has worked in teacher training and professional development in both the public school system and at the college level. Her academic interests and publications address: teacher education, support, and preparedness in culturally responsive pedagogy for linguistically and culturally diverse students; the achievement and experiences of English learners in the online learning environment; and English learners in innovative delivery models and classrooms. Dr.Arnold resides in Blairsville, Georgia, U.S. with her husband, two kids, and their family dogs.

Judith Bruce-Golding

Dr. Judith Bruce-Golding has worked in special education for over 11 years. In 2018 she was awarded her doctorate in education and leadership from the University of Birmingham. Judith currently works with young adults who have special educational needs and disabilities. She is a registered Mental Health First Aid Trainer and SENCO (Special Educational Needs Co-ordinator). Judith has a master's of science in information technology, and a degree in Media, communication, and Spanish studies. She has interests in special education, psychology, dyslexia, educational leadership, and urban studies. In her spare time, Judith enjoys working with creative community programmes.

Catalina Cheng-Lin

Doctoranda en Ciencias Sociales de la Universidad de Granada y miembro del grupo de investigación HUM-358 "Innovación curricular en contexto multiculturales". Entre sus intereses de investigación destacan los temas relacionados con la 'neurociencia afectiva aplicada a la enseñanza/aprendizaje de lenguas extranjeras', el 'uso de las TICs para mejorar el rendimiento cognitivo-afectivo del aprendizaje', el 'multilingüismo', el 'papel de la Paz en la Educación', la 'innovación curricular en contextos multiculturales' y los 'estudios socio-culturales interdisciplinarios'.

Amy Crouch

Amy Crouch is currently a PhD student at Ball State University. Her research interests include the development and implementation of an inclusive and democratic curriculum with a specific focus on LGBTQ material. Amy holds a master's degree in educational psychology from Ball State, as well as an MBA from Rockhurst University. Her view is that the classroom should be an interaction between the students and the information providers. Her intent is to create an open dialogue between educator and student resulting in a true democratic classroom.

Cristina Cruz González

Tiene Grado en Pedagogía en la UGR y el Máster de Profesorado de Enseñanza Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idioma, en la especialidad de Orientación Educativa. A lo largo de su trayectoria universitaria ha realizado distintas becas de carácter formativo, tanto de apoyo y servicio técnico de departamentos y administraciones de la propia universidad, como becas de carácter más práctico en el ámbito educativo. Además, cuenta con una beca de iniciación a la investigación otorgada por la propia Universidad de Granada. Actualmente es Contratada FPU (Formación del Profesorado Universitario) en la UGR, por lo que da docencia y a la vez desarrolla su tesis doctoral. Ha participado como comité organizador y científico en varios congresos internacionales.

Daniel Eyisi

Daniel is a doctoral student in the School of Social Sciences, Education and Social Work at Queen's University Belfast. He completed his master's degree in education specialising in curriculum studies with almost two decades of teaching experiences in both secondary and higher education. His research explores student-teachers' perception and experiences of microteaching elements that relate to pupils' behaviour and teachers' instruction in Nigeria. His research interests are in the research paradigms, teaching, and pedagogy. He is interested in research which seeks to promote teaching and learning. He is particularly interested in teacher education. He authored Grass to Grace.

Lucia Fernández Terol

Estudió el Grado de Maestra de Educación Primaria con Mención en Pedagogía Terapéutica y un Máster de Investigación Universitaria en la Enseñanza y el aprendizaje de las Ciencias Experimentales, Matemáticas y Ciencias Sociales en la Universidad de Extremadura. Actualmente cursa estudios de doctorado en el Programa de Ciencias de la Educación con una beca de Formación del Profesorado Universitario. Es contratada predoctoral en el Departamento de Didáctica y Organización Escolar de la Universidad de Granada. Su campo de investigación abarca la eficacia y mejora escolar, curriculum y didáctica y Escuela Inclusiva. Su proyecto de tesis es "Metodologías activas para la mejora escolar en contextos desafiantes". Pertenece al grupo de investigación FORCE (HUM-0386) y la Red de Investigación sobre Liderazgo y Mejora Escolar (RILME). También participa activamente en el Proyecto Atlántida, seminario de Granada.

Mehmet Filiz

Mehmet Filiz is a final year PhD student in the School of Social Science, Education and Social Work at Queen's University Belfast, working under the supervision of Professor Allen Thurston and Dr. Sarah Miller. Mehmet Filiz's doctoral work focuses on developing university students' statistics proficiency through computer-assisted feedback, and his PhD studies are sponsored by the Turkish Ministry of National Education.

Suzanne Fillis

Suzanne is a final year PhD student undertaking a mixed-methods study on the developmental needs of two year olds and the implications for service provision in Northern Ireland through the School of Social Science, Education and Social Work at Queen's University, Belfast. Prior to undertaking her doctorate, Suzanne worked with the Centre for Effective Services (CES) and completed her undergraduate and master's degrees in early childhood studies at Stranmillis University College.

Diana Carolina Guzman Suárez

Docente universitaria de postgrados en programas de educación ambiental de la Universidad de Cundinamarca, en cátedras como pedagogía de la conservación; ambiente, género y salud; y desarrollo sostenible de una región. Asesora de trabajos de grado y par evaluador nacional de prácticas educativas. Docente de secundaria y media vocacional en las áreas de matemáticas y física, liderando proyectos de aula hacia la comprensión de fenómenos de la naturaleza. Especialista en Gestión Educativa con proyectos de Orientación Vocacional. Magister en Educación, realizando y asesorando proyectos de sostenibilidad ambiental. Doctoranda en educación, de la Universidad de La Salle en Costa Rica, logrando la publicación de artículos y libros vinculados a la ecología profunda y la educación cuántica. Terapeuta en psicogenealogía escolar. Ponente en eventos educativos en Brasil, España, Italia, Grecia, Costa Rica y Colombia.

Xuezi Han

After pursuing a BA in education and an MA in international education degrees at University of Hull and University of Brighton respectively, Xuezi is now a third year PhD student at Queen's University Belfast, School of Social Sciences, Education and Social Work, researching learners and teachers' transitions and perceptions of English learning and teaching throughout different learning stages and contexts. Having taught secondary school students and adult learners, the communication between learners and teachers' ideas continuously fascinates Xuezi, and she will continue with this lifelong exploration.

Naziema Jappie

Naziema Jappie works at the University of Cape Town, South Africa. She has a distinguished and varied background, and she has great strengths and an impressive track record in the fields of educational management, leadership, and conflict resolution. She holds a master's degree, a Higher Education Diploma, and is pursuing a PhD in social justice leadership in higher education. She has received many awards, including a Fellowship at the University of Iowa, USA. She worked as a teacher, and she was a national education officer and held executive management positions at Durban University of Technology and the University of the Witwatersrand. She currently holds membership in the following associations: Association for the Study of Higher Education (ASHE), American Education Research Association (AERA), Global Access for Postsecondary Education (GAPS), and South African Institute of International Affairs (SAIIA).

Astrid Kendrick

Astrid Helene Kendrick completed her doctor of education degree from the University of Calgary in Alberta, Canada in July of 2018. She is currently a contract instructor in the undergraduate program for the Werklund School of Education at the University of Calgary. For the past nineteen years, she has been a physical education and English/language arts teacher at the Calgary Board of Education. Her research interest is using school-wide health promotion to improve student and educator well-being in kindergarten to grade 12 schools. She is currently the co-chair of the Health Promoting Schools Collaborative with Alberta Health Services and the editor of the Runner, the annual journal for the Health and Physical Education Council (a specialist council of the Alberta Teachers Association).

Naaz Kirmani

Naaz's portfolio contains a diverse range of experience in the field of international education in various roles and leadership positions. She has extensive knowledge and vast experience of working with several prestigious International Baccalaureate schools. She is an IB consultant, IB workshop leader and authorization/evaluation team leader. Naaz has been responsible for several key initiatives related to advancement of schools, such as student outreach to international arenas and integration of e-learning modules in the school curriculum. Her research interests center around educational technology, curriculum development, and educational assessment. She is a research scholar at the University of Bath; her research project is on exploring the impact of new technologies (artificial intelligence & machine learning) on assessment and learning outcomes of IBDP students.

Patricia Nicholl

Patricia is a third year doctoral student in childhood studies at Queen's University Belfast, undertaking research on the educational attainment of children in care from a children's rights-based perspective. She is the current chair of the Child Care in Practice journal and has been a peer reviewer for the journal for twelve years.

Gillian O'Hagan

Gillian has worked in the field of special education for over 20 years. She is the special educational needs coordinator, head of psychology, and specialist ASD teacher in a post-primary school in Belfast. Gillian is an educational doctoral candidate at Queens University Belfast, has a master's degree in educational psychology, and a bachelor of science degree in social psychology. She is also a committee member of the British Psychological Society, Northern Ireland.

Gillian's research has been in the field of autism with a focus on exposing the true voice of female ASD through participatory research. The 'Missing Voices' photographic exhibition has been held in Queens University Belfast and also in Stormont, the governmental seat in Northern Ireland, in June 2019. The exhibition has also been signed to the Belfast International Arts Festival in October 2019 and will enjoy a 3 week residency at the University of the Atypical, Belfast, which is the gallery for the Arts and Disability Research Forum. Gillian has presented her research at the All Ireland Doctoral Conference 2018, has received a Postgraduate-Led Initiative Award from Queens University Belfast, and will continue to lead discussion forums around female ASD at the International Arts Festival later this year.

Aishwarya Patil

Aishwarya Patil is a PhD candidate in the School of Social Sciences, Education and Social Work at Queen's University Belfast. Her research interests are gende r equality and career progression of Indian women employed in the information and technology sector. Aishwarya has a bachelor of technology in electronics and telecommunication (Gold Medal), a master's in English literature (Gold Medal), a diploma in journalism, and a post-graduate diploma in foreign trade. Previously, she was a project delivery manager at IBM and an assistant professor at Pune University, India. She received the Best Employee Award in 2006 from IBM and Best Teacher Award by Maharashtra Girls' Education Society Pune. She published Business Communication Skills in 2010 and is a member of the Business Ethics Committee of Pune University MBA.

Luisa Paola Prieto Resendiz

Nació en Guanajuato, México. Actualmente es estudiante de la Licenciatura en Relaciones Industriales por la Universidad de Guanajuato. Ganadora de la convocatoria English4GTO Canadá 2018 por trayectoria destacada en Liderazgo y compromiso social. Graduada del Academic English Program por Lakehead University. Entre sus intereses esta el estudio de la pedagogía y las neurociencias, por lo que fue miembro del Club de Ciencia México 2018 "From behavior to brain function" y actualmente colaborador del Laboratorio de Ciencia Cognitiva de la Universidad Nacional Autónoma de México desde 2018.

Nazaret Martinez Heredia

Actualmente trabaja como profesora e investigadora en formación (FPU) en el Departamento de Pedagogía de la Facultad de Ciencias de la Educación de la Universidad de Granada. Doctoranda del Programa de Doctorado en Ciencias de la Educación. Es Licenciada en Pedagogía (2014) y posee un Máster Universitario en Educación Social: Investigación y Desarrollo Profesional (2015). Interesada en las líneas de investigación: educación en personas adultas y mayores, relaciones intergeneracionales, pedagogía crítica y educación en valores.

Orla McGurk

Orla began studying at Queen's University Belfast in 2012 and graduated from BA Irish and Celtic studies with a first class honours degree. She went on to spend a few years working as an Irish language teaching assistant at secondary level as well as working for Comhairle na Gaelscolaíochta (Council for Irish-medium Schools in Northern Ireland) before returning to Queen's to complete a master's of education degree with distinction in special educational needs and inclusion in 2017. Orla is now coming to the end of her first year of PhD study. Her research looks at the reproduction of inequality in the Irish-medium education sector in Northern Ireland. Orla's main interests include education, immersion education for minority languages, additional needs provision, and Bourdieusian theory.

Charity Okeke

Charity Okeke is a PhD student in the Department of Psychology of Education at the University of South Africa. She is currently a part-time lecturer in the Institute of Distance Education, University of Swaziland. She holds Master of Education degree in the Department of Educational Psychology, University of Johannesburg. She is a German (DAAD) and South African (NRF) scholarship holder. She is equally a University of Johannesburg master's merit bursary recipient. Her research interests include classroom discipline, classroom learning, and professional conversation. She is a member of the South African Education Research Association (SAERA) and the Education Association of South Africa (EASA). She has attended both local and international conferences and has a number of academic publications.

Yeisil Peña

Yeisil Peña is the coordinator of cultural studies in the English pedagogy program at Universidad Central de Chile. She also teaches Integrated English Language at Universidad Alberto Hurtado, Chile. Previously, she taught at Universidad de Chile. She has presented her research on literature, vocabulary acquisition, and cultural studies at conferences in Chile, Costa Rica, Spain, and the United Kingdom. She holds a BA in English literature and linguistics from Universidad de Chile and an MA in modern and contemporary literature and culture from the University of York, UK.

Mary Grace Quigley

Mary Grace Quigley is a PhD candidate and German language teacher. She holds a master of arts in teaching German as a foreign language (DaF) from the Technical University of Berlin, and a bachelor of arts (with honors) from the University of Adelaide. She began learning German at the University of Adelaide and went on to live in Germany for 6 years, studying linguistics, German language teaching, and teaching German to refugee learners. Mary's current and previous research spans across the fields of German studies and applied linguistics, with a focus on language learning and identity. Her PhD research is titled Learning German in English-Speaking Tertiary Contexts: Identity, Social Strategies and Language Use. It looks at the connections between language learning and identity construction, as well as the ways in which language learning strategies can be incorporated into teaching methodology to promote learner autonomy and to improve learning outcomes.

Carmen Lucena Rodríguez

Personal docente investigador de la Universidad de Granada, contratada Predoctoral LEY 14/2011 FPU del Departamento de Didáctica y Organización Escolar. Pertenece al Grupo de Investigación "FORCE y a la red de investigación sobre liderazgo y mejora de la educación (RILME). Participa en el proyecto I+D+i sobre "identidad de la dirección escolar". Su línea de trabajo versa sobre "liderazgo y mejora educativa".

Hugo Armando Romero Rodriguez

Actualmente es estudiante de Relaciones Industriales por la Universidad de Guanajuato y es museógrafo por el IECA-CENART. Ganador de la Convocatoria Rumbo a Japón 2015, Programa Liderazgo en Alamo Colleges y Manos por el Mundo Vive México-EDUCAFIN. Ha colaborado en investigaciones con la Universidad de Guanajuato y el Laboratorio de Ciencia Cognitiva de la Uiversidad Nacional Autónoma de México analizando las conductas violentas y la retención de la información en el cerebro de niños y adolescentes.

Charlotte Sannier-Bérusseau

Charlotte Sannier-Bérusseau is a PhD candidate at Laval University in Quebec City (Quebec, Canada). Her background being in theatrical training, she taught drama for several years in France, Guatemala, and England, before joining educational sciences. This curriculum led her to question the connection between theatrical practice, learner identity, and learning preferences. Her doctoral research focuses on the effect of the introduction of drama in the school curriculum of adolescents on how they define themselves as learners and how they learn, according to a systemic vision. She has also been teaching the learning process to future teachers at Laval University since 2015.

Ashairi Suliman

Ashairi Suliman is a postgraduate student in the Faculty of Education, The National University of Malaysia. Majoring in teaching English as a second language (TESL), he obtained his bachelor's and master's in education from the same institution. His research interests include educational policy and programme development, teaching English as second language, literature teaching and learning, and ICT. He has attended fourteen conferences on the national, Asian, and international level. In addition, he has also published twenty articles indexed in Scopus, WOS-ESCI, ERA, DOAJ as well as five proceedings. He has also received Junior Scholar Award, honouring him a scholarship and travel grant to present at GloCALL Conference in Suzhou, China last year. His current doctoral research is on the implementation of dual language (DL) programme in Malaysian secondary schools.

Wednesday, 24 July	
08:00-09:00	**Conference Registration Desk Open / Mesa de inscripción abierta**
09:00-09:20	**Conference Opening / Inauguración del Congreso—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, President, Common Ground Research Networks, Champaign, IL, United States; Dr. Mary Kalantzis, College of Education, University of Illinois, Urbana-Champaign, IL, United States; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain**
09:20-09:40	**Welcome Address / Discurso de bienvenida—Dr. Carl Bagley, Professor, Educational Sociology, and Head, School of Social Sciences, Education and Social Work, Queen's University Belfast, United Kingdom; Ms. Mary-Jo McCanny, Director of Visitor Servicing, Visit Belfast, Belfast, United Kingdom**
09:40-10:15	**Plenary Session / Sesión plenaria—Dr. Nóra Révai, Analyst, The Organisation for Economic Co-operation and Development (OECD), Paris, France**
Room 1 - 0G/007	**"Connecting the Dots: Rethinking the Teachers-Knowledge-Learning Nexus"** Nóra Révai is an analyst at the Organisation for Economic Co-operation and Development (OECD), where she has been working in the Innovative Teaching for Effective Learning project since 2015. She holds an MSc in mathematics and a BA in English teaching. Before joining the OECD, she was involved in the management of EU-funded international projects on school leadership at the Knowledge Centre of Tempus Public Foundation in Budapest, Hungary. She was engaged in the development of a competency framework for school leaders and was responsible for leading knowledge management activities in the European Policy Network on School Leadership. She had also worked as a secondary school teacher. Her research interests include teachers' pedagogical knowledge and its dynamics, teaching standards, and teacher education.
10:15-10:45	**Garden Conversation / Charlas de jardín**
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors. Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:45-11:30	**Talking Circles / Mesas redondas**
	Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and introduce themselves and their research interests to one another. Celebradas el primer día del congreso, las mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se sumergen en grandes debates sobre los temas y problemáticas para el área correspondiente de la Red de Investigación. **Room 2 (02/011) - Early Childhood Learning** **Room 3 (02/013) - Literacies Learning** **Room 4 (02/017) - Learning in Higher Education / Adult, Community, and Professional Learning** **Room 5 (02/018) - Tema destacado 2019: Aprendizaje para la diferencia social** **Room 6 (02/025) - Pedagogy and Curriculum / Assessment and Evaluation** **Room 8 (03/005) - Pedagogía y currículo** **Room 9 (03/006A) - 2019 Special Focus: Learning to Make a Social Difference** **Room 10 (03/006B) - Science, Mathematics, and Technology Learning / Technologies in Learning** **Room 11 (03/011) - Educación superior** **Room 12 (03/017) - Educational Organization and Leadership / Learner Diversity and Identities**
11:30-11:40	**Transition Break / Pausa**

Wednesday, 24 July	
11:40-12:15	**Sesión plenaria (en español)—Dr. Stephen Hughes, Departamento de Didáctica de la Lengua y la Literatura, Universidad de Granada, España**
Room 1 - 0G/007	**"El Aprendizaje Integrado de Contenidos y la Lengua Extranjera: La Gestión y Buenas Prácticas"** **El Dr. Stephen Hughes ejerce como profesor a tiempo completo en la Universidad de Granada, España. Está especializado en la Enseñanza en Lengua Extranjera y en Aprendizaje Integrado de Contenidos y Lenguas extranjeras (AICLE, CLIL en inglés). Stephen ha participado en la enseñanza de la lengua inglesa durante 25 años, la mayoría de los cuales desarrolló su actividad en el ámbito de la educación secundaria. Durante este periodo, se desempeñó como profesor de idiomas, coordinador de calidad educativa y bilingüe, e impartió cursos en centros andaluces de formación del profesorado, dirigidos a todos aquellos docentes —bien profesores de idiomas, bien afines a otras áreas— interesados por formarse en las metodologías L2 y AICLE de aprendizaje de idiomas y sus aplicaciones prácticas en el aula. Asimismo, y paralelamente a su labor como docente, se ha implicado en la investigación de indicadores de calidad en la enseñanza y aprendizaje de idiomas; en la educación bilingüe y en la aplicación óptima de la metodología AICLE. Como ejemplos de esta actividad investigativa, figuran también su participación en iniciativas como el Proyecto de Control de Calidad en la Enseñanza de Idiomas del Centro Europeo de Lenguas Modernas (ECML QualiTraining Project); y en proyectos de I+D, de ámbito nacional e impulsados por el Ministerio de Educación y el instituto British Council, orientados a la enseñanza de contenidos en otro idioma.**
12:15-12:45	**Charlas de jardín**
12:45-12:55	**Pausa**
11:40-12:55	**PARALLEL SESSIONS (en inglés)**

Wednesday, 24 July	
11:40-12:55	**PARALLEL SESSIONS**
Room 2 - 02/011	**Professional Learning**

Boot Camp: An Innovative Learning Experience in Higher Education
Sara Galban, Researcher, Escuela de Pedagogía, Universidad Panamericana, Ciudad de Mexico, Mexico
Claudia Fabiola Ortega Barba, Profesora-investigadora, Universidad Panamerican, Ciudad de Mexico, Mexicoa
Monica del Carmen Meza Mejia, Profesora-investigadora, Pedagogía, Universidad Panamericana, Ciudad de Mexico, Mexico
The research is framed in the context of an university level education that seeks to integrate teaching and learning practices directed towards the development of both, professional skills (hard skills) and generic or transversal skills (soft skills). In this context arises, the proposal of the boot camp, which promotes a total immersion experience that aims to meet a real need of society, through interdisciplinary learning and entrepreneurship that results in the development of innovative projects relevant to the context of the student. The main objective of this research is to display the experience that university students have had when participating in a boot camp and how it has contributed to their professional development. A qualitative methodology was used whilst focusing on the description, understanding and interpretation of the meanings that students gave to their personal experience. Among the most representative findings, we can highlight the development of skills for personal life, work environments and social interactions, such as teamwork, decision-making, tolerance to frustration and work under pressure. Additionally they emphasized the value of interdisciplinary work, which allowed them to reaffirm their professional identity. However, the students also reported that they faced certain challenges such as stress management and reintegration to their regular activities.
Learning in Higher Education

Situated Learning: The Transition of Social Workers from Professional Education into Practice
Julie Byrne, Assistant Professor, Social Work and Social Policy, Trinity College Dublin, Dublin, Ireland
Gloria Kirwan, Student, Trinity College Dublin, Dublin, Ireland
Professional careers involve a number of transitions from one role or activity to another (Arnold, 1997) and one of these transitions is particularly learning intense; the move from professional education into early professional employment. There are two broad perspectives for viewing this transition. The first is that the learning acquired through professional education prepares the individual for employment. The second is that professional education can only teach general information which must be transferred, applied and situated in work contexts (Zucchermaglio & Alby, 2009). This transition can be seen, not as a moment in time, but rather as a prolonged adjustment with multiple phases (Wendlandt and Rochlen, 2008) which build towards cohesion or fragmentation (Moriarty et al, 2011). Using semi-structured interviews with newly qualified social workers in Ireland, this study examines the ways in which social workers situate and contexualise their professional knowledge and skills through early professional practice. It explores the factors that promote effective learning in the practice setting and how newly qualified social workers fill in the learning gaps that professional practice presents. This study also helps to illuminate the sometime uneven learning pathways that can mark this key transitional journey (Holden and Hamblett, 2007) particularly for those in a profession devoted to social justice who must learn to reconcile ideals with the realities of practice.
Adult, Community, and Professional Learning

Wednesday, 24 July	
11:40-12:55	**PARALLEL SESSIONS**
Room 3 - 02/013	**Beyond the Binary** **Teachers' Understandings and Beliefs about Inclusion** Stuart Woodcock, Senior Lecturer, Faculty of Human Sciences, Macquarie University, Australia This paper presents research into Canadian elementary and secondary teachers' understandings of inclusion. The research investigates how a sample of 120 teachers in the southern part of Ontario defined inclusion, and the extent to which they believed an inclusive classroom is an effective way to teach all students. The study employs Nancy Fraser's conception of justice as requiring redistribution, recognition, and representation. The findings reveal teachers' relative lack of attention to issues of resourcing, but considerable emphasis upon issues of representation. While issues of recognition are largely valued, there is a tendency to reify categories of student identity, rather than challenging concerns about the lack of social status attending such foci. The research reveals a push 'beyond the binary' of considering teachers' practices as either inclusive or exclusive, and how teachers' engagement with resource provision, recognition of learners, and representation of student needs exists along contingent and intersecting spectra. *Learner Diversity and Identities* **Effect of Drama on Learning Identities and Learning Preferences** Charlotte Sannier Bérusseau, PhD Candidate, Teaching and Learning Studies, Laval University, Québec, Canada During his/her curriculum, a student meets a lot of topics, teachers, contexts. In this communication, we explore how a new learning identity emerges from the interaction between the individual and the learning context, and how learning preferences are affected by this new learning identity. We adopt a systemic view, which allows us to think the learning identity as a whole, formed from multiple specific identities corresponding to each learning context and influencing one another. We present here our research and our preliminary results about the effect of the introduction of drama as a sociocultural activity, in secondary schools, on the emergence of a new learning identity, the evolution of global learning identity, and their effect on learning preferences. *Learner Diversity and Identities* **Designing Rubrics: Equitable Measures and Assessments** Carrie Wastal, Director, Muir College Writing Program, University of California, San Diego, CA, United States Rubrics serve a necessary and oftentimes contentious purpose. Simplified, these tools for assessment provide instructors, students, and schools with a way to quantify student products and learning. Complicated, rubrics can be viewed more productively through other frames. For example, Peter Gallagher (2012) conceives of rubrics as an "articulation" between institutional constraints and writing program aims whereas Asao Inoue (2016) argues for assessment that acknowledges the racialized and politicized hegemonic underpinnings of traditional assessments of student writing. This paper addresses the needs of educators to develop rubrics that help us to assess the diversity of students and their work in the social milieu of today's diverse society. Each academic quarter, writing program directors critique and revise the program rubrics to ensure that the rubrics assess program's objectives for student writing. Yet, these rubrics show that MCWP has privileged a "white racial habitus" (Inoue 2016) that determines what we value in writing. Therefore, in order to better support student writers, rubric revision needs to address the following: In what ways do our current rubrics discount the experiences of students? How have we advantaged or disadvantaged students by holding them accountable to how well they learn to work within a potentially racist framework? Put another way, how can programs design fair and equitable rubrics that reflect an "articulation," of the institutional pressure to meet a valued hegemonic ideal and the role race plays in the development and assessment of what constitutes "good" student work in today's increasingly globalized societies. *Assessment and Evaluation*

11:40-12:55	**PARALLEL SESSIONS**
Room 4 - 02/017	**Teacher as Stakeholder**

Guided by Images: Visions of Novice English Teacher Selves

Katharina Glas, Lecturer in English Language Teaching, Instituto de Literatura y Ciencias del Lenguaje, Pontificia Universidad Católica de Valparaíso, Viña del Mar, Chile
Patricia Dittmar, Pontificia Universidad Católica de Valparaíso, Chile
Paz Allendes, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile

Mental imagery of ideal future selves is considered a powerful means for motivation. Inspired by Dörnyei & Kubanyiova's (2014) proposal to link teacher motivation and learner motivation within a framework based on building vision, this study explores how novice teachers of English as a Foreign Language have used visualisations of themselves as motivating teachers as a guiding principle in their first year as teachers. Have they helped them find ideal means to create a motivating classroom atmosphere? This longitudinal multiple case study was carried out with 18 Chilean early career teachers. Data were collected through interviews following visualisations, as well as classroom observations. Over a period of 18 months after the first round of interviews, teachers were interviewed and observed in regular intervals so as to analyse the development of their mental images, as well as the possibilities and limitations of putting these into practice. Results show that visualisations become more concrete over time, and guide novice teachers in some classroom decisions. Implications: By gaining a deeper understanding of the impact of mental imagery in teacher's early professional development, we draw conclusions about the potential uses and pitfalls of this reflective tool in teacher education.

Adult, Community, and Professional Learning

Using Re-Authorization Process to Enhance Teacher Preparation Programs: A Case Study of a Large Teacher Preparation Program in the US

Jingzi Huang, Director; Associate Dean, School of Teacher Education, University of Northern Colorado, Greeley, CO, United States
Brea Giancaterino, Graduate Student, University of Northern Colorado, Greeley, CO, United States
Michelle Saltis, Doctoral Student, University of Northern Colorado, Greeley, CO, United States
Eugene Sheehan, Dean, College of Education and Behavioral Sciences, University of Northern Colorado, Greeley, CO, United States
Corey Pierce, Associate Dean, College of Education and Behavioral Sciences
Brian Rose, Associate Professor, School of Teacher Education
Michael Floren, Assistant Professor, Misericordia University, PA, United States

In the United States, nearly every institution engaged in the preparation of educators needs to engage in an external institutional program review for re-authorization or re-accreditation every few year. The political discourse exhibits ever-increasing pressure from all directions on teacher preparation programs. This has led to more rigorous and demanding accreditation/reauthorization processes, which are considered to be a measure for accountability. While the increasing demand for outcomes and measures documenting the success of teacher education programs in meeting required professional standards may feel like it stifles the creativity and autonomy of Teacher Educators, a more constructive approach to take is to use this accountability process in a way that advances program quality, teachers success, and ultimately student learning. In research, limited effort has been made to examine authorization or accreditation process and its effect. The proposal will focus on demonstrating the manner in which the re-authorization process can be used constructively. This paper will examine the process and outcomes from the state re-authorization of a large historical teacher preparation institution, showcasing and providing an opportunity for dialogue regarding ways to use the accreditation process as a way to advocate for change to meet standards, while maintaining autonomy and creativity. Data sources include demographics, focus groups among stake holders, and data collected via survey and directly from student performance. The findings will shed light on how the institution could use the re-authorization process as a useful tool, rather than stifling external regulations, for desired program improvement without losing autonomy and creativity.

Assessment and Evaluation

Faculty Assessment of Teaching Excellence in Higher Education

Patrick Ryan Murphy, Assistant Professor, Economics, Saint Leo University, Saint Leo, FL, United States
Dene Williamson, Assistant Professor, Sport Business, Saint Leo University, Saint Leo, FL, United States
Patrick Crerand, Associate Professor of English, English, Saint Leo University, Saint Leo, FL, United States

In his "A Courage to Teach," Palmer offered a powerful idea for teachers: "For better or worse, we teach who we are." Palmer challenges teachers to understand that we don't just bring content expertise to class- we bring our own humanity. "Who is the self that teaches? How does the quality of my selfhood form—or deform – the way I relate to my students, my subject, my colleagues, my world?" Faculty are aware of course evaluations provided by students that provide feedback on our teaching. But the assessment forms themselves make many assumptions about what excellent teaching is, how it is carried out, and what categories ought to be included in the evaluations. The feedback is important, but we might also consider what faculty themselves, with valuable experiences in the world of higher education might find important in their own craft of teaching and learning. This study will evaluate data received from research on what characteristics faculty themselves consider to be central in teaching excellence. We will gather data across all disciplines from a medium size teaching university and evaluate the qualities faculty report being the most important in order to see how faculty themselves view excellence in teaching and learning. The paper will gather data from participants using a technological survey to assess the group vision of excellence in teaching, and then share the findings from our research in an interactive manner that will allow for discussion surrounding this important topic.

Learning in Higher Education

Wednesday, 24 July

11:40-12:55	**PARALLEL SESSIONS**
Room 5 - 02/018	**Impacts of Textual Materials** **Unre"Lie"able Sources of "Fake News" : Critical Explorations of 'Alternative Facts and Multiple Truths' Online** Elaine Correa, Professor & Chair, Child, Adolescent, and Family Studies, California State University, Bakersfield, CA, United States Andrea Anderson, Librarian/ Library Instruction Coordinator, Walter W. Stiern Library, California State University, Bakersfield, CA, United States Where is the starting point for discussions on truth? What strategies do educators employ to strategically discuss 'objectivity' from their own subjective positions in the classroom or online? How can faculty assist and equip students to become more 'critical consumers' of the information they receive online? What are the differences in 'information' versus 'knowledge' and how can students 'unpack' the types of 'information' and or 'knowledge' they encounter in multiple social media sites? These are some of the questions that are critically explored as faculty challenge and are confronted by contemporary versions of re'lie'able sources of 'fake news. In a culture of alternative facts and multiple truths in the public sphere that is mirrored in classroom debates, how should faculty address what is truth? *Pedagogy and Curriculum* **Decolonising the English Textbook: A Venture from Critical Interculturality** Astrid Núñez-Pardo, Professor, School of Education, Universidad Externado de Colombia, Colombia This qualitative documentary research aims at stating the ontological, epistemological and power criteria, grounded on critical interculturality as a decolonial alternative, which will orient the development of a contextualised English textbook, to resist its uncritical development from the voices of Colombian teachers, authors and experts. Eight English textbooks will be analysed, eight authors and teachers, and three experts will be interviewed. Content analysis as a research method, supported by the socio critical approach will be used to articulate the analysis of the information. Such criteria are expected to overcome the instrumental, homogenised and colonised textbook and to build a desirable one, decolonised and sensitive to universal diversity. *Pedagogy and Curriculum* **How Do CLIL Course Gains Compare to Content Gains in Regular L1 Courses?: Advanced Pharmaceutical Sciences in English or Thai** Malcolm Field, Professor, Faculty of Social Sciences, Kyorin University, Mitaka, Tokyo, Japan Tsutomu Kitajima, Professor, Health Economics, Kyorin University, Mitaka, Tokyo, Japan Yaowared Chulikhit, Associate Dean, Khon Kaen University, Thailand The goal of the research was to establish whether students undertaking a content-based course that is taught in a second language, namely English, which are known as Content and Language Integrated Learning (CLIL) courses, are achieving equivalent gains in the acquisition of the content being studied as those students who are learning the same content through an equivalent course that is taught in their first language, which in this study was Thai. The students were enrolled in an advanced Pharmaceutical Science course at one of Thailand's best universities. The course is offered in either Thai or English, with the latter being promoted as advantageous for the students' futures. Contents, pedagogy and assessment requirements were as much as possible the same. Both cohorts were tested for pre-entry knowledge of the course material, mid-semester and exit knowledge. An attempt to compare second language proficiency gains was also considered. The results presented are from the first trial with some unforeseen results arising. *Science, Mathematics and Technology Learning*

Wednesday, 24 July

11:40-12:55	**PARALLEL SESSIONS**

| Room 6 - 02/025 | **Conscious Policy**

The Recruitment and Retention of Male Educators in Preschools in South Africa
Chinedu Ifedi Onochie Okeke, Professor, and Head of School of Education Studies, Faculty of Education, University of the Free State, Bloemfontein, South Africa
Enock Nyanhoto, PhD Student, University of Fort Hare, South Africa
This study focused on the recruitment and retention of male educators in preschools in one Education District in the Eastern Cape Province. It employed an interpretivist paradigm and a qualitative approach to gain an understanding of the suitable strategies to recruit and retain male educators in preschools. Purposive sampling was used to select ten participants consisting of 2 officials from the Department of Education, 2 principals, 2 preschool proprietors and 2 female preschool educators, and 2 male educators from the Foundation Phase. Data were obtained through the use of in-depth interviews, while the obtained data were analysed by content thematic analysis. All ethical principles for research involving human beings were clearly observed by the researchers. Results indicate that there were no male educators in preschools in the Education District that took part in the study. Results also reveal that men shun away from preschools as a result of culture, stigma, fear, prejudice and the low status of ECCE. Further findings show that the presence of male educators, as role models and father figures, can actually benefit children who attend preschools. In addition, preschools environments were perceived as hostile working environments for male educators. The study concludes that a clear policy on the recruitment and retention of male educators is germane for the sustainability of male educators' participation in preschools in the Education District that took part in the study. Few recommendations were made based on this conclusion.
Early Childhood Learning

Decolonising Curricula: Attitudes, Learning Environments, and Student Wellbeing
Danielle Tran, Senior Lecturer in Learning, Teaching, and Professional Development, Educational Development Unit, University of Greenwich, London, United Kingdom
Much has been discussed in terms of the meaning behind the phrase "decolonisation of the curriculum" and its connection to an internationalisation of the curriculum, but consideration should also fall on the effect this can have on attitudes and the wellbeing of students. This paper considers what decolonising curricula can mean to staff and students, and how these meanings can affect practical changes for redesigning curricula. By reviewing the attitudes among students towards their existing curricula and the ideas surrounding a decolonising of curricula, the talk also considers the ways in which students' sense of wellbeing is connected to curriculum content (what is taught), teaching approaches (how it is taught), and who it is taught by. Curriculum design in light of decolonising curricula debates, subject content, delivery, and the attitudes of teaching staff all come together to form a learning environment for students which affect their wellbeing and is thus an emerging research area which is in urgent need of further exploration. Through drawing upon first hand interviews, surveys, and focus group data, the talk aims to explore whether decolonising curricula can positively impact on student wellbeing in HE within particular subject disciplines.
Pedagogy and Curriculum |

Wednesday, 24 July	
11:40-12:55	**PARALLEL SESSIONS**
Room 7 - 02/026	**Adjuvant Curricula**

Providing Support for Undiagnosed Palestinian College Students with Learning Disabilities

Jonathan Kasler, Tel Hai College, Kiryat Shemona, Israel

The purpose of this qualitative study was to evaluate student perceptions of a support program for students belonging to the Palestinian-Arab minority in Israel (PAMI) with learning disabilities and attention deficits (LDs) in a medium-sized college in Israel. Previous research has indicated that PAMI students have difficulty succeeding in Israeli institutions of higher education, in which the population is predominantly Jewish and, Hebrew is the language of instruction. In Israel, few of those entering higher education from the PAMI have been diagnosed with LDs. As research has shown that the provision of support and guidance to higher-education students with LDs is essential, It is reasonable to assume that such assistance is even more critical for PAMI students with learning disabilities. We interviewed twenty-two PAMI students who received support after screening and diagnosis for learning disabilities. The results of the analysis of the interviews indicate significant positive effects of the program but also point to needs that it did not address. The results should inform the development of similar programs.

Learning in Higher Education

Psychological Capital, Anxiety-Related Patterns, and Academic Adjustment

Batel Hazan Liran, Lecturer, Special Education, Tel-Hai Academic College, Upper Galilee, Israel

Paul Miller, Professor, Special Education, Tel-Hai Academic College, Upper Galilee, Israel

The present study examines variables of facilitating or undermining potential with regard to different domains of academic adjustment. On the one hand, its focus is on three anxiety-related patterns – all manifested in preservative negative thinking, which has been reported to lead to marked academic, emotional and social difficulties. On the other hand, it looks into the core construct of psychological capital (PsyCap) which has repeatedly been found a positive resource with regard to adaptive behavior. More specifically, the aim of this study is to achieve deeper insights into the mediating role of PsyCap in the relationship between anxiety-related patterns of thinking and academic adjustment. Its motivation was the perception that a better understanding of factors of sustaining or undermining the potential for academic adjustment is crucial in modern society, wherein academic success is increasingly linked to satisfactory occupational and social integration. For this purpose, 250 BA students completed five questionnaires, one assessing participants' psychological capital, three assessing specific anxiety-related patterns of thinking, and one assessing their academic adjustment. Participants' grade point average, as an additional measure of academic adjustment, was collected at two points in time. SEM analyses indicated that psychological capital mediates the relationship between anxiety-related patterns of thinking and academic adjustment. They further demonstrated the significance of psychological capital's unique contribution to the explanation of variance in academic adjustment. Findings are discussed with direct reference to recognition of PsyCap as a positive motivational resource in the domain of Positive Organizational Behavior and adjustment to higher education.

Learning in Higher Education

Perceptions of Higher Education Students

Malik Muhammad Wali Awan, M.Phil Scholar, University of Management & Technology, Lahore, Punjab, Pakistan

Farah Naz, Assistant Professor, Social Sciences and Humanities, University of Management and Technology, Lahore, Punjab, Pakistan

Hasan Murad (Late), Chairman, University of Management and Technology, Lahore, Punjab, Pakistan

Universities today are responsible for the mental, physical and spiritual growth of the students managing to improve the social, cultural, economic and political life style of individuals. World over the universities are performing the key role in leading all kind of organizations and enhancing the economic growth. In Pakistan the role of private sector like other fields cannot be denied in education as well. The public sector could not fulfill the requirements of higher education. The twist of the century attracted the attention of the stakeholders of education marking the fact like; unqualified faculty, low enrollment, minimal relevance of higher education to national needs, lack of compatibility to international standards, low quality of research, and poor governance of universities. The organizations look forward for a change breaking the discontinuity through leadership, vision, empowerment, cooperation, meaning of life and commitment to it. There is a grave concern that universities are supposed to discharge the responsibilities of equipping the individuals enlightened with the meaning of life transforming their understanding of self towards this end. Study has been designed to achieve the objective of knowing the reflection of transformation in the university students. It would be a quantitative study, conducted through survey of the opinion of 1st year and pass outs of BS/ Master education program. Three public and three private universities were selected. Fifty new entrants and 50 pass outer were selected through random sampling to conduct the survey. The results of private sector were found encouraging as compare to public sector.

Learning in Higher Education

Wednesday, 24 July

11:40-12:55	**PARALLEL SESSIONS**

Room 8 - 03/005	**Pedagogies for Change**

Exploring the Pedagogisation of Multimodality Studies for the Teaching of Multiliteracies

Fei Victor Lim, Assistant Professor, English Language and Literature, Nanyang Technological University, National Institute of Education, Singapore

The field of multimodality studies has made notable advances in recent years to the analysis of multimodal discourse developed (see for example, compilations by Jewitt, Bezemer, & O'Halloran, 2016; and Bateman, Wildfeuer & Hiippala (2017). While many of the extant theories are meant for graduate and post-graduate research work, it can be worthwhile to explore how some of these understandings can be extended to inform the teaching of multiliteracies in the classroom context. I present a pedagogical approach developed to teach multiliteracies for high school students. The instructional content and meta-language in the approach is organised and informed by the work in systemic functional theory oriented multimodality studies by O'Toole (1994/2010) and Kress & van Leeuwen (1996/2006), which is translated and pedagogised for classroom instruction by Tan, Marissa and O'Halloran (2012), Lim & Tan (2017), and Lim & Tan (2018). The pedagogy for the enactment of the approach in the classroom is based on the principles and knowledge processes of experiencing, Conceptualising, Analyzing and Applying in the Learning by Design Framework (Cope & Kalantzis, 2015). The approach is situated within translational multimodal research, where theories of multimodality inform the design of instructional practices in education. This translational research trajectory follows the work of Cowey (2005) in 'accelerated literacy' and Rose & Martin (2012) in "reading to learn" approaches which applies systemic functional theory to reading and writing instruction predominantly in the UK and Australia.
Literacies Learning

Student Teacher Literacy Practices: Connections to Professional Identity

Laurie Hill, Staff, Shaw High Speed Internet, Canada

Teacher preparation is a complex undertaking, with many competing subjects and disciplinary voices competing to develop the skills and understanding that are required by the pre-service teacher. One of the pre-service teacher's tasks is to integrate new knowledge and understanding with their developing sense of professional identity. Their focus in this task to reflect on what it means for them to teach in a particular way, in a particular subject area, with a particular group of students. This qualitative study highlights the development of pre-service teacher professional identity as that identity relates to literacy instruction in the classroom. Professional identity and literacy practices are explored through 1) accounts of how pre-service teachers' literacy identity developed over the course of their life; 2) how their literacy identities further developed through their study in the Bachelor of Education (B. Ed.) program and; 3) the way in which their literacy identity influences their pedagogical literacy practices in classroom instruction. Qualitative data were collected through semi-structured interviews with open-ended questions worded to provide a similar context for exploring an understanding of professional identity and teaching practice related to language and literacy. Pre-service teachers also shared artifacts such as a literacy lesson plan and a favourite book that allowed them to reflect on their personal connection to literacy and educational goals for teaching. This research suggests ways in which B. Ed. courses can highlight and foster a range of approaches to teaching literacy and also offer opportunities for exploring professional identity.
Pedagogy and Curriculum

Strengthening the Teaching Profession for Culturally and Linguistically Responsive Practice : A Case Study of a State Mandate for Making a Social Difference in Teacher Education

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

In the U.S., K-12 classrooms are experiencing dramatic increase of culturally and linguistically diverse (CLD) students who face the dual tasks of developing their academic English while simultaneously learning the school curriculum content. Effective integration of language development and content learning has been a focus of CLD teacher development for a long time. However, these CLD students interact most often with the majority of K-12 teachers who do not have the CLD education preparation. Thus, equipping all K-12 teachers with the knowledge and skills to work with CLD students has become a priority across the nation. This priority calls for actions at all levels to make a social difference in teacher education. This paper, reporting on a recent state effort to have all K-12 classroom teachers become capable of working with CLD students in schools, intends to examine the process, the success, and the challenges during the development and the initial implementation of the initiative with potential for making a social difference in teacher preparation and development. The guiding questions include: How did the state manage to launch the initiative in the form of legislation? How is the mandate taken by the regulated agencies? What are the success and challenges during the initial implementation? Data sources include public documents, meeting notes, participation observations, and informal interviews. The initiative is one of its kind in the Unites States. Considering teacher development for CLD education is a global phenomenon, the findings of the study provides implications at the national and international levels.
2019 Special Focus: "Learning to Make a Social Difference"

Wednesday, 24 July

11:40-12:55	**PARALLEL SESSIONS**

Room 9 - 03/006A	**The Whole Child in Early Education**

Helping Kindergarten Children in Hong Kong to Understand Issues of Death

Mun Wong, Assistant Professor, Department of Early Childhood Education, The Education University of Hong Kong, Hong Kong, China
This study examines how 5-year-old Chinese children can develop a better understanding of issues related to death, when they talk about death with teachers at kindergartens. Nine Chinese teachers and their children were recruited from eight kindergartens that had implemented a socioemotional programme (Zippy's Friends, 2018) for 5-year-old children in Hong Kong. This programme is the only school programme that had included a discussion of issues associated with death for preschool children in Hong Kong. This study focused on collection of data during the teaching of module five, Dealing with change and loss, when preschool teachers were conducting it. Each Zippy's module started with a story about how the main character coped with different daily stresses. Zippy was the pet of the main character in Zippy's stories. In module 5, Zippy died in the story. Strategies helping the main character to cope with Zippy's death were discussed during the lessons. Data from this study were collected by using multiple qualitative methods: children's drawings; observations and field notes of child-child and teacher-child dialogues during the Zippy's lessons (including a visit to a graveyard), and teachers' sharing of their teaching experiences. Findings indicate that children shared many personal experiences and much information about issues related to death, including children's emotional reactions, coping, sociocultural practices, causality and metaphysical death. Implications for educators and government policy are discussed at the end of the paper.
2019 Special Focus: "Learning to Make a Social Difference"

Collage and Mathematical Creativity in Early Years' Learners

Olusola Ariba, Student, Childhood Education, University of Johannesburg, Johannesburg, South Africa
Kakoma Luneta, Senior Lecturer, Childhood Education, University of Johannesburg, Johannesburg, South Africa
Learning Mathematics has been encumbered with a lot of challenges over the years in Nigeria. Many learners have been misinformed about the concepts and nature of mathematics. This has led to learners' dislike and phobia for mathematics which now has a ripple effect on mathematical creativity. Can Collage–making (a creativity-oriented and activity-directed art form in the Visual Arts) promote mathematical creativity in learners? Thus, this study seeks to demonstrate how the integration of Collage into mathematics learning can foster mathematical creativity in the early years. The theoretical framework was based on the constructivist's approach to learning. The study sought to identify the existence of any connection between Collage making and mathematical creativity. Purposive sample technique was utilized in the study since the age range (4-6 years) has been identified as the peak of creative functioning in children, (Fox and Schirrmacher 2012). The contents and materials of Collage-making were integrated into the teaching of some topics in Mathematics. Being a mixed-mode study, data were collected using the creativity assessment tool (CAT) a ready-made instrument (Lucas 2014, 2016), participant observation, and video graphics. Quantitative data analysis using Mann-Whitney U test reflected a fostering of learners' creativity in mathematics with a high effect of 0.83 using Cohen (1988) criteria, while the qualitative approach revealed a cognitive transfer from collage-making into mathematics thus aiding creativity. With further evidence in literature, the study ascertains a strong correlation between Collage and learners' creativity in early years' mathematics. This can better inform teaching and curriculum planning.
Early Childhood Learning

Early Education of Orphans and Vulnerable Children in Sub-Saharan Africa: A Social Justice Perspective

Jace Pillay, Professor & Research Chair, Educational Psychology, University of Johannesburg, Johannesburg, Gauteng, South Africa
In the last decade there has been a significant escalation in the number of orphans and vulnerable children (OVC) in various parts of the world, more particularly, in Sub- Saharan Africa. The author strongly asserts that early childhood education is the main vehicle to address the concerns of OVC in order for them to develop skills and human capital as future adults in order to improve the outcomes for governance and economic development in Africa. He argues on the basis of inclusion that a social justice framework is essential in taking the rights of OVC into consideration. Adopting a bio- ecological systems theoretical model the author presents research findings on the educational, psychological and social experiences of OVC to motivate the need for African governments to take on the responsibility of addressing the plight of OVC through early childhood development and education interventions if they are serious about economic sustainability and prosperity. Although the research discussed in this paper was conducted in South Africa the author believes that the findings could easily depict what happens in the rest of Africa. In concluding, the author considers the implications of the findings in relation to future policies and directions needed for crucial development in Africa. The findings have global value since OVC exist in all countries.
Early Childhood Learning

Wednesday, 24 July

11:40-12:55	**PARALLEL SESSIONS**

| Room 10 - 03/006B | **Preservice and Inservice Curricula**

Developing Critical Capacities for Social Justice in Teacher Candidates
Paul Vellom, Associate Professor, Teaching, Learning, and Educational Studies, Western Michigan University, Kalamazoo, MI, United States
Allison Hart Young, Professor, Western Michigan University, Kalamazoo, MI, United States
As preKindergarten-12 educational contexts in the US and around the world become increasingly more diverse, it is ever more critical for teacher candidates to examine and explore their own identity and positionality. Our undergraduate teacher education program attracts candidates who are predominantly White, middle-class, CIS-gendered, heteronormative, and able. They hail from towns and cities in which they are most often positioned as part of the dominant identity group. Our concern is that public schools do not reflect these privileged identities. This paper describes the practices of two teacher educators responsible for introductory coursework in a traditional teacher education program. Our goal is to develop practitioners who are reflective and who see themselves as agents of social change. Developing anti-racist perspectives through the study of their own identities is central to this goal. Work by Arao & Clemens (2013), DiAngelo & Sensoy (2014), and Nieto (2008) helps to frame this work. Our introductory courses are important environments in which to develop our students' critical and analytical thinking about their identities, the nature of schools, and the profession. We do this by troubling their privileged identities and positionalities, to engage them in learning about social justice (Harro, 2013; Tatum, 2013; McDermott & Samson, 2005). Through assignments like a demographic analysis of their hometown, readings focused on identity and identity development, and Freire's (1973/1990) Pedagogy of the Oppressed we hope to dispel the notion of "colorblindness" and to develop in our students a more grounded and responsive view of themselves.
Learning in Higher Education

Foregrounding Teacher Agency in a Teacher Education Programme
Ansurie Pillay, Senior Lecturer, School of Education, University of KwaZulu-Natal, Durban, KwaZulu-Natal, South Africa
In a world often filled with uncertainty, teachers need to be empowered not just with disciplinary knowledge and pedagogical tools, but also with an understanding of how to make a social difference to the lives of their learners, irrespective of context or resources. This paper reports on a study that foregrounded teacher agency within a South African teacher education programme. The study, underpinned by critical pedagogy, involved working collaboratively with pre-service teachers within a participatory action research design. The study found that pre-service teachers responded positively to lecture-rooms that were perceived to be safe and respectful of their views. By foregrounding agency, they felt empowered to make decisions and access resources, and they embraced challenges perceived to be valuable. By the end of the study, they recognised that teachers can serve as primary resources in schools if they empowered themselves with deep content knowledge, effective pedagogical skills and an understanding of how to make a social difference. They also understood the need to engage learners, scaffold learning, build on prior knowledge, affirm histories, and enable a classroom where learners' contributions are valued. Ultimately, foregrounding teacher agency required the pre-service teachers to critically reflect on their practices, confront their prejudices, and ascertain the underpinning philosophy shaping their practices.
Learning in Higher Education

Embracing Culturally Responsive Pedagogy: How Educational Leaders Instill a Belief about Cultural Responsiveness in Their Teachers
Douglas Hermond, Professor, Educational Leadership, Prairie View A&M University, Prairie View, TX, United States
Tyrone Tanner, Prairie View A&M University, Prairie View, TX, United States
Gay (2010) defines Culturally Responsive Pedagogy (CR) as instructional applications that help educators "improve the academic achievement of students from diverse racial, ethnic, cultural, linguistic and social-class groups." These pedagogical approaches take into account the "discontinuities between the school culture and the community cultures of low-income students and students of color." Despite the frequency of CR in the literature, its practice is not widespread, even though most educators are cognizant of it. We conjecture that educators have not internalized CR as a part of their knowledge-belief system, thus, when faced with classroom challenges, they abandon CR for conventional approaches. In 2002, Muijs and Reynolds verified that teacher beliefs impact their behavior. Given this connection, we expect teachers to behave based on their beliefs. Consequently, the question remains, what informs an educators' beliefs about CR, and how can this be internalized? To answer this question, we identified ten educational leaders of majority-minority urban schools that are experiencing academic success and whose teachers consistently practice CR. This inquiry helps us understand how educators scaffold CR into their knowledge/belief system. With this knowledge, we will be able to equip educational leaders with processes to influence educators to internalize CR as a part of their philosophical repertoire.
Pedagogy and Curriculum |

Room 11 - 03/011	**Responding and Responsive Institutional Change**

A Technique to Map and Evaluate Fulfillment of Institutional Learning Outcomes: Analyzing Outcomes to Facilitate Educational Accountability

Julie Sexton

Jay M. Lightfoot, Professor and Associate Dean, Accounting & Computer Information Systems, University of Northern Colorado, Greeley, CO, United States

Brian Dauenhauer

Eugene Sheehan, Dean, College of Education and Behavioral Sciences, University of Northern Colorado

Renee Welch

Tara Wood

Outcomes assessment in higher education has grown beyond basic formative and summative evaluation. To ensure full participation and educational advantages to under-represented groups we must begin to assess and evaluate the entire academic institution and its contribution to social change. Toward that end, our University developed a set of institutional learning outcomes (ILO) that encompass both academic units and student service functions. These ILOs are organized within five broad categories that include: foundational skills, interactions with others, connecting ideas, professional competence, and healthy behaviors. The intent was to determine and analyze the extent to which the ILOs are taught and assessed throughout the University at all levels within all units. The project collected data from 49 programs/departments concerning the extent to which each of the ILOs is taught and assessed within the unit's courses and activities. Collecting the data from the units was relatively straight-forward; however, we found that comparative analysis was problematic given the nature of the data and the varied functions of the units. To solve this, we developed a visual mapping technique to represent the data that allows easy analysis and quickly draws attention to areas where ILOs are not adequately addressed. Our paper describes the ILO mapping project and demonstrates the visual technique it incorporated. The technique is generalizable to any level of the academic organization and provides the information needed to fine-tune teaching and assessment activities. This, in turn, can improve the overall effectiveness of the educational institution.

Assessment and Evaluation

Social Inclusion and Digital Equity for Vulnerable and Marginalized Adults: Newcomer Language Learners in Canada

Matthias Sturm, Simon Fraser University, Canada

Public services are increasingly offered exclusively online, thus Internet access and digital literacy become basic requirements of social, economic, and educational inclusion (Dailey, Bryne, Powell, Karaganis, & Chung, 2010). Digital-by-default policies reduce or discontinue face-to-face interactions with public services in favour of online interactions, with the goals to increase efficiency (European Commission, 2018), enhance access to services, and realize financial savings (McKinsey Center for Government, 2016). Digital access and literacy skills are not equitably distributed among populations (Haight, Quan-Haase, & Corbett, 2014; European Association for the Education of Adults, 2019). This creates the potential for new forms of digital and social inequality and necessitates a closer examination of how digital policies affect vulnerable and marginalized adults such as Canadian newcomer language learners, who rely on government services, and already experience social and economic inequality related to age, income, education, location, and immigration status (Haight et al., 2014). This is a particularly pressing issue, as adult learners are "stuck in a double bind" because these disparities, compounded with lack of online problem-solving skills and access to learning supports, contribute to the existing digital divide (Pinsent-Johnson & Sturm, 2017). The proposed doctoral study investigates the implications of digital policies on migrants' experiences using resources and service online and how learning digital skills contribute to cultural capital (Bourdieu, 1977, 1990). The presentation discusses the theoretical framework and methodology of the research, conceptualizing connections between digital policies, social inclusion, and digital equity for literacy research in the digital turn.

Literacies Learning

Wednesday, 24 July	
11:40-12:55	**PARALLEL SESSIONS**
Room 12 - 03/017	**Personalizing Instruction** **Using UDL and SAMR for Inclusive Teaching and Learning: Effective Practices in Post-secondary Online Spaces** Wendy Kraglund Gauthier, Core Faculty, Faculty of Education, Yorkville University, Fredericton, Canada Teaching with technology is not only about the use of particular devices, but also how technology can create engaging and accessible spaces for learning. Effective instructional strategies are integral to the successful delivery of online courses; yet, a lack of familiarity with the pedagogical constructs needed to create effective digital learning environments, and sometimes uncertainty in how to implement them, impacts some educators' praxis. Universal Design for Learning (UDL) and SAMR help educators meet these outcomes by providing a framework for understanding how to create curricula that reflects a focus on a student-based pedagogy and acknowledging each student differs in interests, learning profile, and level of functioning. Blurring the lines between Theme 7 and 8, this session will be an interactive discussion on the challenges and opportunities that can emerge when educators are mindful of how UDL and SAMR can not only enhance, but also transform post-secondary students' experiences in online spaces. It will include lessons learned through recent research and activities to bring colleagues accustomed to working in face-to-face classrooms into digital learning spaces that maintain alignment with effective learning pedagogy and UDL principles. It will be an opportunity for participants to reflect on and share their own strategies and effective practices in embedding the four core principles of SAMR into online instruction and student learning. Take-aways will include evidence-based strategies and tips for addressing digital curriculum design and changing mindsets to be more equitable, inclusive, and socially just. *Learner Diversity and Identities* **Mathematical Mediation from Zoltan Dienes to Spreadsheets via Data Tables: Technology Immune/ Technology Enabled Problems within an Action on Objects AoO Framework** Michael Connell, Professor of Mathematics Education, Urban Education, University of Houston-Downtown, Houston, TX, United States Technology creates new mathematical objects requiring new modes of student interaction - for example, the National Library of Virtual Manipulatives. These virtual manipulatives draw much of their efficacy from prior embodiment as hands-on materials currently in elementary mathematics classrooms. In preparing teacher candidates to make use of these new manipulative-based virtual resources Zoltan Dienes writings and views on manipulatives in instruction were explicitly referenced throughout my elementary mathematics methods courses. Dienes is best known for multi-base blocks created for teaching place value – particularly base10 - and seminal algebraic materials and logic blocks. To many mathematics educators, he was seminal in establishing manipulatives in teaching and learning mathematics. The samples of Dienes work used in this paper centered on mathematics in the early grades including manipulatives, games, stories and dance. Following discussion of Dienes and his ideas, students explored a surface area problem where a base10 physical manipulative was used to create a data table of results. This data table then served as a mediational tool for spreadsheet exploration at a level of mathematics much higher than would be otherwise possible. Student comment, work samples, and professor observation showed these teacher candidates demonstrating greater insight into both traditional and technology-enabled virtual manipulatives than past groups lacking this exposure. The discussion of base10 blocks had powerful and personally meaningful connections with their own experiences as learners. By reminding the students of these experiences, it empowered their use of both traditional and technology enabled manipulatives. *Pedagogy and Curriculum* **Teaching Grades Eight and Nine Directed Numbers and Algebra: Mathematics Teacher Knowledge** Judah P. Makonye, University of Johannesburg, South Africa The general low learner performance in mathematics for the lower socio-economic learners has serious ramifications on social equity and human capital development for any country. It is imperative to research for High Leverage Mathematics Teaching Approaches in teaching key mathematics topics such as directed numbers and algebra to ameliorate the under-performance of children from low-income families. High Leverage Mathematics Teaching Approaches are research-informed actions that produce the greatest benefits for one's efforts. These are closely allied to Pedagogical Content Knowledge (PCK) (Shulman, 1996) and Mathematics Knowledge for Teaching (MKT) (Ball et al., 2008)which informs this research. It is known that transition from arithmetic to algebra is a difficult one for learners. Addressing the knowledge gap in teaching these directed numbers and algebra is imperative to improve learner outcomes as failure to grasp these topics often result in learners dropping mathematics as a school subject altogether. Data will be collected through interviews as well as observations of lessons when teachers teach the topics. This helps to form topic specific knowledge for teaching them. *Science, Mathematics and Technology Learning*

Wednesday, 24 July	
11:40-12:55	**PARALLEL SESSIONS**
Room 13 - 02/008	**The Narrative as Pedagological Tool** **Digital Storytelling as a Entry Point for Women's Narratives of Hope** Christina Romero Ivanova, Assistant Professor, Education, Indiana University Kokomo, Kokomo, IN, United States This paper is part of the larger narrative inquiry on women's digital storytelling. The research focuses on how women from different backgrounds use digital storytelling to reveal their diverse experiences. Through one-on-one interviews, reflective writing, and the digital stories themselves, categories of hope emerged. This paper will involve data from on 2-3 participants' digital stories that were created during the time of a professor and her students second year teaching digital storytelling in a women's domestic violence shelter. *Adult, Community, and Professional Learning* **Let's Talk! : How Do Caregivers in Collectivistic Cultures Support Young Children Narrative Skills?** Raquel Plotka, Assistant Professor, Early Childhood Development, Pace University, NY, United States Xiao-lei Wang, Pace University, Pleasantville, NY, United States Early narrative skills are predictive of later academic success (e.g., Fivush, Haden, & Reese, 2006). In different cultures caregivers engage in different narrative styles when supporting children expressive language skills (e.g. Schieffelin & Eisenberg 1984). European-American parents rely on an elaborative style, which consists of adults asking numerous questions to structure the narrative. Yet, parents in collectivistic cultures are likely to rely on a participatory conversation style, which focuses on social bonding and consists of adults and children sharing the role of "story-teller" without the adult guiding the conversation through questions (Melzi, Schick, & Kennedy, 2011). The participatory style has received limited attention in the literature, and most studies have focused on Latino families (e.g. Melzi et al., Plotka & Wang, 2016, Plotka & Wang, 2018). Participatory interactions studies have not included other collectivistic groups residing in the U.S. This study attempted to narrow this gap by examining the effects of participatory style in the narrative skills of young children of twenty Hindi and Yiddish speaking families. The results show that participatory styles are effective at promoting narrative skills in young children of collectivist backgrounds. These results have implications for practice. Educators are trained to use elaborative narrative styles (e.g. Wilhelm, 2014). Given the increased diversity of home language and cultural background in the typical U.S. classroom and in the world, it is important for educators to familiarize themselves with diverse interaction styles. Adopting participatory strategies can be a culturally-sensitive effective way of fostering expressive language skills in young children. *Early Childhood Learning* **Education beyond Borderlines: The Challenge of Teaching Contradictory Narratives in Times of Conflict** Tamar Ketko, Head of Department, Faculty of Humanities and Social Sciences, Kibbutzim College of Education, Tel Aviv, Israel Multicultural education generally refers to a mixture of different social and historical values, which involve a complex of issues related to identity, national or political loyalty and pertinence. Stressing the importance of moral and professional borderlines about these aspects points out the necessity to re-observe them regarding the increasing of racism and intolerance attitudes in the 21st century. Despite the popularity of innovation, cross-border communication and multicultural dialogues, standing in front of heterogenic classes in states under threat of ongoing wars, forces teachers to cope with inevitable conflicts about existential rights and resistance. This case study will try to expose some pedagogical approaches at the Kibbutzim College of education in Israel, which implements experimental teachers' training methods of Jewish-Arabic students. It will emphasize the reciprocal relations between teacher's responsibility to fulfill academic and pedagogical obligations, and the awareness of political conflicts within the students' cultural communities and their leeway activities at schools. This educational policy and practical approach among future teachers and educators, may give an answer to the unsolved conflicts and gaps between students who belong to different nationalities and religions, and grew up on contradictory historical narratives, such as Jews and Arabs in the state of Israel. *Learner Diversity and Identities*
12:55-13:45	**Lunch / Almuerzo**
13:45-15:25	**PARALLEL SESSIONS**

Wednesday, 24 July

13:45-15:25	**PARALLEL SESSIONS**

Room 1 - 0G/007

New Curricula

Constructive and Cooperative Learning in the Education of Teachers at University

Alicia Nudler, Professor, Humanities, Social Sciences and Arts, Universidad Nacional de Río Negro, Bariloche, Río Negro, Argentina

Micaela Franzé, Teaching Assistant, Universidad Nacional de Río Negro, Argentina

In this paper, we describe aspects of our practice in teaching future secondary school teachers of various disciplines at the university level. The main goals and challenges of the task are discussed, along with the strategies we have developed over the years, and an account of some of the results and feedback from students. The theoretical frameworks that inform our practice are also presented: ideas by Lev Vygotsky, Juan Ignacio Pozo, Carl Rogers, and Telma Barreiro, among others, are briefly outlined as a context for the discussion. The main problems we present are related to the promotion, at the university level, of truly constructive learning processes and cooperative groups. These purposes, although generally highly valued in the psychology of learning and education literature, become real challenges in actual practice. And even though the pursuit of these aspects is important in higher education in general, they are especially relevant in the context we describe, since this course should contribute to the construction of a positive future teacher´s role by our students. We present some of the techniques and tools we have developed and, finally, we make a reference to the challenge of teaching psychology, in one combined course, to students pursuing teaching education careers in different disciplines. This final topic brings into focus the old debate in psychology of learning about generality vs. specificity of domains, which is also briefly discussed in the context of the strategies we use.

Learning in Higher Education

Research on Blended Learning Mode of College English: Mobile Learning as an Auxiliary Means

Wei Cui, Department Deputy Director, The School of Foreign Languages, Changsha University of Science and Technology, Changsha, China

The integration of information technology and curriculum does not mean that information technology is merely a tool that aids in teaching or learning. Instead, it emphasizes the use of information technology to create a new type of learning environment, and supports the teaching and learning methods that could realize situational creation, thinking inspiration, information acquisition, resource sharing, multiple interactions, independent inquiry, collaborative learning and other requirements. Therefore, this study defines the blended learning mode as the learning mode that integrates the advantages of traditional face-to-face teaching and learning and digital learning, and makes full use of micro-course resources (all micro-courses online and self-made micro-courses available) and WeChat platform and other learning resources. In this study, a blended learning mode of college English listening and speaking is established, with a popular social media software in China--WeChat as the main mobile auxiliary learning carrier. This mode is testified to be applicable to science and engineering colleges and universities and could realize the effective formal learning and informal learning, systematic learning and fragmented learning, autonomous learning and collaborative learning, based on the combination of traditional classroom learning and WeChat-based mobile learning.

Learning in Higher Education

e-Learning and Smart Pupils: The Model of Management in Peruvian Major Schools

Maria Elena Esparza, Pontificia Universidad Catolica del Peru, Lima, Peru

Master Fatima Ponce, Associate Pofessor, Management Sciences, Pontificia Universidad Catolica del Peru, Lima, Peru

María Elena Sánchez Zambrano, Management, Economy, Pontifical Catholic University of Peru, Lima, Peru

In 2014, the Peruvian government created the Network of High Performance Schools, based on the experience of the Presidential Major School of Peru. In a framework of an equal opportunities policy, this school system allows access for outstanding low-income students to a comprehensive education with high international quality standards in the last three years of secondary education. Due to its experimental nature, the network currently comprises only 26 schools in urban areas, which is not enough to cover all of the students with these skills. The objective of this paper is to propose a learning management model that incorporates the use of technological tools to reach the unattended population. For this purpose, the factors of success and weaknesses of the current model will be analyzed and identified. The research method will be mixed, including quantitative and qualitative analysis. Information will be collected form teachers, students and program managers, through primary sources such as in-depth interviews, surveys and observations.

Technologies in Learning

Cognitive Sensitivity in Early Childhood Practice

Zeenat Janmohamed, Academic Chair, Community Services and Early Childhood, George Brown College, Toronto, Canada

There is a growing interest in creating quality early childhood environments that support the social-emotional, language and cognitive development of young children. As public investment grows, exploring the impact of professional practice on the quality of early childhood programs is warranted. This study explores the impact of training in cognitive sensitivity through group and individual coaching sessions on educators in licensed early childhood programs. It pays particular attention to how responsive educators are to children's cues to promote cognitive and language development.

Early Childhood Learning

Wednesday, 24 July

13:45-15:25	**PARALLEL SESSIONS**

Room 2 - 02/011

Democratic Schools

Democratic Schools: Making Shared Governance Meaningful

Perry Rettig, Vice President, Academic Affairs/Enrollment Management, Piedmont College, Cornelia, GA, United States

School systems are governed in an antiquated model not reflective of the democratic principles they espouse. The present model was created in a bygone era and should be replaced with one that is more congruent with professional organizations and democratic structures. This paper will briefly show the present governance structures of our schools and the fallacies they support. The remainder of the presentation will focus on imagining a new model which supports the tenets of democratic decision making and leadership.

Educational Organization and Leadership

Teaching and Learning about Information and Reactionary Populism: How Faculty Can Make a Social Difference

Lorna E. Rourke, University Librarian, Library, St. Jerome's University in the University of Waterloo, Waterloo, Ontario, Canada

Pascal Lupien, Assistant Professor, Political Science, Campus St-Jean, University of Alberta, Edmonton, Canada

In the past few years we have witnessed the rise of right-wing populist movements characterized by xenophobia, authoritarianism, and hostility toward democratic institutions, diversity, and human rights. One of the factors behind the success of populist leaders is the manipulation of information and ideas through the emergence of a "fake news" industry. Populist movements have devised misinformation campaigns that speak to the fears and resentment of large segments of the population. There is considerable evidence to suggest that a better educated population means a swing to populist politics is less likely (Waller et al, 2017). Information literacy (IL)—the ability to filter, analyze, and think critically about information—is particularly relevant in the current political climate. IL skills make people less susceptible to manipulation and support a more informed democratic citizenship. As such, educators at all levels must help students to recognize the relationship between information, politics, and democracy, and to learn how information manipulation contributes to the rise of authoritarianism. In this session a Political Scientist and a Librarian will review how information is created and controlled, and the ways in which misinformation and the lack of IL skills threaten democracy. We will suggest the important roles of educators in helping students understand the creation, suppression, and dissemination of information, and will provide practical examples of the ways in which educators can help our students and others at all levels of education and in all sectors of society develop the skills required of citizens in a democratic society.

2019 Special Focus: "Learning to Make a Social Difference"

Critical Democratic Literacy: Using Multimodal Learning with Young Learners to Mediate Their Participation in Their Sociopolitical World

Julie L Pennington, The University of Nevada Reno, Reno, NV, United States

Kathryn Obenchain, Professor & Associate Dean, Curriculum & Instruction, Purdue University, West Lafayette, IN, United States

Learning to make a social difference for young children requires instructional practices that allow all students to participate in their sociopolitical contexts. The United States has focused intently on the use of standardized tests to measure young children's reading abilities. Broader views of literacy's role in social access call for critical views of literacy that promote social justice. In this qualitative case study of elementary students, multimodal design was used to teach the concepts of civic virtue and engagement. Data from all class activities including lesson videos, student drawings, writings, and video creations were examined to understand how students expressed their understandings of civic virtue and engagement. Students demonstrated their understanding by creating a Public Service Announcement video. Students selected a scenario, created dialogue and gestures, with a narrative depicting how to stand up for the homeless and how to stand up to bullying. Findings indicate that multimodal instructional design coupled with critical democratic literacy concepts creates a means for students of all reading and writing abilities to surpass simplistic views of literacy to create critical meaningful expressions relevant to their own sociopolitical contexts. Young children understand concepts related to social justice and their engagement in topics related to democratic values related to social justice can be facilitated by multimodal learning. Instructional responses to individual differences as they relate to students' literacy abilities (e.g., reading level, vocabulary knowledge, and writing abilities) can be expanded by relying on multimodal design, via oral story reading, class discussion, photos, illustrations, and video excerpts.

Literacies Learning

Resilient Schools and Democratic Schools

Lucia Fernández Terol, Doctoral Student, Didáctica y Organización Escolar, Universidad de Granada, Becaria FPU, Granada, Spain

Marta Olmo Extremera, PhD Student, Universidade Estadual do Ceará, Brazil

Currently, the applications for the school management are increasingly demanding. Directive teams need to be ready for change, challenge and fairer societies. This is the reason why leadership can focus on the emotional and social aspects, as in the case of resilient leadership. This paper presents a study on how resilience can be developed in schools to build schools with social justice. The theoretical framework brings us closer to the concept of resilience and leadership. The methodological design is mixed through case studies. This study provides evidence that the centers seek to improve social and inclusive aspects. Among the characteristics to highlight leadership is the social commitment. Whereas, in the processes of teaching and learning, and restructuring and redesign of the curriculum is where we find the inclusion and justice. The directors recognize in their speeches, along with the rest of the informers, that being a director of educational centers with great challenges is a difficult task, especially when it is necessary to manage and organize it effectively. They are the principals with a strong social commitment, which is why they try to build school environments appropriate. Principals manage their centers with cultures of change The school is presented as an organization that seeks to generate spaces and an adequate school climate for the development of social justice. Focusing on the characteristics of resilient leadership, dialogue, decision making and social commitment are the ones that stand out. This research invites the educational community to reflect on resilient leadership.

Educational Organization and Leadership

Wednesday, 24 July
13:45-15:25   **PARALLEL SESSIONS**

| Room 3 - 02/013 | **Workshops**
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]

Transitioning the Academic Learning Environment: Adopting a New Learning Management System
Holly Owens, Instructional Designer, School of Health Sciences, Touro College, Bay Shore, NY, United States
Rivka Molinsky, Associate Dean, Students and Innovation, Touro College, Bay Shore, NY, United States
Touro College and University System (TCUS) is a dynamic and complex system of undergraduate and graduate schools. In spring 2018, several schools within the piloted a new learning management system (LMS), Canvas. This pilot was conducted in the Nursing program which is in the School of Health Sciences (SHS). Following a successful pilot, all SHS courses had to be moved from Blackboard to Canvas and redesigned to meet school policy standards. To successfully accomplish this, coordination, communication from the central IT department to local support (e.g. Instructional Designers) established transition framework. The goals of this transition included: Supporting teaching and learning with the necessary tools to support, design, build and deliver courses in multiple delivery modes (face-to-face, hybrid & online); Giving faculty time to acclimate to a new environment; Providing additional tools for teaching and learning to facilitate communication, assessment and reporting; Building a technically reliable system that can be integrated with other campus and third-party systems. This session is ideal for administrators, technical staff, system administrators, instructional designers, support staff, and faculty champions who engage the campus community on topics related to the learning management system, instructional design, online learning, and help desk support. Presenters will review effective project planning and communication strategies, support and outreach tips, technical challenges, and customized integrations as well as best practices, pitfalls, and lessons learned, including an interactive polling session comparing participants' views and current trends at their respective institutions.
Technologies in Learning |

Wednesday, 24 July

13:45-15:25	**PARALLEL SESSIONS**
Room 4 - 02/017	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]** **Writer's Checklists: A Framework for Scaffolding the Writing Process** Deborah Howard, Assistant Professor, Curriculum & Instruction, State University of New York, Oswego, NY, United States The ability to write well is an essential skill in every aspect of life, not just in academic settings. However, learning to write proficiently can be difficult for all students whether in primary school or post-secondary courses. It is typically even more challenging for students who struggle with writing. Therefore, it is important students learn the skills and strategies they need to use and manage the writing process: pre-writing, drafting, revising, and editing. The writing process tends to be recursive rather than linear, often requiring students to move back and forth through the different stages. To support struggling writers, procedural facilitators such as writer's checklists provide explicit, scaffolded frameworks to guide students as they complete each stage. This session will present writer's checklists within the instructional framework of the Gradual Release of Responsibility model (I Do, We Do, You Do). The workshop can be adjusted to fit small and/or large numbers of participants. Participants will follow along as the writer's checklist for planning is modeled to respond to a writing prompt. Afterwards, participants will be sorted into small groups for collaborative practice using the checklists for drafting, revising, and editing, as time permits, to complete the written work. Upon completion, groups will share their experiences with using the checklists and brainstorm ways to adapt, modify, and accommodate the checklists based on students' diverse instructional needs. The presentation will include handouts of checklists and examples as well as access to digital copies that can be adapted to fit participants' needs. *Pedagogy and Curriculum* **The Heart of the Matter: Using a Social, Emotional, Cultural, and Academic Lens in Teacher Preparation and K-12 Classrooms** Wendy Thowdis, Assistant Director, Center for Reaching & Teaching the Whole Child, San Mateo, CA, United States Nancy Lourie Markowitz, Executive Director, Center for Reaching & Teaching the Whole Child, Community Initiatives, San Mateo, CA, United States Facilitators will provide an interactive workshop where participants will practice using a social, emotional, and cultural (SEC) "lens" and discuss how it can be applied to K-12 teacher preparation and classroom settings. The Anchor Competencies Framework, created by the Center for Reaching & Teaching the Whole Child (CRTWC), provides a roadmap and specific strategies for making SEC competencies actionable in classroom and teacher preparation settings, with the focus on supporting teacher and student growth and student academic achievement. Supporting research completed on this Framework will be shared. First, participants will review the CRTWC Framework, which includes a description of the seven Anchors as well as teacher moves and strategies that make them actionable in classrooms. Second, participants will experience a mindfulness activity and dialogue about how and why it supports student learning. Third, they will view and analyze two video clips and one teaching case, using the SEC Observation Protocol, identifying how the seven Anchors can be integrated into academic content and used to create a safe, productive learning environment. Specifically, these resources demonstrate how educators can meet the needs of English Language Learners and how SEC competencies can be integrated into literacy. Fourth, in small and whole groups, participants will be given prompts to identify how using the seven Anchors can help teachers respond more productively to students, with an emphasis on how socio-political, cultural, and individual contexts impact student learning. Finally, participants will brainstorm plans for integrating this work into their current teaching. *2019 Special Focus: "Learning to Make a Social Difference"*

Wednesday, 24 July	
13:45-15:25	**PARALLEL SESSIONS**
Room 5 - 02/018	**Workshops** Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each] **A Surprisingly Useful Tool for School Improvement Planning: Using Well-being as a Framework for School Growth and Development** Jennifer Moore, Adjunct, Office of Innovative Professional Learning, DePaul University, Chicago, IL, United States This workshop is focused on a planning process and framework that could dramatically improve the quality of life that members of the school community experience each day. Participants leave with tools to take back and apply to positively frame their work, shifting how schooling looks in their communities. The content of this workshop is social justice in action. Workshop participants will experience a planning process that they can bring back to their school communities to enhance staff and student well-being. Participants will begin by reflecting on their own well-being and learn about the well-being wheel. They will engage in an appreciative inquiry, reflecting on the current state of well-being in their school community and using that information to plan how they could enhance what is already in place. Participants will then identify indicators of success for the well-being of their community and measurement tools to help them track growth. In conclusion, workshop participants will reflect on the way the well-being wheel framework can provide a guiding framework for the work of schooling. *2019 Special Focus: "Learning to Make a Social Difference"* **Meaningful Teaching and Learning through Creativity and Reflective Practice: Exploring STEAM through the Arts leads towards an authentic approach to learning** Bronwen Wade-Leeuwen, Lecturer, Researcher in Teacher Education Program, Educational Studies, Macquarie University, Sydney, Australia Kathryn Mc Lachlan, Macquarie University, Sydney, Australia The Australian Curriculum acknowledges the place of inquiry learning and this is emphasised in the new Digital Technologies and Arts Curriculum. Our research has identified that many pre-service and classroom teachers do not possess the skills, knowledge and capacities to effectively teach the outcomes outlined in the Australian Curriculum. This workshop focuses on developing critical and creative thinking skills by uses new and old technologies. Beginning with material exploration supported by a variety of theoretically based reflective approaches to learning. Collaborative creativity is experienced initially through two-dimensional material explorations and then elaborated through an inventive process using third-dimensional materials designed to enhance teachers' confidence while exposing them to a deeper understanding of the five levels of creativity. *Adult, Community, and Professional Learning*

Wednesday, 24 July	
13:45-15:25	**PARALLEL SESSIONS**
Room 6 - 02/025	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]** **Enriched Early Learning: Implementing the Abecedarian Approach in an Indigenous Inner-city Canadian Community** Shelley Jonasson, Program and Policy Consultant, Manitoba Education & Training - Healthy Child Manitoba, Canada Joseph Sparling, Senior Scientist Emeritus, Frank Porter Graham Child Development Institute Jamie Koshyk, Faculty, Research, School of Health Sciences & Community Services, Red River College, Winnipeg, Manitoba, Canada This session will begin with an overview of the evidence-based Abecedarian Approach to enriched early learning, which has been extensively evaluated. The focus will be on the implementation of this approach in a largely Indigenous, inner-city social housing complex in Winnipeg, Canada. An overview of the key program components will be provided, including the inclusion of Indigenous culture. The very positive impact on the children's development will be covered, but importantly for the conference special focus, we will highlight the inter-generational impact the program has had on parents: their understanding and belief in their capacity to play a key role in their child's learning; their changing vision of the future; and their emerging ability to imagine and pursue their own educational and employment goals. Short video clips will illustrate Abecedarian principles and provide firsthand accounts from parents. The discussion will focus on the many ways in which enriched care-giving can instigate social change for young children, their families, and communities. Practice and policy implications will be discussed, as well as a quick overview of Abecedarian activities that have grown from this initial project. If time allows a quick overview of global Abecedarian activity will be provided. *Early Childhood Learning* **Research-based Interventions for Online Student Retention** Efiong Akwaowo, Assistant Professor, Ashford University, San Diego, CA, United States Kathleen Kelley, Assistant Professor, College of Education, Ashford University, San Diego, CA, United States Debby Hailwood, Faculty, Division of General Education, Ashford University, San Diego, CA, United States Jennifer Robinson, Ashford University, San Diego, CA, United States Student retention in online courses continues to be less than that of a traditional brick and mortar campus. Researchers tend to point to the fact that there is no simple solution to help students toward their degree completion or fulfill of their educational goals. Factors that contribute to student retention in the online classroom are student self-discipline, instructor engagement and response time and student support services. Of these factors being cited as reasons for leaving the University, what can be done that classroom instructors/the professor might have some control over? During this workshop, participants will be given small documents that contain reasons students leave universities. Participants will sort the items into those that in are in the control of the professor and those that are not. Blank pieces of paper will allow other reasons to be added. After the sorting, a list of proposed solutions will be shared by partners and groups. Sorting and resorting will provide brainstorming of ideas that are in the control of the classroom instructors. Students who enter a university from a background that results in low academic capital will have gaps that can prevent them from persevering and completing a degree. These students often face a disadvantage and without academic experience through interventions for success, the opportunity to advance is undermined especially in an online environment. Participants should leave this workshop with shared retention-promoting ideas that can be implemented immediately in their classrooms, whether face to face, blended, or exclusively online. *Learning in Higher Education*

Wednesday, 24 July	
13:45-15:25	**PARALLEL SESSIONS**

Room 7 - 02/026

New Initiatives for Change

Assessing the Impact of the Systematic Design of Instruction Based on Secondary School Students English Language Learning Outcomes

Nawal Awachi, English Language Teacher, Ministry of Education, Bahrain
Alajab Ismail, Associate Professor, Department of Distance Learning, Arabian Gulf University, Manama, Bahrain
Tayseer Al Khazali, Associate Professor in Instructional Design and Technology, Arabian Gulf University, Bahrain

The current study aimed at investigating the effect of the systematic design of instruction according to Dick and Carey model on English language skills of Bahraini secondary school. The study applied the developmental research method on a sample of (54) students from Hamad Town Secondary School from the third level, all students who were enrolled in (Eng 301) subject in the first semester of the academic year 2017/2018. The content of the English subject has been analyzed, designed and develop the learning material according to Dick and Carey Model. The study instruments included the following: achievement test for reading, writing and grammar skills, and satisfaction with learning questionnaire for assessing participants' satisfaction with the learning experience. Data analysis revealed statistically significant differences at (α=0.05) between the achievement test; a pre-test and post-test in the mean score of experimental and control groups in the two main English language skills: Reading, writing and grammar. Students improved in academic reading and writing skills, and there were statistically significant differences in reading skill test (achievement). Based on the study findings, relevant recommendations were made and suggested studies were proposed.
Technologies in Learning

The Role of the Islamic Waqf in Building the Knowledge Society

Salah Eddine Arkadan, Assistant Professor, Social Studies and Humanities, Gulf University for Science and Technology, West Mishref, Kuwait

Education institutions, in the world in general and in the Islamic world in particular, face several challenges of which are securing the necessary financial resources to carry out their mission fully and ensuring their growth and sustainability whether it is public or private. As well as its relationship with society and its impact on the building of a knowledge society. Several solutions are proposed to address both traditional and emerging issues. The Waqf has an active role both in terms of securing the necessary financial resources and in terms of the relationship with the community. This paper contributes to the crystallization of this matter.
2019 Special Focus: "Learning to Make a Social Difference"

Assessment in Higher Education

Mitra Fallahi, Professor, College of Education and Leadership, Cardinal Stritch University, Milwaukee, WI, United States

Assessment is considered part of an effective teaching process. Assessment in higher education shares the qualities of good assessment at all levels of education with the addition that the teaching and assessment process in higher education must focus on preparation of college students for the workplace as adults. This paper is a review of the literature and findings about elements of effective assessment of college students who are considered adults, especially those who postpone entering college after high school but enter college at various age levels as non-traditional students. Those elements include but are not limited to: 1. A review of the assessment concept as a process that incorporates measurement, tests, and evaluations; 2. Effective understanding of assessment and its components that will assist the assessor and the assessed, who are adult learners; 3. The critical nature of the learners in higher education and factors that can help the learner such as frequent feedback and the use of rubric as a self-monitoring progress system; 4. Visiting the perception college students have about group work, especially when group work is graded; 5. The use of technology in colleges and universities in the form of a Leaning Management System (LMS) to enhance assessment; and 6. The role and responsibilities of the instructor as the assessor or evaluator.
Assessment and Evaluation

Evaluation of Professional Practice in Teacher Training Schools

Vianey Sariñana Roacho, Doctora, Escuelas Normales, Secretaría de Educación en el Estado de Durango, Canatlan, Durango, Mexico

This text refers to a working course for seventh and eighth-semester teachers of a degree in elementary education on a teachers training school. The main intention was to check and analyze the normative texts, in order to generate some indicators to design and make an evaluation document, to identify the future teachers´ achievements and limitations from different points of view. This experience became to be successful and innovative because of the final evidence and products made by most of the participants with collaborative work during the course. Besides this, the evaluation document has been used to know the students' performance in the different elementary schools, which is available in the corresponding area from the teachers training school, with the purpose of unifying and provide the necessary elements to establish comparatives between some situations or contexts, and realize relevant analysis. In the same way, it is intended that the course could be worked in more schools, to make another professional teaching practice evaluation document, but according to the needs, context and interests of the same school.
Assessment and Evaluation

| 13:45-15:25 | **PARALLEL SESSIONS** |

| Room 8 - 03/005 | **Challenges in the Middle Grades** |

Developmental Dysgraphia: A New Approach to Diagnosis

Katarína Šafárová, Researcher, Department of Psychology, Masaryk University, Faculty of Arts, Brno, Czech Republic

Writing is a complex skill and issues in this process could consistently cause problems in everyday life. That is why, the developmental dysgraphia (DD) is linked with lower self-esteem and academic achievement and the correct diagnosis is crucial. DD belongs to specific learning disabilities and the prevalence range between 0,1% to 30% according to different studies. Diagnosing a child with DD relies on teachers in the first place. After that psychologists or special educational specialists (in Czech republic) commonly use qualitative evaluation of written process, as the child is observed during writing., But there are no objective tests or standardised examinations for assessing handwriting deficiency in special educational and psychological practice. In our research we are developing quantitative approach to diagnosing handwriting proficiency. The digitizing tablets (Wacom Intuos Pro L) with special inking pen (Wacom Ink Pen) are used to record online handwriting process and graphomotorical skills of children. The administration templates contain simple graphic elements and complex figures related to DD symptoms and cognitive (memory and visuospatial) abilities. This new approach to diagnosing handwriting issues will be presented.

Assessment and Evaluation

Promotion and the Development of Adolescents' Literacy: A European Perspective

Juliana Cunha, PhD Student, Research Centre in Education, Institute of Education of University of Minho, University of Minho, Braga, Portugal
Maria Dionisio, Editor, Portuguese Journal of Education, Portugal

Over the past years, European countries have taken several reforms, aiming at promoting literacy among school population and improving countries' position in the PISA ranking. The problematic results of the population on this International literacy assessment substantiated the feeling of a "literacy crisis in Europe" (High Level Group of Experts on Literacy [HLG], 2012, p. 31) spread by 'literacy sponsors', such as UNESCO, OECD, and European Union (EU). In this sense, the HLG (2012), with the EU support, defined three key intervention policy areas for member states to "address the literacy needs of all their citizens" (p. 38): i) creating a more literate environment; ii) improving the quality of teaching; and iii) increasing the participation and inclusion. Within this analytical framework, this text seeks at characterizing 126 cases of adolescents' literacy initiatives, programs and policy measures from Portugal, Spain, Greece, Romania, and Ireland. The corpus of collected documents regarding this cases was analysed according to six categories: goals; contexts; actors involved; planned activities; resources; and impact. The content analysis allows us to examine the extent to which the literacy policies and practices are meeting the recommendations and guidelines of the HLG. Ultimately, it allows the discussion of what might be the main effects of such initiatives on the adolescents' school lives.

Literacies Learning

Mogodumo Circuit Intermediate Phase Learners' Perceptions in Learning English as the First Additional Language

Margaret Malewaneng Maja, Lecturer, Curriculum and Instruction Studies, University of South Africa, Pretoria, South Africa

South Africa is a rapidly growing country with many developments in technology and fast growing business markets. The country has to attain certain standards in order to match the competitive international environment. English First Additional Language (EFAL) is a language of learning and teaching (LoLT) in most South African Intermediate Phase (grade 4 to 6) public primary schools. Most of the learners struggle with this language during oral activities in the classroom. The purpose of this study was to explore the Intermediate Phase learners' perceptions and attitudes in social learning using the EFAL at Mogodumo Circuit. This article holds an interpretive perspective using qualitative multiple case-study approaches. A purposeful sample of 30 Intermediate Phase learners from grades 4, 5 and 6 in two public primary schools formed part of six focus group interviews where each grade was interviewed separately. The findings indicated that learners enjoy learning and using the language though there are some frustrations. Those who try to use this language are sometimes mocked, criticized and labeled by peers as they practice using the language inside and outside the classroom to improve their communication skills. Recommendations were made as to how EFAL teachers can encourage and support learners in enhancing peer mutual learning that develops communicative competence in EFAL.

Pedagogy and Curriculum

Emotional Adjustment among Learners in Anambra State of Nigeria

Roseline Umezulike, Principal Lecturer, Educational Psychology / Guidance and Counselling, Provost. / Nwafor Orizu College Of Education Nsugbe Anambra State, Nigeria, Onitsha, Nigeria
Vera Nwadinobi, Principal Lecturer, Nwafor Orizu College Of Education, Nsugbe Anambra State, Nigeria, Onitsha, Nigeria

The main objective of this study was to investigate the emotional adjustment among learners in Anambra State of Nigeria. The design of the study was descriptive survey design. Four research questions and two hypotheses guided the study. The population of the study comprised of all the final year students of Nwafor Orizu Demonstration Secondary School, Nsugbe and all the 400 level students of Anambra State University, Igbariam, Anambra State of Nigeria. The sample consisted of 150 SS III students (70 males, 80 females) and 150 400-level students of the Anambra State University, Igbariam (70 males, 80 females). The above samples were selected by random sampling. The instrument for data collection was a researchers-made questionnaire. The instrument was validated by experts. The reliability of the instrument was determined using Kuder Richardson (K21) The instrument was found to have 0.82 reliability coefficient showing that the instrument is reliable for use. The data collected were analyzed using mean scores, standard deviation and t-test statistical tools. The result of the study revealed among others that despite the numerous emotional problems encountered in institutions of learning in Anambra State of Nigeria, the learners are able to adjust significantly in order to achieve their academic goals.Therefore it was recommended that stakeholders in education should strive to minimize the causes of emotional problems in institutions of learning so as to enable the learners achieve their educational goals.

Learning in Higher Education

Wednesday, 24 July

13:45-15:25	**PARALLEL SESSIONS**

Room 9
03/006A

Desarrollo personal y corporeidad

La formación por competencias en las carreras de ingeniería
Vivian Minnaard, Profesora Titular, Universidad FASTA, Mar de Plata, Argentina
Claudia Minnaard, Profesora Titular, Universidad Nacional de Lomas de Zamora, Buenos Aires, Argentina
Desde hace tiempo se viene trabajando en Argentina para la formación de ingenieros por competencias. En el Instituto de Investigaciones de Tecnologia y Educacionn (IITE), en el marco de un proyecto de investigacion, se han desarrollado instrumentos para evaluar la adquisicion de competencias a traves de indicadores de adecuacion y de superación de la misma. Los resultados obtenidos se han procesado utlizando herramientas estadísticas de análisis multivariado.
Educación superior

Estudio de la panorámica investigadora sobre la identidad profesional de líder en el profesorado: Revisión de la literatura internacional actual
Cristina Cruz González, Contratada FPU, Universidad de Granada, Granada, España
Carmen Lucena Rodríguez, Contratada FPU, Universidad de Granada, Granada, España
En el presente estudio se plasma una panorámica integral acerca de la situación actual de la investigación en la temática de identidad profesional de líder en el profesorado, a nivel internacional. El método de estudio empleado es una revisión de la literatura mediante un mapeo bibliográfico en la base de datos Web of Science, lo cual nos permite descubrir aspectos relevantes e interesantes del objeto de estudio, como cuáles son los territorios más centrados en dicho tema, las revistas más especializadas, la evolución temporal que ha sufrido este tema a lo largo del tiempo y el idioma de publicación que predomina en los artículos científicos, además de las principales áreas de investigación que lo abarcan. Los principales hallazgos muestran un gran interés por parte del territorio inglés y estadounidense por el logro de una identidad de líder docente, además de una mayoría casi absoluta de publicaciones en idioma inglés. Por otra parte, se percibe un interés creciente en los tres últimos añosy un claro dominio de investigación en el área educativa.
Organización educativa y liderazgo

Paralaxis en el Seminario del Trabajo Final de Graduacion de la Licenciatura en Kinesiología
Vivian Minnaard, Profesora Titular, Universidad FASTA, Mar de Plata, Argentina
Claudia Minnaard, Profesora Titular, Universidad Nacional de Lomas de Zamora, Buenos Aires, Argentina
Cuando un alumno alcanza la instancia del Seminario del Trabajo Final de Graduación, comienza a recorrer un camino diferente al transitado previamente en otras cátedras. Diferente, ya es el momento en el que el estudiante decide la temática que le gustaría investigar, orientado siempre por el tutor disciplinar para poder realizar un recorte de la realidad que sea pertinente, viable y factible, además del acompañamiento metodológico que colabore en su reflexión para la toma de decisiones. Esta instancia exige a los docentes implementar una serie de estrategias que favorezcan el pensamiento crítico, analítivo, reflexivo y creativo, asi como el fortalecimiento de competencias axiológicas y metodológicas para la presentación formal de un trabajo de investigación de escritura académica. La presente investigación se desarrolla en forma descriptiva. Se propone como objetivo indagar la percepción que tienen los alumnos que aprobaron la materia de Seminario de TFG en la carrera de Kinesiología en una Universidad Privada de la ciudad de Mar del Plata, durante el primer cuatrimestre de 2018, acerca de aquellos pasos del proceso investigativo que les generaron dificultad. La muestra no probabilística por conveniencia fue de 37 alumnos. Como en la obra de arte de Escher, la mano del docente escribe, y frente a la producción que genera la mano del alumno, vuelve a reescribir en un sentido analógico, inspirados en un reconocido pensador, formando un bucle que permite avanzar, optimizando acciones y superando debilidades.
Educación superior

Aprendizaje interactivo y participativo en las aulas de la Universidad Nacional de Costa Rica, Sede Regional Chorotega, Campus Liberia
Manuel Mejicano Ortiz, Académico, Universidad Nacional de Costa Rica, Heredia, Costa Rica
La adaptación de metodologías de enseñanza se ha convertido en uno de los principales quehaceres y retos para los docentes universitarios. Actualmente estamos atendiendo una generación de aprendientes con una visión más holística, pero menos crítica, con necesidades diferentes a las de generaciones anteriores. Los dinámicos y constantes avances tecnológicos, consecuencia de la globalización, han propiciado el fácil acceso a grandes cantidades de información de todo tipo. La propuesta de aprendizaje interactivo y participativo en las aulas de la Universidad Nacional busca que los modelos de enseñanza utilizados realmente respondan a los requerimientos de los jóvenes que se preparan para insertarse en el mercado laboral costarricense. El fortalecimiento de habilidades blandas, la criticidad y liderazgo son algunas de las cualidades que se pretende fomentar en el proceso de aprendizaje de los estudiantes. Una adecuada reestructuración en las metodologías pedagógicas universitarias, coadyuvará a un mejoramiento de la praxis docente, donde los jóvenes puedan tener una formación profesional más íntegra, crítica, con una conciencia ambiental adecuada y responsable. Todo este cambio modular se apoyará en las herramientas tecnológicas, con la finalidad de que se pueda aplicar con mayor amplitud, y por ende, pueda ser replicado y aprovechado con facilidad, tanto para los discentes como para los docentes universitarios.
Educación superior

13:45-15:25	**PARALLEL SESSIONS**
Room 10 03/006B	**Paradigmas y modelos críticos**

Construccionismo como un nuevo paradigma de aprendizaje en educación: Aportes en la construcción de la relación profesor-alumno

Liliana Fuentes Monsalves, Psicóloga, Universidad de Chile, Santiago de Chile, Chile

La psicología del aprendizaje de manera tradicional ha recibido aportes tendientes al cambio de paradigma desde otras áreas de la psicología. Desde esta perspectiva, el construccionismo hace un pequeño giro en la mirada, poniendo su foco de atención en la relación dinámica que se construye y no en el individuo. De esta forma, el cambio viene por definición al entender el dinamismo del mundo de hoy y cómo afecta a las relaciones humanas. La fundamentación de estos principios se realiza con el cambio desde la modernidad a la post modernidad y sus conceptos claves, como Universo/multiverso, la verdad, la imagen del yo, la visión de personalidad, la relación de poder/igualitaria entre profesor y alumno, entre otros.

Tema destacado 2019: Aprendizaje para la diferencia social

¿Cómo formar docentes más críticos y conscientes de su presente y futuro?: La metodología DAE como propuesta de cambio, no sólo para el futuro docente

Leidy Hernández Mesa, Profesor, Universidad Autónoma de Baja California, Mexicali, México

La metodología que se propone para estudiantes en formación docente en matemáticas, es el resultado obtenido al analizar y describir cómo se da la comprensión matemática de éstos en la Facultad de Pedagogía e Innovación Educativa (FPIE) de la Universidad Autónoma de Baja California (UABC), México. La metodología "me Descubro-Aprendo-Enseño" busca que el futuro docente descubra sus áreas de oportunidad y las trabaje colegiadamente en su clase, buscando mejorar su proceso de aprendizaje y, por ende, su proceso de enseñanza. Consta de varias etapas en las que, a través de la presentación de una problemática, el educando se presenta ante una situación en la que, si no tiene amplio conocimiento y habilidades sobre el contenido a tratar, no podrá avanzar, llevándolo a la búsqueda del equilibrio cognitivo y de la concienciación ante su deber como futuro docente. DAE se nutre tanto del constructivismo como del humanismo, logrando con ello el aprendizaje significativo como parte de un aprendizaje para toda la vida. Se maneja lo emocional y el trabajo en equipo, formando parte de una propuesta metodológica que facilita, clase a clase, el crecimiento individual y colectivo de un futuro docente. Desde 2017, la metodología se ha trabajado con estudiantes de niveles previos —como básico, medio superior o en nivel superior—, pero en carreras para formación no docentes, observándose un crecimiento en el educando como parte de su proceso de aprendizaje y reflexión en cuanto a la profundidad y aplicación del conocimiento adquirido.

Pedagogía y currículo

El gobernamiento en cadena: Articulaciones y tensiones entre las evaluaciones a gran escala y la Base Nacional Común Curricular Brasileña

Delci Klein, Docente, Instituto Superior de Educação Ivoti (ISEI) e Complexo de Ensino Superior Cachoeirinha (CESUCA), Ivoti, Rio Grande do Sul, Brasil

Kamila Lockmann, Professora Doutora, Universidade Federal de Rio Grande, Rio Grande, Brasil

Clarice Salete Traversini, Professora, Universidade federal do Rio Grande do Sul – UFRGS, Brasil

Se analiza cómo las evaluaciones a gran escala se articulan con los currículos desarrollados en las escuelas, a partir de la Base Nacional Común Curricular (BNCC), instituida en 2017 por el Ministerio de Educación. Brasil consiguió universalizar el acceso a la Educación Básica, con 99,2 % de la población de 6 a 14 años en la escuela (INEP, 2018). Sin embargo, el desafío continúa con relación a la permanencia y al éxito del estudiante. Para minimizar tales dificultades, el Gobierno adoptó acciones como las evaluaciones externas y la BNCC. Se estudiaron cinco municipios de Rio Grande do Sul y entrevistaron a profesores y directores de escuelas, además de analizar documentos que legislan sobre las evaluaciones a gran escala. Los datos producidos mostraron que la dupla evaluaciones a gran escala/currículo hace funcionar el gobernamiento en cadena. La noción se inspira en Foucault y posibilita entender como somos conducidos por los otros y por nosotros mismos, movidos por la productividad del poder. El gobernamiento en cadena se desplaza transversalmente de las evaluaciones a gran escala hacia el currículo y viceversa. Si por un lado tenemos un currículo nacional que incide en la construcción de currículos locales, a partir de la implantación de la BNCC, las evaluaciones externas direccionan los currículos indicando acciones para alcanzar los índices esperados. Así, el gobernamiento en cadena produce un flujo biopolítico continuo que gestiona los riesgos producidos por los bajos índices de desempeño en las escuelas brasileñas.

Pedagogía y currículo

"Mi Escuela Promoviendo la Paz": Modelo de educación corresponsable

Azalea Martínez Navarro, Directora, Dirección de Educación Municipal, H. Ayuntamiento de San Luis Potosí, San Luis Potosí, México

En San Luis Potosí, continuamente se presentan casos de violaciones de Derechos Humanos —en los distintos ámbitos de sus vidas— de niñas, niños y adolescentes, lo que les impide adquirir herramientas de socialización en contextos armónicos y pacíficos. México ha experimentado un claro incremento en las formas y niveles de violencia entre los mismos niños, personificando y evidenciando una sociedad ausente de paz y con una escasa cohesión social. En este contexto se creó el programa "Mi Escuela Promoviendo la Paz", cuyo objetivo es formar promotores para educar a sus compañeros en materia de derechos humanos y paz, buscando estimular el trabajo comunitario y la cohesión social. Además de lograr el fortalecimiento de la responsabilidad del Estado, en capacitación, educación y difusión de derechos humanos. "Mi Escuela Promoviendo la Paz" nace en el año 2012 como un programa implementado por la Comisión Estatal de Derechos Humanos (CEDH) en una escuela primaria, replicándose en diferentes centros educativos del estado. El resultado fue satisfactorio al generar profundos cambios positivos, por lo que, en 2014, la CEDH lo tomó en cuenta para ser replicado. Es por esto qué se planteó el proyecto "Derechos Humanos y Cohesión Social en San Luis Potosí", en el marco del Laboratorio de Cohesión Social II México-Unión Europea, mismo que se consolidó el 18 de septiembre de 2015 (mediante la firma del Convenio de Subvención con la Unión Europea) a través de la Agencia Mexicana de Cooperación Internacional para el Desarrollo (AMEXCID) de la Secretaría de Relaciones Exteriores.

Tema destacado 2019: Aprendizaje para la diferencia social

| 13:45-15:25 | **PARALLEL SESSIONS** |

| Room 11 03/011 |

Aprendizaje y condiciones sociales

Desintegración familiar, frustración del docente: Educación y familia

Antonio Barberena Maldonado, Profesor investigador, Instituto Politécnico Nacional, Ecatepec de Morelos, México

Maria Elizabeth Ruvalcaba Zamora, Instituto Politécnico Nacional, Ciudad de México, México

Juan Felipe Vazquez Vergara, Instituto Politécnico Nacional, Ciudad de México, México

En esta investigación se pretenden identificar las causas que han contribuido al deterioro y modificación de conductas que deforman a la sociedad y contagian destructivamente a la familia perjudicando el proceso enseñanza-aprendizaje y la educación en general. Se entiende que la ética y el civismo se ven involucrados en todo momento de la vida, son razón y reflejo de la educación en los distintos contextos sociales; no obstante, existen otros factores que influyen en el comportamiento. Por lo que es interesante identificar el deber de educar que tiene el maestro, el de promover valores que cambien las conductas propias a la moral y las buenas costumbres sociales. Educar para la vida y no sólo enseñar conceptos.

Tema destacado 2019: Aprendizaje para la diferencia social

Ciberacoso desde la perspectiva docente: Discursos, percepciones y experiencias de profesores en Chile y México

Ligia García Béjar, Associate Professor, Universidad Panamericana, Zapopan, México

El ciberacoso es una forma de agresión que está en aumento en las escuelas latinoamericanas. Las investigaciones han puesto especial énfasis en las experiencias de los estudiantes y las severas consecuencias de dichos ataques, particularmente en países de Europa y Asia. Sin embargo, el rol del profesor y sus percepciones no han recibido el mismo nivel de atención, sobre todo en Latinoamérica. Por ello, el objetivo de esta investigación es explorar los discursos y experiencias de los docentes sobre ciberacoso y cuáles son las herramientas que tienen para lidiar con estas situaciones que, si bien tienden a desarrollarse fuera del aula, impactan severamente en las dinámicas de los estudiantes y su desempeño escolar. Mediante un diseño cualitativo y comparativo se hicieron entrevistas en profundidad a 57 docentes de Chile y México, de escuelas de bajo, medio y alto nivel socioeconómico, que tienen a su cargo alumnos entre 12 y 17 años. Entre los principales resultados destaca que la confianza de los docentes para identificar acoso cibernético aumenta cuando ellos son usuarios de redes sociales. También, que no existe consenso de que la experiencia docente de acoso en el aula sea traspasable al manejo del ciberacoso. Por último, la tendencia indica que los establecimientos no cuentan con regulaciones claras, y cuando las hay, el foco está en las sanciones, pero no en acciones preventivas, independiente de su estrato socioeconómico.

Tecnologías en el aprendizaje

El maestro ante el acoso escolar: ¿Educar o sancionar?

María Carme Boque Torremorell, Associate teacher, Universitat Ramon Llull, Barcelona, España

Montserrat Alguacil De Nicolas, Profesora titular, Universitat Ramon Llull, Barcelona, España

El papel que juega la escuela en la prevención, detección y contención del acoso escolar resulta fundamental. No obstante, los estudios señalan que se trata de un fenómeno visible para el alumnado pero más difícil de percibir por parte de los adultos. Este no es el único hándicap del profesorado a la hora de ejercer su función, ya que la compresión y las reacciones que futuros maestros y maestras muestran ante un episodio de acoso, así como sus experiencias previas en relación con el mismo, se traducen en patrones de actuación que revalidan la violencia. Diseñamos una investigación fundamentalmente interpretativa en que un grupo de treinta estudiantes de magisterio visualiza un caso reciente de acoso difundido en las redes y contesta a un cuestionario de respuesta abierta con cuatro dimensiones principales. Se analizan narrativas sobre la violencia, alternativas a la violencia, experiencias de violencia escolar y rol de los participantes en un conflicto (víctima, agresor, testigo que graba la agresión, padres de la víctima, padres del agresor, padres del testigo que graba, tutor o tutora del grupo, dirección del centro). Los resultados apuntan a un modelo de justicia retributiva que compadece a la víctima y sanciona al agresor olvidando el rol y potencial de la educación por una convivencia segura y saludable, lo cual nos lleva a preguntarnos por la preparación inicial de los futuros docentes en relación con el manejo de las relaciones interpersonales en el aula.

Educación superior

Condicionantes socioculturales que enmarcan conductas en el sujeto estudiante universitario para el aprendizaje de los saberes disciplinares: ¿Enseñar para aprender o aprender para enseñar?

Rodolfo Carcavallo, Coordinador adjunto, Universidad Nacional de Tres de Febrero (UNTREF), Caseros, Argentina

María Laura Duarte, Docente, UNTREF, Argentina

Graciela Esnaola, Docente, UNTREF, Argentina

Buscamos ver al estudiante como sujeto situado en este lugar, este presente, ésta realidad. Al trabajar con el sujeto, debemos considerar sus subjetividades presentes, sus vivencias, sus entornos, su territorio, su lenguaje, sus elecciones, sus vínculos y formas de comunicación. Esto conlleva volver a la condición de individuo y no de colectivo homogéneo y estándar que implica la condición adjetivada de estudiante. Al referirnos a la condición adjetivada se hace referencia a un atributo que implica calificar en términos de imaginario social y su representatividad como estudiante a ciertos condicionantes mínimos como lenguaje, uniformidad, estandarización, igualdad de capacidades e igualdad de conocimientos previos que se suponen necesarios para "ser" estudiante universitario. Se entiende, para la presente investigación, que esta forma de interacción entre el estudiante y los docentes y el sistema de enseñanza en general conlleva dificultades en el aprendizaje de la disciplina y sus consecuencias en el actuar de los futuros profesionales. Se ve necesaria una indagación sobre las nuevas formas de aprendizaje que los sujetos estudiantes valoran ante los nuevos entornos en los que cohabitan y que generan consecuencias, como hipótesis, en la manera de incorporar conocimiento, colisionando con las formas tradicionales de enseñanza. Apoyados en trabajos de investigación previos, se observan cambios significativos en relación a las generaciones pasadas desde su condición sociocultural, su escolaridad, sus condiciones laborales y hasta debemos incluir como factor relevante las nuevas tecnologías incorporadas a la cotidianeidad de las actividades formativas del sujeto, previas a su incursión a la vida universitaria.

Educación superior

Wednesday, 24 July	
13:45-15:25	**PARALLEL SESSIONS**
Room 12 03/017	**Estrategias de enseñanza y aplicaciones tecnológicas**

Reutilización y transportabilidad de recursos educativos abiertos para la difusión del conocimiento en la UAS: Estudio de Caso Facultad de Ciencias Económicas Administrativas y Tecnológicas

Paulina Saiz Aguilar, Profesor e Investigador, Universidad Autónoma de Sinaloa, Sinaloa, México
Mario Soto Velázquez, Profesor e Investigador, Universidad Autónoma de Sinaloa, México
Carlos Alberto López Iribe, Profesor, Universidad Autónoma de Sinaloa, México

El presente trabajo de investigación da cuenta de un estudio realizado a partir de la necesidad de reutilizar y transportar a través de multiplataformas los contenidos educativos que día con día producen los profesores e investigadores. Para ello, se tomó como muestra parte de la población académica de la Facultad de Ciencias Económicas, Administrativas y Tecnológicas, la cual cuenta con personal docente en diferentes áreas del conocimiento, negocios, contaduría e informática. Hoy en día nuestra facultad cuenta con un espacio virtual (Moodle) donde los profesores pueden apoyarse para sus clases presenciales; sin embargo, para muchos de ellos esto todavía resulta bastante complicado a pesar de haber recibido capacitación para su uso y manejo, por lo que buscamos otras estrategias que resultaran más sencillas para ellos. La dinámica fue utilizar un software de escritorio, donde pudieran con toda tranquilidad diseñar su curso sin necesidad de contar con el apoyo del administrador del sitio Moodle. Con tal fin utilizamos la herramienta "eXeLearning", la cual trabaja bajo los principales estándares IMS y SCORM que permiten tanto la transportabilidad multiplataforma como conservar los metadatos de sus creadores. Con esta estrategia los profesores diseñan sus cursos con el software de escritorio de fuente libre "eXeLearning" y lo transportan a cualquier plataforma manejadora de los aprendizajes (LMS) como Moodle, Chamilo, WordPress, Evolcampus, Canvas, etc. Con ello, garantizamos que cada vez más profesores tengan las condiciones para crear y reutilizar materiales educativos.
Tecnologías en el aprendizaje

Metas académicas y estrategias de aprendizaje autónomo en la formación de futuros profesionales de la salud

Santiago Alonso García, Assistant Professor, Universidad de Granada, Granada, España
Yosbanys Roque Herrera, Universidad Nacional de Chimborazo, Riobamba, Ecuador
María Luisa Zagalaz Sánchez, Universidad de Jaén, Jaén, España
Pedro Ángel Valdivia Moral, Universidad de Granada, Granada, España

El objetivo es determinar la correlación entre metas académicas y estrategias de aprendizaje en los estudiantes matriculados de primero a sexto semestre durante el período académico octubre 2016 - febrero 2017, en la Facultad de Ciencias de la Salud de la Universidad Nacional de Chimborazo. Se procede a un estudio observacional correlacional en el que se aplicaron los cuestionarios para la evaluación de metas académicas (CEMA) y de estrategias de trabajo autónomo (CETA), cuyos datos resultantes fueron analizados e interpretados utilizando métodos estadísticos del nivel descriptivo (frecuencias relativas y absolutas, medias, medianas y modas) e inferencial no paramétrico (Prueba de Correlación de Pearson). Los tipos de metas académicas y las estrategias de aprendizaje autónomo tuvieron un comportamiento homogéneo en casi la totalidad de las carreras de la oferta académica estudiada y predominó la categoría, algunas veces, en la mayoría de las dimensiones investigadas. La correlación entre las estrategias de trabajo autónomo y los tipos de metas académicas de los estudiantes de la muestra resultó mayoritariamente escasa o nula y directa.
Educación superior

La aceptación tecnológica en la universidad: el caso de una plataforma virtual

Julia Lizet Torres Rivera, Docente, Universidad Nacional de Educación, Trujillo, Perú
Noel Alcas Zapata, Docente, Universidad César Vallejo, Perú
Henry Hugo Alarcón Díaz, Profesor e investigador, Universidad Nacional de Educación Enrique Guzmán y Valle, Lima, Perú
Mitchell Alberto Alarcón Diaz, Universidad Nacional de Educación, Lurigancho-Chosica, Perú
Liset Sulay Rodríguez Baca, Investigadora, Universidad César Vallejo, Trujillo, Perú
Carlos Francisco Cruzado Puente de la Vega, Research, Lima, Universidad César Vallejo, Perú

El objetivo de este estudio fue el nivel de aceptación de la plataforma virtual institucional con la que cuenta una universidad de Lima (Perú). Las dimensiones empleadas para la medición pertenecen al Modelo de Aceptación Tecnológica (TAM). Para ello se puso en práctica una investigación de enfoque mixto en el que fueron representados los resultados cuantitativos, descriptivos y correlacionales. En un segundo momento se acudió a los estudiantes, docentes y directivos para que, a partir de una entrevista semiestructurada, emitieran su opinión respecto a las razones de aceptación o no del empleo de la plataforma virtual institucional. Los resultados revelan una alta aceptación cuantitativa y esto se ve refrendado por la opinión misma de los participantes a partir de los hallazgos de las entrevistas realizadas.
Educación superior

Cómo aprenden el uso de WhatsApp los estudiantes de Educación Secundaria Obligatoria: ¿Desviación o norma?

Elisabeth Melguizo Moreno, Universidad de Granada, Granada, España

En los últimos años, las Tecnologías de la Información y la Comunicación están cambiando el mundo y la escritura. Los nuevos nativos digitales están haciendo uso de ellas de forma constante. Whatsapp es la App preferida entre los jóvenes para interactuar con gente de su entorno. Se trata de un contexto informal de comunicación en el que los adolescentes introducen abreviaciones, omisión de sonidos, repetición de signos, emoticonos, etc. Este nuevo panorama ha obligado a las editoriales a incorporar en sus libros de texto temas que se encarguen de explicar la comunicación digital a los estudiantes de Secundaria. En este trabajo se presenta un estudio comparativo de distintos libros de texto de Lengua Castellana y Literatura de editoriales de prestigio, en el que se analiza cómo se está enseñando a escribir y a interpretar mensajes de Whatsapp y cómo debe hacerse realmente, tras la publicación del reciente Libro de estilo de la Lengua Española de la RAE. Se trata de averiguar si lo que verdaderamente se enseña a los alumnos de Educación Secundaria es lo que dice la norma o, por el contrario, sigue otras directrices. De esta forma, se podrán establecer conclusiones interesantes que evidencien la idoneidad del aprendizaje de las nuevas tecnologías en las aulas.
Tecnologías en el aprendizaje

15:25-15:40	**Pausa para el café**
15:40-17:20	**PARALLEL SESSIONS**

Wednesday, 24 July	
15:40-17:20	**PARALLEL SESSIONS**
Room 1 - 0G/007	**Beyond the Classroom**

Learning beyond the Classroom: Optimize Learning through Service Learning

Veronika Ospina Kammerer, Professor, School of Education and Social Services, Saint Leo University, St. Leo, FL, United States

Margaret Hunter, Private Business, United States

The purpose of our paper is to share and discuss the importance of Problem Based Learning (PBL), Critical Thinking (CT), and Service Learning (SL). Research shows that PBL, CT, and SL creates a balance of flexibility, quality and cultural sensitivity for the student at higher education. The student in an online and on the ground environment must become decisive, resourceful, investigative, and a self-directed and independent learner. Textbooks and lectures are often barriers to learning for many students. Critical thinking is the benchmark in determining the success of teaching techniques in a course. The Table of Contents structures student learning according to research. Furthermore, optimizing higher education for the professional student and practicing cultural sensitivity can be accomplished through Service Learning "SERVE trips" where students serve and work with other cultures such as Native Americans. SERVE trips (e.g., for a Gerontology and Diversity course) are very effective in teaching cultural diversity in any settings. Internship/Apprenticeship experience in Haiti such as the building of an Earth ship, and the importance of connecting with grass-roots community projects and learning from the community will be presented and discussed. Program Objectives: Adult, Community, and Professional Learning Attendees will gain strategies and tips for Problem Based Learning, Critical Thinking and Service Learning at higher education Attendees will demonstrate the ability to optimize Service Learning in higher education Attendees will be given examples of Internship/Apprenticeship in Haiti Attendees will be given examples of "SERVE trips" in the USA

Adult, Community, and Professional Learning

Learning about Nature in Nature: A Multi-Year Study of the Painted Turtle, Chrysemys Picta

Antonios Pappantoniou, Professor, Math/Science, Housatonic Community College, Bridgeport, CT, United States

A multi-year study of a population of Painted Turtles Chrysemys picta commenced in 2010. This study has a two-fold purpose: introduce a group of mostly urban community college students to biological fieldwork and, gather data that is useful for the management of this turtle species. Turtles are trapped using hoop nets. Each turtle is measured, weighed, sexed, checked for external parasites and marked with a unique identifying letter code before being returned to its pond. Students develop animal handling skills; data collecting skills and skills necessary analyze the data. At the end of each collecting season, students create a poster as the culmination to their fieldwork. Students have access to previous years data sets so that the project and their presentations are cumulative and longitudinal. Students refine their math, writing and presentation skills as they develop and finally present their poster. As part of this study we have gathered data on parasites, changes in population structure over time, size and weight distributions, body condition and sex ratios. Many of the students have gone on to university studies in biology.

Science, Mathematics and Technology Learning

Wednesday, 24 July

15:40-17:20	**PARALLEL SESSIONS**
Room 2 - 02/011	**Virtual Learning**

Interaction Key to Learning a Foreign Language in an Online Environment

Weihsun Mao, Ohlone College, Fremont, CA, United States

Online learning has emerged recently as a particularly appealing and popular method of pedagogy. Despite this, effective online instruction has remained a complex and unresolved issue for instructors. Foreign language instruction may be a particularly difficult subject for the online environment, as the online setting precludes many of the pedagogical devices accepted for effective teaching in traditional, face-to-face environments. That the predominant demographic of online course participants consists of part-time students may further exacerbate the difficulties of foreign language pedagogy. Thus, there is a clear need to develop a deployable pedagogical framework that can meet these challenges. We hypothesized that an online environment constructed specifically to demand and foster robust interactions between and amongst students can increase the effectiveness of foreign language instruction, specifically in the context of introductory Mandarin for part-time, English-speaking students. To do this, we implemented a wide range of online learning tools, including those using built-in course management system (CMS) software, as well as innovative assignments. The effectiveness and impact of these strategies over eight semesters were evaluated from detailed student feedback. Over 90% of students from 15 different sections perceived a positive effect of these strategies on their participation, interaction with peers, learning, and mastery of the language. The results of this study provide blueprints for web-based learning modules, which we show significantly enhance the effectiveness of online foreign language pedagogy.
Technologies in Learning

Collaborative Online Academic Reading : Learning from the Social Reading Experience of Teacher Education Students

Noeline Wright, Teacher, Teacher Education, University of Waikato, Hamilton, New Zealand

A common frustration in tertiary education is that students tend to be reluctant to read and engage with, assigned academic texts. This presentation asks: Would this reluctance alter if students could collaboratively read, and comment on, an academic text online? From a thematic analysis of students' online posts about the online reading task, three key findings emerged. Firstly, sentence starters rather than questions made it easier for students to begin a response about the text, Secondly, students believed that by being able to comment together about the text, created social spaces in which they interacted with the text more deeply and actively than they might otherwise. Usual practice, the admitted, was often a cursory skim reading rather than purposeful and engaged critical reading. The major downside was that each group needed someone to begin the commenting to initiate the collaborative responding, and whoever initiated this, felt exposed regarding their opinions and observations. On the other hand, other group members enjoyed reading the text with a peer's thoughts and views in mind, making it easier to read more deeply themselves. Overall, sharing perspectives about the text helped make the reading experience more positive and rewarding.
Literacies Learning

Choosing Technology for the Mature Classroom: Students' Motivations and Barriers

Rachel Staddon, PhD Student, School of Education, University of Sheffield, Sheffield, United Kingdom

Mature students (aged 26 or above) have become a recent focus in widening participation. Mature students are often stereotypically viewed as having negative attitudes towards technology and subsequently avoiding it. Since HE is continuing to move towards a widespread embedding of technology, it is vital to find ways to make university teaching involving technology age inclusive. This paper presents the findings from a qualitative study exploring mature students' attitudes towards technology and their motivations for choosing or avoiding technologies. The following research questions were posed: What are the attitudes of mature students to technology enhanced learning compared to younger HE students? and, What factors affect their attitudes and confidence with TEL? Students from a range of age groups were invited to be interviewed about their experiences of technology and technology enhanced learning. In total, eleven participants were interviewed (six of whom were mature). A thematic analysis was carried out on this data. Emerging themes have been identified surrounding students' motivation to use technology generally, as well as choosing specific technologies. Further themes have been identified around barriers and challenges to using technology, the importance of familiarity and exposure, the design of technology, and its ability to facilitate interaction. These findings will be useful to educators internationally who teach groups that may include mature students, and are concerned with using and developing resources that are inclusive of mature students' needs.
Adult, Community, and Professional Learning

Using Social Media for Teaching and Learning in Public Schools

Gedala Mulliah Naidoo, Doctor Head of Department, Communication Science, University of Zululand, Empangeni, South Africa
Avashni Reddy Moonasamy, Lecturer, University of Zululand, South Africa
Hemduth Rugbeer, Professor, University of Zululand, South Africa

South Africa's Basic Education has faced many difficulties such as infrastructure, students' performance, and overcrowding. Many classrooms are not adequately equipped with furniture and a shortage of resources: such as textbooks and other important learning materials. While the shortage of resources has increased, the classrooms are continually being filled with a new grouping of children which are referred to as "Generation Z" (iGens). Social media has become an integral part of communication and has transformed how one communicates. Innovative technology provides opportunities to maximize creativity and innovative learning strategies in the classroom and a positive supplement to bridge the gap between education. The paper focused on how social media can be augmented in transforming the classroom of yesterday into a more interactive classroom today. The research was conducted through a quantitative approach using a questionnaire as an instrument and semi-structured interviews. The results indicated that social media will assist and benefit the teaching and learning process. A total of 79% of the sample asserts that newer methods of teaching work better than older methods. This is largely due to the change of the classroom makeup. It is recommended that private schools in South Africa have already begun implementing ICT's as part of the curriculum; learners at public schools are therefore at a disadvantage and this needs to be remedied so that we can prepare our youth to succeed both nationally and internationally. The education sector should earnestly embrace this and continue to keep abreast with developing social media technology.
Technologies in Learning

Wednesday, 24 July

15:40-17:20	**PARALLEL SESSIONS**

| Room 3 - 02/013 | **Critical Consciousness**

Through the Eyes of Pre-service Teachers: Exploring Cultural and Racial Identity Development
Tracy Pelkowski, Assistant Professor of Secondary Education, Education, Salve Regina University, Newport, RI, United States
The purpose of this mixed methods case study (n=12) was to investigate the perceptions and experiences of White Secondary Education Pre-Service Teachers (PSTs) with the development of their cultural and racial identities and their understandings of institutional inequities faced by persons of color in American school systems. Data collection took place during the first semester of PSTs education coursework in a course entitled, "Introduction to Race and Inequality in American Education." Findings from Helm's Racial Identity Attitude Scales (pre-and post-course), as well as qualitative analysis of student interviews and course documents, provide salient themes and examples as to how teacher educators can more effectively engage future teachers, most of whom have limited experiences with persons of color and little knowledge of institutional inequities, with the development of critical conscious. This is year one of a longitudinal study designed to investigate PSTs development as culturally responsive educators at a small Catholic liberal arts college.
Learning in Higher Education

Indigenizing and Decolonizing Study Abroad in Higher Education
Kristine Dreaver Charles, Instructional Designer, Distance Education Unit, University of Saskatchwean, Saskatoon, Canada
Michael Cottrell, Associate Professor, Educational Administration, University of Saskatchewan, Saskatoon, Canada
This contribution to the scholarship of teaching and learning in higher education emerged from the University of Saskatchewan, where indigenization and internationalization are leading institutional priorities. Rather than nested oppositions, here we consider possibilities for greater collaboration between these disciplinary and programmatic imperatives for mutual benefit. We explore the capacity of Study Abroad course design to synthesize Indigenous and Western pedagogies and methodologies to conceive innovative curriculum consistent with the negotiation of epistemological third spaces. In this presentation we document learning outcomes and assessment considerations that informed our efforts to bring decolonizing strategies to the design of a Study Abroad course. We also present a first iteration of a culturally respectful assessment framework based on an Indigenous Medicine Wheel model to evaluate student learning in Study Abroad within Higher Education.
Learning in Higher Education

Learning Chimamanda Ngozi's "We Should All Be Feminists": English Teacher Education to Make a Social Difference
Yeisil Pena, Lecturer, Pedagogía en Lengua y Cultura Inglesas, Universidad Central de Chile, Santiago, Chile
Both feminists Chimamanda Ngozi and Simone de Beauvoir, though temporarily and culturally distant, claim that an egalitarian society is possible by educating children on the stereotypes of gender roles. There is little space for critical discussion on gender roles in formal teacher education. However, in the case of TEFL (Teaching English as a Foreign Language), there is an increasing interest in reshaping English teaching through an Intercultural, not only Communicative, Competence approach to deconstruct cultural stereotypes. I taught Chimamanda Ngozi's We Should all Be Feminists to second year students of undergraduate TEFL programs in two private Universities in Santiago, Chile. This book is appropriate for B1 level students. Furthermore, the book is based on a TedTalk, so parts of the classes were reinforced using listening comprehension. Finally, the book helped them to understand what feminism is, addressing personal experiences. My experience shows that, if an egalitarian society is possible through education, teacher education can embrace social and gender difference through a critical understanding of culture and English language itself. From this perspective, language is relieved from homogenisation and uniformity, encouraging a critical understanding of power relations in society including feminism. My research draws on the work of Byram (1997), B. Kumaravadivelu (2007), Homi Bhabha (2012), and Kramsch, C. and Zhu, Ha (2016). This is an essential contribution to learning to make a social difference in Higher Education with a focus on EFL.
Learning in Higher Education

The Long Walk to School Principalship: The South African Rural Experiences of Secondary Schools Female Leaders
Tshilidzi Netshitangani, Associate Professor, Educational Leadership and Management, University of South Africa, Pretoria, South Africa
This paper examines the career paths of six female secondary school principals in South Africa, Limpopo province. The qualitative study through document review, semi-structured interviews and observations investigated the factors accounting for these women's advancement to leadership positions. Findings reveal that women advanced to leadership positions at a later age in the career path than their male counterparts. Moreover, they had to undergo various stages such as HODs and deputy-principalship before their final appointment as school principals. This long process could be seen as one of the contributing factors for under-representation of women in secondary school leadership. Leadership preparation programmes, which are offered to those already in middle management positions, should also be offered to all women educators to empower them. Further, In order to change the perceptions concerning women principals, leadership must be redefined to include feminist perspective so that the process of socialisation becomes broader.
Educational Organization and Leadership |

15:40-17:20	**PARALLEL SESSIONS**

Room 4 - 02/017	**Effective Leadership**

Strategies, Challenges, and Lessons Learned: A Western University Leaders Response to Crises

Glory Ovie, PhD Candidate, Werklund School of Education, University of Calgary, Calgary, Canada

Natural disasters, conflict, turmoil, riots, terrorism, and health warnings dominate today's headlines and highlight the reality that social or geographical boundaries no longer limit the reach of crises. A situation that one region faces today will likely affect another community, country, or continent tomorrow (Gainey, 2009). Higher education institutions are not exempt nor immune from these crises. Whether an organization survives a crisis with its condition intact is determined less by the severity of the crisis than by leadership, timeliness, and effectiveness of response (Demiroz & Kapucu 2012). Leaders in higher education will need to become crises leaders, and develop competencies to effectively manage, determine risk, get people out of harm's way, and provide some form of safety and normalcy. If ever there was a time for crisis leadership in higher education it is now, because the stakes are high, therefore, this research is timely and expedient. This narrative inquiry explored how senior leaders in a Western University in Canada responded to man-made and natural crises with a focus on crisis leaders competences. Data sources were semi-structured interviews, and documents. The findings, insights, and experiences from this study will be useful in advancing the knowledge base in the field of crisis leadership and response to man-made and natural disasters in higher education. As well as provide a learning tool for current and future educational leaders as they better understand situations that they can prepare for but can never truly predict.

Educational Organization and Leadership

The Impact of Educational Leadership Preparation Programs: A Five-Year Study of Leaders' Perceptions

Barbara Roquemore, Associate Professor, Professional Learning & Innovation, Georgia College & State University, GA, Untied States

Juliann Mc Brayer, Program Coodinator, Georgia Southern University, GA, United States

Summer Pannell, Program Coodinator, Georgia Southern University, GA, United States

It is critical that educator preparation programs lead in current and future needs of schools. Two institutions of higher education asked the questions in order to define the roles and responsibilities of school leaders and to explore the issues in preparing leaders for the work. To identify the impact of educational leadership programs on the preparation of educational leaders and its impact on districts and schools, a five-year study was conducted and included leadership candidates and graduates from two leadership programs at two universities in the State of Georgia. There were 1500 graduates and candidates presently in the programs who were invited to participate in the study. The research provides quantitative and qualitative data about the leadership graduates and the leadership candidates presently in the programs. It provides information about the employment of graduates in leadership roles in schools and school districts. The data provides quantitative and qualitative data on the graduates' dispositions about their leadership training and their perceptions about the knowledge, skills, and dispositions essential for the new and developing trends in leadership.

Educational Organization and Leadership

Preparing Principals for the Literacy Demands in Primary and Elementary Schools

Carol S. Christy, Professor and Coordinator of Language and Literacy Programs, Professional Learning and Innovations, Georgia College and State University, Milledgeville, GA, United States

Barbara Roquemore, Associate Professor, Professional Learning & Innovation, Georgia College & State University, GA, United States

Principals in primary and elementary schools face escalating literacy requirements for their students, teachers, and themselves. These requirements include selections of appropriate materials for the instruction of students across all individual needs, additional instructional categories and requirements from state and regional entities, and interpretation and response to a variety of assessment materials, practices, and data sets. Many educational leadership candidates have never worked as a teacher in a primary or elementary, and they have no background in teaching literacy or literacy assessment as uniquely differing from other assessments. Principals who are currently employed may never have worked with children ages 5-12 before. What do these individuals wish they had known when they began their work, what have they had to learn on the job and is there a way to embed that learning in existing certification assignments within a state accredited leadership program? This presentation will share the results of surveys and interviews with current and future principals, and some assignments that may be helping to support these individuals.

Literacies Learning

| 15:40-17:20 | **PARALLEL SESSIONS** |

Room 5 - 02/018

Language Acquisition

Emerging Practice in Speech-language Therapy in a Community Practice Context

Kristen Abrahams, PhD Candidate, Health and Rehabilitation Sciences, University of Cape Town, Cape Town, South Africa
Harsha Kathard, Prof, Health and Rehabilitation Sciences, University of Cape Town, Cape Town, South Africa
Mershen Pillay, University of Kwa-Zulu Natal, South Africa
Michal Harty, University of Cape Town, Cape Town, South Africa
The profession of speech-language therapy (SLT) continues to struggle with issues around equity and service delivery. The study uses education as the entry point of exploration into how innovative practice may be developed. The study describes an emerging SLT practice (as developed SLT students), as part of the Schools Improvement Initiative, a university-community partnership. The data collection methods used were observation, document review, interviews, photovoice and experiential drawings. The results illuminate how SLT students navigate through their experiences of disruption of their traditional practice. It shows how critical engagement with political, historical, social and linguistic factors underlying their work in communication, facilitates new learning and insights into SLT practice. Shifting educational practices from a positivist to a critical curriculum framing provides students with a platform to interrogate the current SLT practices, re-examine the viability of our practices to serve populations and to reflect on how we as a profession can adapt and change with the changing healthcare landscape.
Learning in Higher Education

The Problem of Language Acquisition in Short-term Study Programs

Alan Garfield, Chair, Digital Art and Design Department., Professor, University of Dubuque, Dubuque, IA, United States
Studies of language acquisition often footnote study abroad as a kind of effortless magical solution for painless language-related solutions. In fact, a consistent body of research clearly concludes that study abroad can have a positive impact on every domain of language competence. That data assumes study abroad experiences that are traditionally measured in semesters or years. Yet as reported in the U. S. Open Doors Study (Bureau of Educational and Cultural Affairs at the U.S. Department of State) over the past five years, full semester study abroad programs in the United States have stalled while short-term programs (eight weeks or less) are clearly in the ascendancy. What is the effect of short-term study abroad programs on students' desire for language learning? This paper is based on a trial study of undergraduate students, not foreign language majors, and the degree of receptiveness for language acquisition before and after a short-term study program. With full semester programs on the wane, we have to examine how language learning is perceived by students in short-term study. The research is clear regarding first person intensive exposure in promoting language skills; this study quantifies motivation in students who participate in short-term programs. Language acquisition has a new friend.
Learning in Higher Education

Making a Social Difference through Students in Schools

Helen Sadig, Excellence and Innovation Fellow, Leeds Institute for Teaching Excellence, University of Leeds, Leeds, United Kingdom
Cecile De Cat, Professor of Linguistics, University of Leeds, Leeds, United Kingdom
There is no more powerful transformative force than education (UNESCO, 2015) and no greater conduit for learning in schools than language. With approximately one in five pupils in the UK speaking English as an additional language (EAL), there is a growing need to adopt a linguistically-informed pedagogy across the curriculum to support the development of pupils' cognitive academic language proficiency (Cummins, 1984) or academic literacies. Our study responds to this civic need by providing language pedagogy training to enhance the quality and impact of a "Students into Schools" scheme at the University of Leeds. The scheme sends students into local schools to provide literacy, numeracy and discipline-specific support on a voluntary basis or as a credit-bearing module. We deliver EAL training both to the students taking part in the scheme and for local teachers (as a CPD opportunity). Data collected from individual teacher interviews, along with online teacher and student surveys, are being used to inform the development of this training. We present initial findings that highlight the need to promote an inclusive, multicultural approach; prioritize language for learning across the curriculum; and provide strategies that develop metalinguistic awareness, facilitate communicative activities and scaffold learning through visual and contextual support. These strategies appear to benefit all pupils, including not only EAL pupils but also monolingual English-speaking pupils from traditionally disadvantaged backgrounds who lack the academic literacies to succeed in mainstream schooling.
2019 Special Focus: "Learning to Make a Social Difference"

Learning to Write versus Writing to Learn: Students' Perspectives on the Acceptance and Benefits of Their Experiences with Instruction in Writing

Hsiuling Robertson, PhD, University of Massachusetts, MA, United States
Writing in Chinese has been one of the most difficult parts of learning the language. Most teaching focuses on grammar, vocabulary, and reading. Writing, on the other hand, has been neglected compared with these other skills. In the United States, learning to write in Chinese is often not even included in the current curriculum but exists chiefly as a by-product of classes in reading. Only recently, with the development of the Chinese language pedagogy the instruction in how to write is received more attention. In my heritage classes, I employ process theory, a test of learning; and post-process theory, a tool for learning other things through learning to write. When the former, I find that most students struggle to write a few short paragraphs consisting of simple sentences using basic words and phrases with little variety in sentence structures. With the latter, I find that learning to write helps students to better understand the subject of their writing and explain it to others. However, these observations are from my perspective as an instructor. In the presentation I first briefly introduce the process and post-process writing theories. Then I introduce how I apply these theories into my classes. The main focus is to explore the acceptance and benefits of students' experiences with instruction in writing from students' perspectives. A questionnaire and interviews were used for this research.
Adult, Community, and Professional Learning

Room 6 - 02/025	**Diversity Challenges**

Effective Classroom Strategies for Adult Learner Engagement: How to Create Positive Learning Communities in On-site and On-line Platforms

Jack Hamlin, Professor & Chair, National University, La Jolla, CA, United States
Chandrika Kelso, Professor, National University, La Jolla, CA, United States

"I hear and I forget. I see and I remember. I do and I understand." Confucius. Founded in 1971 in San Diego, National University is a private, accredited, nonprofit institution of higher education. The University is dedicated to making lifelong adult learning opportunities accessible, challenging and relevant to a diverse population of adult learners. Institutions of higher education have the obligation of providing for the educational and training needs of students and society, and providing the necessary atmosphere to accomplish the above. Knowledge and understanding of what dynamics and methods best influence student performance can be gained by a framework that includes study or observation of student behaviors and classroom practices. If appropriately constructed and dispensed, relevant skills to include leadership, delegation, team work, team building, creative cooperation can be developed and enhanced by using Group Project based learning modalities even in online classes. While group projects are easier to manage in an on-site class room setting, they tend to become challenging in a virtual environment. The paper will therefore have implications for the design and implementation of teaching modalities by universities that cater to the adult learning communities. This presentation will expose attendees to tools on how to bridge the gap between helping students feel connected in a virtual environment while maintaining rigor in the classroom by the usage of group project based learning strategy.

Learning in Higher Education

Computerized Cognitive Training on Executive Function among Students with Attention Deficits Hyperactive Disorder

Gilat Trabelsi, Lecturer & Mentor & Research, Special Education, Kibbutzim College, Tel Aviv, Israel
Vered Shomron, Kibbutzim College, Tel Aviv, Israel
Shemer Arazi, Kibbutzim College, Tel Aviv, Israel

The goal of the study was to examine the effects of Computerized Cognitive Training (CCT) with and without cognitive mediation on Executive Function (EF) (planning and self- regulation) among students with Attention Deficits hyperactive disorder (ADHD) with or without Learning Disabilities (LD). 48 students with ADHD and/or with LD were randomly applied to experimental and control groups. All the participants were tested (REY-CFT, MFFT) and filled out self- reported questionnaires (BRIEF) before and after the intervention with mediated/ non-mediated Computerized Cognitive Training (MINDRI). The results indicated significant effects of cognitive modification in the experimental group, between pre and post Phases, in comparison to control group, especially in planning (on tests), and both planning and self-regulation (on self- reports). Statistical analysis of the online practice with MINDRI showed a higher score in working memory and self-control in the experimental group. The main conclusion was that even short- term mediation synchronized with Computerized Cognitive Training could greatly enhance the performance of executive functions demands. The theoretical implication of the study is the positive effects of Mediated Learning Experience (MLE) combined with Computerized Cognitive Training, on cognitive modification in students. The practical implication is the awareness and understanding of efficient intervention processes, as much as an instrument, to enhance Executive Functions, learning awareness and self-esteem of young students in their academic world and in the future.

Pedagogy and Curriculum

Eliminating Inequality in Mathematics Performance between Students in Rural and Urban Settings in Calabar, Nigeria

Anne Meremikwu, Senior Lecturer, Department of Science Education, University of Calabar, Calabar, Nigeria

Mathematics is a core subject in the Nigerian school curriculum and compulsory at primary and secondary school levels of education in the country. Poor performance of students in mathematics by children has been attributed to such factors as inadequate number of qualified teachers, improper method of teaching mathematics, lack of mathematics laboratory and insufficient instructional materials, and these factors are more predominant in disadvantaged rural settings. We used a quasi- experimental factorial research design with pre-test and post-test, to test the hypothesis that there will be no difference in mathematics achievement of students in urban and rural settings if teaching methods and instructional materials are optimal. A total of 600 students were randomly assigned to experimental and control groups. The interaction of treatment and location of school was also significant (F = 5.954; p<.05), implying that pupils in the urban area taught with instructional aids perform significantly better than their counterparts in semiurban and rural areas. Also, the pupils in the semi-urban area taught with instructional aids perform significantly better than their counterparts in the rural area. It is concluded that provision of optimal teaching resources improved mathematics performance of students in both rural and urban settings but performance of those student in rural areas remained significantly lower than those in semi-urban and urban areas. Eliminating inequality in mathematics performance between students in rural and urban communities in Nigeria may require more than improving instructional methods and materials.

Science, Mathematics and Technology Learning

Cultural Diversity in Schools: Analysis of Educational Integration and Inclusion Policies

Joan A. Aparisi Romero, Assistant Professor, Didactics and School Organization, University of Valencia, Valencia, Spain

Cultural diversity is part of most schools in the current context. Classrooms concentrate a large number of diverse social and cultural groups from diverse contexts. Cultural diversity exists through immigration, through historical cultural diversity, through the existence of refugees and asylum seekers, and for economic, political, social and even religious reasons. The cultural mix is enormous in the centres and different public spaces arise where different policies are connected, from different approaches and models. This work aims to offer some ideas and reflections on the type of integration carried out by the Valencian and Spanish educational systems. We offer an analysis of the results of current educational policy in the treatment of cultural diversity. When we talk about policies, we are dealing with the subject from the perspective of educational inclusion and from the perspective of integration. For this reason, we believe it is opportune to show models and examples that are better than others, in order to deal adequately with cultural differences and to give meaning and dignity, as well as to treat all people with social justice without taking into account exclusions and categories that may be discriminatory. Finally, we want to offer conclusions that respect people regardless of their social origin and background. It is easy to stigmatize cultural differences and diversity in public spaces from social and political groups and instances located at political extremes. For this reason, we offer some reflections that can help to integrate better in today's societies.

Learner Diversity and Identities

Wednesday, 24 July

15:40-17:20	**PARALLEL SESSIONS**
Room 7 - 02/026	**New World Competencies**

Critical Thinking and Interculturality: A Discourse Analysis of Artistic Representations

Luís Fernando Pacheco Pérez, Full-time Professor, Education, Universidad del Quindío, Armenia, Quindío, Colombia

Language and culture are naturally bound. As language is the mean of exhibiting the culture, and culture is the origin of language, they must always be set together for a meaningful communication process in which interculturality is an all-time present trait. To achieve a successful language development, L2 learners require awareness in the different cultural patterns within the target language, as this permits to further comprehend the pragmatic phenomena of communication happening. Globally, artistic representations display a vast horizon of opportunities to get understanding of the world closer to our cognitive goals; music, films, theater, literature among other art forms bring discourse with genuine and visceral cultural features both implicit and explicit. Departing from Van Dijk's Critical Discourse Analysis (CDA), the opportunity to employ a critical view of artistic representations containing cultural context creates a perfect scenario to exhibit the real world into the pedagogical encounter. Thus, language development finds a vivid chance of becoming cognitive thriving in diverse dimensions of human thinking inside the academy.

2019 Special Focus: "Learning to Make a Social Difference"

Information Skill Teaching through Experiential Learning: Praxis Oriented Self-regulated Learning

Farah Naz, Assistant Professor, Social Sciences and Humanities, University of Management and Technology, Lahore, Pakistan
Malik Muhammad Wali Awan, M.Phil Scholar, University of Management & Technology, Lahore, Punjab, Pakistan
Amna Yousaf

Information skill is known as metacognitive ability. It is considered as ability to understand the need of information, ways and sources to attain that information. It is kind of skill which is considered as mandatory attribute to be developed in individuals now a days. In this era of target specific education, students are thought to learn this kind of skill to compete in challenging professional life. This skill can be learned through directly engaging students with the information. Experiential learning theory places experience at the center of learning. Kolb's four-stage cycle of experiential learning suggests that effective learners must engage fully in each stage of the cycle – feeling, reflection, thinking, and action. Students are assumed to be equipped with this modern skill. Main purpose of this study is to evaluate this skill in prospective teachers. The study will be mixed method approach. Data will be collected from the prospective teachers. Results of the study will be helpful the teacher educators to teach this skill in more effective way.

Technologies in Learning

Effects of Extensive Reading on Students' Reading Comprehension, Vocabulary Acquisition, Attitude and Motivation

Anna Nirmala M Kulasingam, Head, Languages, HELP University, Malaysia

The purpose of the study is to determine the effects of extensive reading on reading comprehension of learners and the learners' vocabulary acquisition of texts. Also, to study the effects of extensive reading on the learners' attitude to reading and their motivation to learn English. The subjects were 89 Form Four students from a school in Malaysia. The study employed a Solomon Three-Group Design, using 31 students as the experimental group and 58 students as the control groups. Both quantitative and qualitative methods were used in the data collection to consolidate the findings. Descriptive statistics for the reading comprehension and vocabulary gains in the pretest and posttest were reported, followed by testing of the research hypotheses, using Analysis of Variance Procedure (ANOVA, SPSS 20.0). Then, questionnaires on the learners' attitudes to the Extensive Reading Programme and motivation towards learning English were given to the second control group and experimental group after the treatment. Then, parametric tests, Paired t-tests was run by the Statistical Package for Social Sciences (SPSS) for both domains to determine any significant difference between groups in their attitudes towards Extensive Reading and their motivation for learning English. From the results of the study, there was a significant difference between the three groups in the reading comprehension and vocabulary acquisition posttest scores. This shows that the participants displayed positive gains in reading comprehension and vocabulary acquisition. Participants show also positive attitudes toward Extensive Reading and learning English and have both instrumental and integrative motivation for learning the language.

2019 Special Focus: "Learning to Make a Social Difference"

Wednesday, 24 July	
15:40-17:20	**PARALLEL SESSIONS**
Room 8 - 03/005	**Challenges in the 21st Century**

Bridging Collaboration between Graduate School Psychology and Reading Specialist Candidates: An Interdisciplinary Training Workshop Series

Joan Fingon, California State University, Los Angeles, CA, United States

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

Elina Saeki, Assistant Professor, California State University, CA, United States

Graduate education aims to instill the knowledge and skills to prepare students for their future careers. In this study, faculty in graduate programs in school psychology and reading instruction collaborated on a semester-long workshop series to foster students' knowledge and interest in school-based collaborative consultation (SBCC). This study used a sequential explanatory mixed methods design to explore students' knowledge, confidence, and experience with SBCC during the four workshop series. The sample consisted of 24 graduate school psychology students and 14 graduate reading specialist students at one large, urban, public university in Southern California during the Fall 2017 semester. Pre- and post-surveys were administered at the beginning and end of the course and one focus group interview was conducted at the end of the semester. Students also evaluated each of the workshops, which were presented by two faculty members in each other's classes. Paired t-tests on pre and post-survey scores looked at knowledge, confidence, interest in SBCC. There was a significant difference between pre and post-survey scores in terms of knowledge [t(24) = -9.83, p = .000] and confidence [t(25) = -4.21, p = .000], but no significant difference in interest in learning more about SBCC [t(24) = 1.79, p > .05]. Comments from workshop evaluations and the focus group interview were coded for themes to confirm the survey results. Students reported that the workshops helped them to 'think more broadly' and to consider different perspectives, but they also complained about the time involved in implementing SBCC.

Learning in Higher Education

Bridging University, Government, and Practitioner Expectations for Leadership Development and Accreditation

Barbara Brown, Director of Professional Graduate Programs in Education & Partner Research Schools; Director of Research, Galileo Educational Network, Werklund School of Education, University of Calgary, Calgary, Canada

Lori Pamplin, Project Lead, Leadership Curriculum Development, Werklund School of Education; Consultant, Galileo Educational Network, Werklund School of Education, University of Calgary, Calgary, Canada

Ronna Mosher, Assistant Professor, Werklund School of Education, University of Calgary, Calgary, Alberta, Canada

The introduction of new leadership competencies and certification requirements for aspiring and existing leaders in one Canadian province have prompted review, design, and redesign of graduate level programming in leadership specializations. This paper will describe one university's work to blend research-based academic rigour with government expectations for certified leadership knowledge and abilities across seven competency areas. Key learnings to be discussed include productively working between histories and expectations for academic freedom, government interests in standardized competencies in leaders, and practitioner concerns about practical application, standardization and the need for responsive context-specific needs.

Learning in Higher Education

Representation of Social Struggles in Korean and Philippine ELT Textbooks

Mae Karr Ruth Ballena, Research and Teaching Assistant to Asst. Professor Ji-yun Kim, Ph.D., School of English Language and Culture, Catholic University of Korea, South Korea

Young Sook Shim, Professor, Catholic University of Korea, South Korea

The present study investigates the representations of social struggles depicted in middle school English textbooks published in Korea and the Philippines. The data consists of 200 reading selections from 18 volumes of Korean textbooks and 108 reading selections from 3 volumes of Philippine textbooks. A total of 39 instances of social struggles were identified from the data analysis, and the following categories emerged from careful reviews of those instances: social struggles involving social groups, which are further divided into subcategories such as gender, generation, socioeconomic class, social rank, race, and the colonizer/colonized; and, social struggles involving resources, which are subdivided into education, basic necessity, and technology. Findings show that social struggles associated with gender, colonization, education, and technology are common among Philippine and Korean ELT textbooks. The data analysis also reveals that Philippine textbooks present a wider array and more in-depth contextualization of social struggles while representational issues on stereotyping, desensitization, and juxtaposition of elements are found in Korean textbooks. Related to the research findings, some educational implications are provided particularly from the perspective of critical pedagogy.

Learner Diversity and Identities

Foundation Students' Participation in the Curriculum: A University Module

Emmanuel Ekale Esambe, Lecturer, Fundani Centre for Higher Education Development, Cape Peninsula University of Technology, Cape Town, South Africa

First-year students are considered to generally struggle with transitioning from school to university for several reasons, including issues of diversity, new curriculum content, differences in engagement with learning, and differences in assessment practices compared to their high schools. Across the world, first-year students are expected to confront new kinds of knowledge, and to enact competencies in these knowledge in ways that often confound them. It is perhaps these new ways of knowing, doing, and being that give rise to some serious contradictions between high school students' school-leaving attributes and their readiness for university studies. While there is extensive literature on first-year students' transitioning to universities, not enough attention has been placed in investigating how these students' voices and experiences are reflected in first year curriculum in South Africa. More needs to be done to investigate how the design and enactment of first-year curriculum could be more representative of the students' diversities. This paper explores the design and delivery of a University 101 transition module at a university of technology in South Africa. The paper uses Engeström's (1987) concept of an activity system in cultural-historical activity theory (CHAT) to examine how the University 101 module's collaborative platform can serve as a mediating tool allowing for greater student participation in the curriculum, and ultimately contributing towards improving learning and retention for the foundation students. Kift's (2008) transition pedagogy's six core curriculum design principles are used to further interrogate the efficacy of this module.

Learning in Higher Education

Wednesday, 24 July	
15:40-17:20	**PARALLEL SESSIONS**
Room 9 03/006A	**Interpretaciones, instrumentos, validaciones**

Validez de contenido de un cuestionario de evaluación de asignaturas de pregrado de la Universidad El Bosque

Jacquelinne Macías Quintana, Docente investigadora, Universidad El Bosque, Bogotá, Colombia
Alba Lucía Meneses Báez, Profesora titular, Universidad El Bosque, Bogotá, Colombia
Rubby Osorio Noriega, Profesor titular, Universidad El Bosque, Bogotá, Colombia
Maria Clara Rangel Galvis, Profesor titular, Universidad El Bosque, Bogotá, Colombia

El propósito de este estudio fue obtener evidencia para la validez del contenido de un cuestionario que evalúa las asignaturas de pregrado de la Universidad El Bosque desde la percepción de los estudiantes. Se trabajó con un grupo de 20 expertos en aprendizaje significativo que lideraban el proceso microcurricular en cada uno de los programas de pregrado, quienes clasificaron los 57 ítems en 9 dimensiones (fundamentación teórica conceptual, aplicación, integración, dimensión humana, compromiso, aprender a aprender, bilingüismo, tecnologías de la información y de la comunicación, evaluación y retroalimentación, gestión docente). Los datos fueron analizados con un análisis de escalamiento multidimensional no métrico de ALSCAL, obteniéndose un Stress de 30.6% ($p < 0.05$) para una solución de 2 dimensiones, teniendo en cuenta que, en las ciencias sociales, valores por debajo del 34% se consideran aceptables. Las coordenadas obtenidas fueron utilizadas para estimar un análisis jerárquico de conglomerados usando el método de Ward, así como también para estimar la distancia euclidiana de cada ítem con respecto a los demás por conglomerado. Valores obtenidos en este estadístico > 0.75 indican bajo nivel de homogeneidad conceptual del ítem respecto al conglomerado y valores que tienden a cero indican lo contrario. Cuatro ítems presentaron baja homogeneidad conceptual. Este estudio constituye el primer paso en el proceso de validación del cuestionario de evaluación de asignaturas, ofreciendo evidencia sobre la validez de contenido, previo a la aplicación de campo en orden a estimar los indicadores psicométricos que soporten las inferencias a realizar con dicha población.
Tecnologías en el aprendizaje

El MOOC como herramienta de atracción de interés: El potencial de un MOOC

Ana María Delgado, Profesora, Universitat Oberta de Catalunya, Barcelona, España
Blanca Torrubia Chalmeta, Profesora, Universitat Oberta de Catalunya, Barcelona, España

La irrupción de los MOOC (Massive Online Open Courses), orientados a la difusión web de contenidos y con un plan de actividades de aprendizaje abierto a la colaboración y la participación masiva, está cuestionando el futuro de la educación superior, el papel de las universidades y el aprendizaje a lo largo de la vida. Además, suponen el acceso a la educación para todas las capas sociales, dadas sus características. Son cursos on line, de carácter abierto y gratuito, a los que se puede apuntar cualquier persona con interés en la materia y prácticamente sin limitaciones en el número de participantes. En cuanto a los materiales que se utilizan en este tipo de cursos —además de los materiales más tradicionales como son pueden ser las lecturas, videos, cuestionarios, etc.—, en los MOOC se potencian los foros de usuarios interactivos para construir un aprendizaje masivo con toda la comunidad (profesores y estudiantes). En la UOC se ha diseñado e implementado un MOOC sobre cultura de paz para poder dar ofrecer formación a toda la sociedad sobre este tema tan sensible para contribuir al respeto a la vida, al ser humano y su dignidad, pues la paz no es solo la ausencia de conflictos, sino también evitarlos. En este sentido, la construcción de una cultura de paz y desarrollo sostenible es uno de los objetivos principales del mandato de la UNESCO.
Aprendizaje en adultos, comunitario y profesional

Reconocimiento de aprendizajes previos: Un camino a la articulación

Verónica De Las Nieves Lorca Caro, Subdirectora Académica, Centro de Formación Técnica de la Universidad de Valparaíso, Viña del Mar, Chile
Ursula Peña Roblin, Coordinadora, CFT UV, Chile

El desafío de la formación técnica en Chile, de acuerdo a sus distintos niveles, considera como eje fundamental la articulación, la existencia de trayectorias educativas y de propósitos comunes, donde las experiencias en aula y las estrategias pedagógicas aplicadas se compartan y constituyan un dialogo fructífero entre todos aquellos actores que están involucrados en el proceso de formación de los alumnos y que estos, a su vez, establezcan conversaciones permanentes con el sector productivo, quienes son, finalmente, los receptores de la formación declarada en los proyectos educativos. La articulación en la formación técnica de nivel superior encuentra su asidero en facilitar el tránsito de los trabajadores entre los distintos niveles formativos y el sector productivo. Facilitar el camino entre trabajo y educación tiene su correlato en el reconocimiento de aprendizajes previos, complementado con las competencias adquiridas en el mundo del trabajo. Por lo tanto, el desarrollo de planes formativos ajustados a los avances de los trabajadores, respecto de las competencias adquiridas a través de espacios formales o no formales o de su propio aprendizaje, requiere que la institución de educación superior desarrolle, a través de un currículum flexible, aprendizajes relevantes, considerando que el ser humano tiene la disposición de aprender sólo aquello a lo que le encuentra sentido o lógica, y que estos se expresen a través de competencias que promuevan la empleabilidad y el emprendimiento como factor de movilidad al interior de la empresa,o para cubrir otros puestos de trabajo, desarrollando capacidades para el aprendizaje permanente.
Educación superior

Wednesday, 24 July	
15:40-17:20	**PARALLEL SESSIONS**
Room 10 03/006B	**Interacción universitaria**

Determinantes del rendimiento académico universitario: configuración de perfiles a través de los árboles de decisión

Alexander Constante Amores, Universidad Complutense de Madrid, Madrid, España

María Fernández Mellizo, Profesora Contratada Doctora, Universidad Complutense Madrid, Madrid, España

El objetivo de este estudio es el de identificar el perfil del alumnado que obtiene un bajo, medio y alto rendimiento académico. Para ello se ha analizado a 10720 estudiantes de nuevo acceso de la Universidad Complutense de Madrid. La base de datos ha sido proporcionada por el Observatorio del Estudiante de dicha universidad. La identificación de los perfiles se realizó a través de la técnica de árboles de decisión. La variable dependiente del estudio es el rendimiento académico relativo, la cual es la diferencia entre la nota media del sujeto en el primer cuatrimestre y la nota media de su correspondiente área de conocimiento. Los predictores son de diferente naturaleza (demográficas, socioeconómicas y académicas) y suman un total de 13. Los resultados muestran que el alumnado que tiene una nota de acceso a la Universidad igual o menor a 7,64 (sobre 14), que ha estudiado en un centro privado y que es hombre obtiene un bajo rendimiento. El desempeño medio se da en estudiantes que tienen una nota de acceso entre un 9,32 y un 9,90 y que han estudiado en un centro público. El alto rendimiento lo obtienen aquellos estudiantes con una nota de acceso igual o superior a 12,29 y que su residencia familiar se encuentre en Madrid. Este último resultado contrasta con que los estudiantes madrileños obtienen la peor nota media de acceso a la Universidad, algo que puede estar indicando que la EVAU es más difícil en Madrid que en el resto de CCAA.

Educación superior

La Universidad y sus relaciones con la estructura política: La actitud de los gobiernos ante las reales necesidades del ciudadano

Gastón Tagle, Profesor Doctor, Investigador, Universidad de Valparaíso, Valparaíso, Chile

Las relaciones entre la educación superior y el poder político en Chile, no obedecen a las necesidades reales del ciudadano común, están más bien subordinadas a los intereses de una élite económica que presiona constantemente a la clase política. Esta situación se ha generado a través de actos coercitivos que, a través de los diferentes gobiernos (después de la dictadura), ha implicado una constante merma en el presupuesto asignado a la educación pública superior, excluyendo a gran parte de la ciudadanía que o no puede optar a una educación pagada o ha atenido que asumir grandes deudas. Esta coerción ha deteriorado política y económicamente, por ejemplo, a las universidades estatales, con el fin de minimizar su influencia en la sociedad, toda vez que éstas representan un grupo no menor de intelectuales que son críticos de las fórmulas económicas impuestas, provocando un deficiente desarrollo educacional. Lo que se ha hecho no es sino privatizar gran parte de las instituciones que tienen un fin social: sistema de salud, pensiones y la educación. Lo anterior cuenta con los auspicios y/o presiones del FMI, del Banco Mundial y por una constitución que se generó en dictadura, sin registro electorales, o sea, espuria y que no se cambió con el advenimiento de la democracia, contando con el apoyo de una parte la clase política. Con este sistema, la educación superior estatal , ha sido el blanco del modelo económico y su influencia en la sociedad como un ente independiente y generador de conocimiento, ha decaído.

Educación superior

El diseño instruccional y la experiencia de aprendizaje en la educación virtual: Caso de Estudio Universidad Adolfo Ibáñez Online, Chile

Juan Carlos Molina, Director, UAI Online, Universidad Adolfo Ibáñez, Santiago, Región Metropolitana, Chile

La educación virtual se integra cada vez más al sistema educativo chileno en todos los niveles. Dentro de la Universidad Adolfo Ibáñez de Chile se desarrolló el proyecto UAI Online para dar respuesta a las demandas de la sociedad a esta realidad. Así se ha desarrollado una estructura de diseño instruccional que tiene como objetivo garantizar la calidad de la educación virtual que se imparte, así como generar una experiencia de aprendizaje real y comprobable en los estudiantes. En esta presentación se pretende reflexionar desde la comprensión de qué es el proceso de diseño instruccional y sus fases aplicado a la modalidad virtual de UAI Online, unidad que se encarga de la planificación, desarrollo y diseño de los cursos virtuales dentro de la Universidad. Así, se presenta una experiencia en función de los avances y retos que se afrontan y su vinculación con el medio desde la teoría conectivista y los diferentes modelos de diseño instruccional que se han abordado. Como objetivo general se plantea analizar el proceso de diseño instruccional desde la visión de los actores sociales que componen el sistema de educación virtual de la Universidad Adolfo Ibáñez; esto por medio de una metodología de participación-acción. tomando como referencia el diseño y la implementación de 6 diplomados y 40 cursos virtuales generando reflexiones y diferentes modelos pedagógicos para diseñar e implementar programas en la modalidad virtual. *Tecnologías en el aprendizaje*

Wednesday, 24 July	
15:40-17:20	**PARALLEL SESSIONS**
Room 11 **03/011**	**Enseñanza científica** **La enseñanza de la función logarítmica como inversa de la función exponencial: Un análisis de la práctica de los profesores** Jeannette Vargas, Profesora, Investigadora, Universidad Colegio Mayor de Cundinamarca, Bogotá, Colombia María Teresa González Astudillo, Profesora, Investigadora, Universidad de Salamanca, Salamanca, España En la enseñanza, se suele introducir el concepto de "función logarítmica" como inversa de la "función exponencial". A su vez, en Educación Matemática existen diversas indagaciones concernientes al estudio de las demandas cognitivas, para los estudiantes con dicha presentación. En esta investigación, se procede a ingresar en el aula como observadora, y se hace acopio de información —mediante grabaciones y entrevistas— que luego, al ser interpretado desde una perspectiva sociocultural y la teoría APOE, brinda una prueba de existencia de una práctica en clases ordinarias (es decir, en clases en donde el investigador no interviene ni en la preparación ni en el manejo de las clases). El análisis de la práctica del docente se lleva a término a través de las tareas que propone, y del uso de los instrumentos de la práctica —tales como los registros de representación y los elementos matemáticos de un concepto—. De allí se examina el conocimiento que potencia el profesor en el aula. Este análisis que se presenta, muestra que el mecanismo de inversión se modela (junto con otros mecanismos como la interiorización, la desencapsulación y la coordinación) a partir de un ejercicio rutinario de "interés compuesto". El profesor primero recurre a funciones particulares como y=2x, y=10x, y=5x, y luego con la función genérica y=ax. Se hilan estas características de la práctica con los métodos utilizados para realizar la inversión: deshacer; cambiar las variables y despejar; componer una función y su inversa, o realizar la simétrica de la gráfica de la función. *Educación superior* **¿Cómo aumentar la visibilidad de las mujeres científicas en Primaria?: Un caso práctico** Juan Pedro Franco Hidalgo-Chacón, Estudiante, Universidad Complutense de Madrid, Madrid, España Mª Mercedes Martínez Aznar, Universidad Complutense de Madrid, Madrid, España Iñigo Rodríguez Arteche, Universidad Rey Juan Carlos, Madrid, España En los últimos años gobiernos e instituciones internacionales están preocupados por el bajo porcentaje de mujeres que cursan carreras científico-tecnológicas, y no solo por el impacto en su incorporación al mercado laboral, sino por la pérdida del talento que pueden aportar a las áreas de conocimiento STEM. Dos de las posibles causas que alejan a las niñas de estas áreas de conocimiento son la falta de referentes femeninos y de actividades prácticas en las clases de ciencias. En este trabajo exponemos los resultados de la realización de cuatro talleres prácticos, integrados dentro de un programa extraescolar denominado "Club de Ciencias". El diseño de estos talleres busca promover la competencia científica de los asistentes y trasladar la relevancia del papel de las mujeres en la ciencia, y para su desarrollo se han elegido las temáticas del ADN y la radiactividad. Del análisis de los cuestionarios respondidos por los participantes observamos que el porcentaje global de conocimiento sobre Rosalind Franklin y Marie Curie aumenta desde un 10% inicial hasta un 50% a los 15 días de haber acabado los talleres, una mejora centrada sobre todo en la segunda científica. Además, el 77% de los participantes describen que la emoción que les ha suscitado las sesiones ha sido la de felicidad. Por ello, podemos concluir que los talleres han cumplido los objetivos generales establecidos. *Educación en ciencias, matemáticas y tecnología* **Actividades pedagógicas en contacto con la naturaleza: Fomentando la exploración, descubrimiento y contemplación de la fauna en preescolares** Hugo Torres Contreras, Universidad de Chile, Santiago de Chile, Chile Cristina Pastén Peña, Docente, Universidad de Chile, Santiago de Chile, Chile Desde que nacen, los niños observan y clasifican su entorno; de hecho, se les considera científicos naturales. Por ende, resulta relevante desarrollar investigaciones que analicen cómo la indagación científica opera en niños entre los tres y seis años de edad. En este contexto, cuatro cursos de pre-kínder y cuatro de kínder (78 y 98 niños, respectivamente), visitaron los patios de sus escuelas, granjas educativas y/o ecosistemas marinos. El objetivo fue conocer el tipo de observaciones y preguntas que efectúan los niños cuando participan en actividades realizadas fuera del aula. Finalizadas estas experiencias, se solicitó a los niños que representaran en un dibujo el animal que más les llamó la atención; posteriormente, se llevaron a cabo entrevistas semi-estructuradas para obtener información acerca de las observaciones e inquietudes que a ellos les surgieron. Durante las entrevistas, el niño tuvo a disposición su dibujo y así fue posible conversar con él sobre el significado de los elementos registrados en la grafía. Los animales más representados en los dibujos fueron chanchitos de tierra, hormigas, cuncunas, vacas, ovejas, caballos, caracoles, cangrejos, lagartijas, entre otros. En comparación a actividades previas realizadas con fauna nativa al interior del aula, en este trabajo las observaciones y preguntas de los niños presentan una mayor riqueza de elementos abióticos (por ejemplo, nubes, sol, suelo, rocas) y bióticos (por ejemplo, pasto, flores, mariposas, abejas). Se discute cómo vivencias en contacto con la naturaleza permiten desarrollar el concepto de biofilia y potenciar las habilidades científicas en preescolares. *Aprendizaje en la educación preescolar*

Wednesday, 24 July	
15:40-17:20	**PARALLEL SESSIONS**
Room 12 03/017	**Taller** **Dificultades en el aprendizaje de las matemáticas: Aprender haciendo, un aprendizaje significativo a partir de situaciones reales** Mariana Andrea Aragón, Vicedirectora, Goethe Schule, Buenos Aires, Argentina Destinado a docentes de Matemática del nivel medio. La dinámica se desarrolla en grupos de discusión y trabajo. Comprende tres momentos. 1) Reflexión: Abordaje de las dificultades de aprendizaje observadas con mayor frecuencia en los ejes de medida, geometría, álgebra y aritmética. Debate sobre las causas. Práctica Reflexiva acerca de la propia praxis docente: qué, cómo y para qué enseñar. Discusión de acciones y alternativas de cambio en pos de lograr un Aprendizaje Significativo . Preguntarnos ¿cómo guiar a nuestros alumnos a desaprender y reaprender para superar obstáculos y lograr un desempeño exitoso en este campo? 2) Acción: A partir de propuestas para el aula basadas en el Aprendizaje Significativo y en "Learning by doing", se ofrecen diferentes alternativas didácticas partiendo de material manipulativo, plegados de papel, acciones con el cuerpo, casos, problemas y modelos de la realidad a partir de los cuales se construye el concepto matemático. La contextualización y el trabajo con rutinas de pensamiento dentro de una propuesta que se complementa con la Teoría de las Inteligencias Múltiples son facilitadores de los aprendizajes. Una oferta que contemple las ocho inteligencias acompaña al alumno a encontrar aquella en la cual se desenvuelve mejor, favoreciendo sus aprendizajes y potencializando sus habilidades. Se pretende desarrollar competencias para lograr el pensamiento crítico y creativo, la inteligencia emocional y el compromiso ético y social. 3) Cierre: Dispositivos de Metacognición para el aula. Puesta en común. Material afín, formato en papel y digital. Blogs y sugerencias bibliográficas. *Educación en ciencias, matemáticas y tecnología*
17:20-18:50	**Welcome Reception / Recepción de bienvenida**
	Common Ground Research Networks and the Twenty-sixth International Conference on Learning will be hosting a welcome reception in The Great Hall at Queen's University Belfast. The reception will be held directly following the last session on the first day, 24 July. Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse. **Common Ground Research Networks y el vigésimo sexto Congreso Internacional de Aprendizaje, celebrarán una recepción de bienvenida en el gran salón de la Universidad de la Reina de Belfast (Great Hall at Queen´s University Belfast). Tendrá lugar a continuación de la última sesión de la primera jornada, 24 de julio. Únase a los demás delegados y ponentes plenarios para aprovechar la ocasión que brinda para dialogar, y disfrutar de un tentempié a base de bebidas y entremeses.**

Thursday, 25 July	
08:30-09:00	**Conference Registration Desk Open / Mesa de inscripción abierta**
09:00-09:10	**Daily Update / Noticias del día—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, IL, United States, President, Common Ground Research Networks, Champaign, IL, United States; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain**
09:10-09:45	**Plenary Session / Sesión plenaria—Dr. Stephen Hughes, Lecturer and Researcher, Department of Didactics of Language and Literature, University of Granada, Spain**
Room 1 - 0G/007	**"Content and Language Integrated Learning: Management and Best Practices"** **Dr. Stephen Hughes is a full-time lecturer and researcher at the University of Granada, Spain, specializing in foreign language teacher education and content and language integrated learning (CLIL). Stephen has been involved in English language teaching for over 25 years, many of which have been spent in the secondary education sector. During this time, he has acted as a language teacher, school quality coordinator, and bilingual coordinator, and has provided training in numerous teacher courses in Andalusian Teacher Centres for language and non-language teachers interested in L2 and CLIL methodology and classroom practices. In addition to this teaching role, Stephen has been involved in research into quality indicators in language teaching and learning, bilingual education, and in good practices in CLIL. This research has included participation in initiatives such as the ECML QualiTraining Project as well as national R&D, Ministry of Education, and British Council projects in the teaching of content areas through the medium of another language.**
09:45-10:15	**Garden Conversation / Charlas de jardín**
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors. Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:15-10:25	**Transition Break / Pausa**
10:25-12:05	**PARALLEL SESSIONS**

10:25-12:05	**PARALLEL SESSIONS**

| Room 1 - 0G/007 | **Challenges in Language Acquisition**

Adult International Students' Motivation to Read in English and in Their First Language
Reiko Komiyama, Associate Professor, English, California State University, Sacramento, CA, United States
This paper presents a study on English as a second language students' motivation to read in English and in their first language (L1). The study used self-determination theory (Ryan & Deci, 2017) as its theoretical foundation, with a particular focus on three types of motivation – intrinsic motivation, identified regulation, and controlled regulation. A survey was developed and administered to measure the three types of motivation of 41 adult international students studying at an intensive English program in the U.S. The results indicate that these students demonstrated a higher level of identified regulation and intrinsic motivation, compared to controlled motivation. That is, they were more strongly motivated to read in English because of its usefulness and the enjoyable experience it brings, compared to external rewards, such as doing well on a test. When asked to compare their reading motivation for English and for their L1, however, the responses were split. Some considered it to be the same. Many, however, reported that if they wished to read for enjoyment (intrinsic motivation), they would turn to their L1, not English. Research with children often highlights the importance of intrinsic motivation for their reading development. This study, however, showed that when working with adults learning to read in a new language, nurturing intrinsic motivation can be challenging because of their existing literacy in L1. The study's outcomes help researchers and practitioners explore the role of intrinsic motivation in second language reading development and how we could nurture it in the classroom.
Literacies Learning

Predictors of Spelling Mistakes in Expository Texts in Hebrew-speaking Elementary School Children
Sara Zadunaisky Zadunaisky Ehrlich, Senior Lecturer, Education, Beit Berl Academic College, Haifa University, Kfar Saba; Haifa, Israel
Anat Stavans, Associate Professor, Beit Berl Academic College, Israel
Batia Seroussi, Senior Lecturer, Levinsky College of Education, Tel Aviv, Israel
Spelling is one of the predominant measures that establish text quality from a scholastic perspective, and is particularly relevant at elementary school when children acquire the correct spelling conventions. Spelling depends on the typology of the language and may vary in the process of text generation according to the genre demands. Hence, the present study aimed to reveal the general profile of spelling errors in expository texts – argumentative and descriptive texts - written by 293 Hebrew speaking children from 2nd to 5th grades, and to evaluate which variables were found to correlate with correct spelling in Hebrew. For that purposes, each participant produced 3 expository texts, and completed different cognitive, linguistic and transcription-oriented tasks. Spelling errors were identified and grade-level effects were analyzed, revealing significant developmental differences in terms of spelling accuracy. Genre effects indicated that more spelling errors were found in argumentative texts than in descriptive ones. Linguistic tasks - as reading comprehension, reading fluency and lexical depth – were correlated with spelling in all grade levels, but decreased in 5th grades. Regressions that were used to determine the relative weight of the different predictors indicated reading accuracy as a predictor of spelling errors. In light of these findings, educational implications concerning literacy development in elementary school will be discussed.
Literacies Learning

Discurisive Properties of Null and Overt Subjects in Spanish L2 Grammar: Spanish Postverbal Lexical Subjects and Intra-sentential Anaphors
Maurizio Santoro, Professor of Italian, Foreign Languages and LIterature, Queenborough C. College, CUNY, Queen, NY, United States
The present study has investigated whether the late L2 acquisition of discursive features of Spanish null and lexical subjects is due to an underlying pragmatic impairment on learners' part, or derives from their inability to cope with the demanding processing task. Adult English speakers learning Spanish were examined in their use of Spanish lexical subjects in focused contexts, and their interpretation of intra-sentential null and overt pronouns. Results have shown that participants encountered a lot of difficulty placing subjects in postverbal position and identifying the appropriate antecedents of anaphoric expressions. The problem, however, does not result from their failure to activate the required cognitive processes. These inconsistencies are attributable to learners' incomplete pragmatic competence. The syntactically encoded discursive properties of Spanish subjects have been particularly complicated to account for. In any event, contrary to previous L2 studies, no visible L1 transfer effects have been observed in their L2 advanced grammar.
Learning in Higher Education

Attending to the Pain and Poison: Trigger Words as a Point of Engagement
Anita Bright, Associate Professor; ESOL Program Coordinator, Graduate School of Education; Curriculum and Instruction, Portland State University, Portland, OR, United States
Language can carry power in unambiguous but nuanced ways and can serve to establish, maintain, defend, and modify hierarchies. This holds true in the field of education in general, and in teacher preparation in particular, all of which is heightened in a language-contact setting. Because each educator brings a complex history and identity, nested in temporal, and spatial, historical, and individual contexts, working in a multilingual and multicultural environment invites deep introspection as a means to identify areas of opportunity, limit, strength, and potential for growth. As such, this research explores specifically identified "trigger words" (those words or terms identified by participants as carrying pain or poison, in particular, contexts) as they emerge in teacher preparation, language contact context. In this descriptive case study set in a graduate school of education in the Northwestern US, I explore the ways groups of multi-lingual and multi-cultural teacher candidates navigated the issues surrounding the use of particular terms or trigger words. Each of these trigger words, generated by members of the classroom community, carried a connotation of oppression, marginalization, power, or privilege, frequently in ways that were coded and known to some members of the community, while being either unfamiliar to or seen as neutral by other members of the community. This study explored this collaboratively-generated list of "trigger words" identified by teacher candidates during course meetings.
2019 Special Focus: "Learning to Make a Social Difference" |

Thursday, 25 July

10:25-12:05	**PARALLEL SESSIONS**

Room 2 - 02/011

Education for Social Change

Facts and Values: What Science Students Should Learn about the Social Aspects of Doing Science

Emanuel Istrate, Assistant Professor, Teaching Stream, Victoria College and Impact Centre, University of Toronto, Toronto, Canada
When studying science at the undergraduate level, it is easy for students to reach the conclusion that science consists of a set facts and skills that are not related to a value system or to any social interactions. Scientists who are more advanced in their careers recognize that the work of scientists is an inherently social activity. Scientists must work in teams governed by a hierarchy, must raise funds for their work, must communicate their findings to their peers and to the public, must face competition, and sometimes must also deal with unethical or fraudulent behaviour. What is the best way to expose undergraduate students in the sciences to these social aspects of scientific work? One possible solution would be to devote a fraction of the time in each science course to this subject. This, however, requires coordination of topics among many courses and also suffers from the inevitable time pressure in science courses to dedicate more time to the science. The alternative is to include in the science curriculum a separate course on the social aspects of scientific work. This has the advantage that a larger range of topics can be explored in a more coherent fashion. This talk will explore methods to make science students aware of the social aspects of science work, and will provide best practices to engage students with this topic along with examples of student activities and assessments. It will be based on experience teaching this topic at the University of Toronto.
Learning in Higher Education

The Meaning of Higher Education and Schooling for our Humanity

Dene Williamson, Assistant Professor, Sport Business, Saint Leo University, Saint Leo, FL, United States
Jessica Mabry, Clinical Instructor, University of South Florida, FL, United States
Randall Woodard, Chair, Associate Professor, Philosophy, Theology, and Religion, Saint Leo University, Saint Leo, FL, United States
Patrick Ryan Murphy, Assistant Professor, Economics, Saint Leo University, Saint Leo, FL, United States
There are vastly different perspectives when it comes to the mission of higher education. Ouchi (2003) asserts that the way to successful school transformation is found in "good data from standardized tests" (p. 139). Wolk, however, decries our current system and its focus on testing arguing that we are preparing robots and workers, not human beings. Wolk (2007) demands that "We must deeply question the schools and the curricula we have; we must ask what it means to be educated and what it means to be human" (p. 650). We need to go much further than university being a place to memorize facts and situate a school's mission in terms of preparing students to live responsibility and able to work toward the common good for all. This paper will focus primarily on education making a social difference. The aim will be on the type of people we are educating. What is more important to the health of a democracy than educating caring citizens who will make a difference socially? Interestingly, Wolk (2007) asserts that "It certainly seems that the more 'civilized' we become as a species, the more brutal we become as people. What does the 21st century hold in store for us? Will we survive? What are schools doing to improve our chances?" (p. 653). This presentation will approach higher education from a multidisciplinary perspective with these questions in mind.
2019 Special Focus: "Learning to Make a Social Difference"

Experiential Learning Experiences of Criminal Justice and Sociology Students: Exploring Social Justice and Community Engagement

Zoann Snyder, Associate Professor and Criminal Justice Program Director, Sociology, Western Michigan University, MI, United States
Ashley Chlebek, M.A. Student, Western Michigan University, MI, United States
Sociology and criminal justice majors are preparing for employment in social service and/or criminal justice agencies. Addressing issues of social inequality and social justice will be part of their daily work. Preparing students for working with people impacted by social problems such as poverty, victimization, and crime requires grounding the students in empirical research and theoretical foundations of the field, but also the opportunity to gain practical work experience prior to graduation. The purpose of our research is to explore the pathways taken by undergraduate sociology and criminal justice majors to engage in experiential learning coursework. For our research, experiential learning will be generally defined as learning from experience or learning by doing. While experiential learning may take place in a variety of traditional classroom settings, we are looking particularly at four types of classes: service learning, study abroad, internship, or the Wrongful Convictions project. A convenience sample of students who have completed one or more of these classes was drawn to engage students in focus group or individual interview conversations about their coursework choices and experiences. The findings of our research may be used to address curriculum and course offerings to better meet the needs of students and the discipline as well as contribute to the larger scholarly literature on experiential service learning.
2019 Special Focus: "Learning to Make a Social Difference"

Integrating Ethics into Undergraduate Teaching in Psychology: The Uses of Discussion and Narrative Analysis

Maureen Gibney, Drexel University, Philadelphia, PA, United States
Studying psychology's history of ethical tensions is a useful introduction to examining current iterations of potentially harmful individual and social perspectives. Embedded in our class work in developmental and social psychology and in narrative and abnormal psychology, for instance, are inquiries into the ethical and narrative implications of the material we're studying. What are the moral concerns embedded in research, how is our history as a field compromised or enhanced by our inattention or attention to culture, and how would narrative themes such as generativity and communion be discerned in accounts of aging, or racism, or suffering? What are concerns about consent and assent in the juvenile justice system? What are the puzzles in dementia care related to who the "decider" is as the disease progresses and painful choices must be made? How can implicit cognitive processes such as the reception of metaphor enhance or thwart welcoming attitudes toward immigrants? How do moral disengagement and social comparison affect our willingness to overlook our own missteps? In some classes students use memoir or film sources to craft formal narrative analyses employing ethical principles, in some they rely primarily on scientific articles and videos provided for them. In all classes, though, students vigorously discuss these and other ethical issues, engaging with each other in critically exploring approaches to difficult important questions. The practice of ethical and narrative analysis can then, if students wish, continue as a way of considering new material well beyond their undergraduate years.
Learning in Higher Education

Thursday, 25 July

10:25-12:05	**PARALLEL SESSIONS**

Room 3 - 02/013	**Workshops**

Workshops
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]

The Voice of Differentiation: Increasing Comprehensible Output through the Pedagogical Integration of Comprehensible Input
Holly Arnold, Doctorate, Teacher Education, Kennesaw State University, Kennesaw, GA, United States
Robert Weber, Consultant, Honda Corporation, United States
To master subject matter content, one thing must occur: the content message must be comprehensible (Krashen, 1982). This session is created to lead teachers through effective and engaging pedagogy that is designed to increase both comprehensible input and output in the classroom. As a whole group, attendees will view and read the passage "A Mardsan Giberter for Farfie." Written in a gibberish language, this passage is difficult for all learners to read as it is not a real language. Following the reading of this passage, attendees will be divided into small groups of four and will answer five simple questions about the passage. Surprisingly, they will be able to answer the questions, even though the content is unknown. This activity highlights that attendees have the literacy skills to read the passage, but the lack of comprehensible input impedes them from understanding it. (This activity mimics a traditional reading lesson, with assessment.) Finally, the presenter will translate the passage into English, and reveal the content topic. Then, attendees will be guided through five simple strategies that would have created more comprehensible input for linguistically and culturally diverse learners. Examples will include how the presenter could have built background through visual representations, language and literacy strategies, activating prior knowledge prior to reading, cultural differentiation, and linguistic differentiations for comprehensible output when writing and speaking. These strategies can immediately be applied to classrooms for students of all ages or shared with student-teachers at the college level who will be working with English learners.
Pedagogy and Curriculum

Read, Talk, Play Every Day: Developing a Community-wide Early Literacy Initiative
Peggy Muehlenkamp, Executive Director of School Leadership and Equity, School Leadership and Equity, School District of Beloit, Janesville, WI, United States
Every child, regardless of their economic status, race or social standing, deserves an equal opportunity to read. Our role in early education is to build the foundation for early literacy skills but we know there are many additional factors that impact our students before they walk into our classrooms. Community support and parent/caregiver education are critical for the success of our littlest learners. The Janesville Early Literacy Task Force is committed to engaging the entire community in preparing children from birth to age four to succeed in school and life by empowering families to read, talk, and play together every day. Attendees will: participate in activities to deepen their understanding of the importance of early literacy and brain development and how to engage their community in supporting this important work. consider potential programs and ideas for measuring the impact of a community-wide early literacy initiative. celebrate successes and learn from challenges we've faced along the way. The presentation includes the following engagement strategies designed to deepen understanding, collaborate with peers, reflect on learning and identify an action they will take as a result of the learning. Walkabout: instructional hook & background builder - Participants interact with quotes/statistics to address essential questions Filling the Silence: participants view a brief video clip (sound off), write a script to narrate, share script with a partner, view clip with sound and reflect with whole group AEIOU: reflection/summary of learning strategy A - Adjective E - Emotion I = Interesting O - Oh! U - Um?
Early Childhood Learning

10:25-12:05	**PARALLEL SESSIONS**
Room 4 - 02/017	**Inclusive Pedagogies**

Bridging Education and Neuroscience: A Transdisciplinary Model for Co-creating Positive Classroom Climates

Sheila Dennis, Senior Lecturer, School of Social Work, Indiana University, Indianapolis, IN, United States

Educational neuroscience (EN) is a transdisciplinary convergence of neurosciences, education, and psychology that has gained international momentum. Its purpose is to advance the application of neurosciences in Preschool-12 education as a way to design instructional environments and practices that more closely align with human development science. Despite the ascension of scholarly discourse proposing the integration of neuroscience knowledge with education practices, a shared conceptual framework remains elusive for the emergent discipline, and the translation of EN into education practices is unexamined. A constructivist grounded theory study investigated the emerging conceptualization of the social-emotional dimensions of EN practices and the implications for creating a positive classroom climate. The data analyses of 54 student, teacher, and administrator interviews from four US classrooms applying EN knowledge generated a conceptual model that revealed how EN practices unfolded in the classroom to co-create a positive classroom climate. Data indicated that a humanistic organizational structure facilitated the EN practice implementation, and the teacher's regulatory state was central to the application process. Five themes emerged that characterized EN practices: teaching neuroanatomy, reflecting on emotions, self-regulating strategies, adapting classroom boundaries, and honoring the whole student. Interactions resulting from these practices contributed to students' resiliency, as observed by reduced discipline referrals, readiness to learn, empowered decision-making, greater empathy, and enhanced social connectedness. Results contribute to existing research on climate and social-emotional learning. The study's findings also inform translational EN inquiry and provide a conceptual model to guide educators who seek to co-create positive classroom climates using transdisciplinary EN practices.

Pedagogy and Curriculum

Thinking Together through Metaphor

Christopher Navarajan Selva Raj, Teacher, Knowledge Skills, Raffles Institution, Singapore

This paper invites participants to consider how a focus on metaphor in the classroom which might help develop collaborative student thinking about social and community issues. We will first explore a questioning technique that sensitizes diverse learners to the metaphors that underlie their chosen problems. Next, we examine how student-generated metaphors can either encumber or enhance their critical analysis of an issue. Finally, and, most significantly, we investigate how metaphor can be a useful tool to guide groups of diverse learners to collaboratively generate creative and novel ideas to tackle enduring social and community problems. This tool shows promise in helping student groups co-construct a more inclusive learning space as they work to bridge their varied experiences and perspectives and move together to make collective decisions.

Pedagogy and Curriculum

Collaboration of Diverse Voices: Strengthening Relationships with Homeless Young Children and Families

Annie White, Assistant Professor, Early Childhood Studies, California State University Channel Islands, Camarillo, CA, United States

This qualitative study examined whether the influence of Learning Stories, a narrative formative assessment approach, impacts relationships and learning for low-income, underrepresented young children who are homeless, living in transitional housing, or at risk for stable housing. The research project focused on relationships, teacher and parent collaboration, and the theoretical framework of Ghosts and Angels in the Nursery as a lens to understand how early childhood memories can impact child rearing practices and influence adult and child interactions. Learning Stories is an innovative, formative assessment approach which offers educators and parents the opportunity to partner in the education of young children through the sharing of written stories describing children's learning experiences. Educators have found the value of family voice as integral to the assessment process as teachers engage with families to understand and honor their unique perspective. The Learning Stories serve both as a guide and tangible artifact documenting the child's learning experiences through teacher analysis and reflection. The study Research findings included the following themes: individual development of children; children addressed directly and viewed as important; attention on positive attributes of the children rather than deficits; open communication occurred between educators and parents; teachers show deep care for children; parents' care of children; and, teachers' thoughtful reflection about children's learning experiences. Research findings reveal Learning Stories, a narrative formative assessment approach provides opportunities that influence positive teacher, child, parent, and family relationships.

Early Childhood Learning

Inclusive Education for Students in Childhood and Primary Teacher Training Programs

Nazaret Martínez Heredia, Profesora, Pedagogía, Universidad de Granada, Granada, Spain
Ana Amaro Agudo, Profesora, Universidad de Granada, Granada, Spain
Gracia González Gijón, Universidad de Granada, Granada, Spain

The interest of this work is to know the perception of professional skill to be a teacher able to face the challenges linked to inclusive education, by the recent graduates in Childhood and Primary Education Degree at the Faculty of Educational Sciences at the University of Granada, during its formative process. Teacher training gaps regarding attention to diversity currently involve disorientation, vulnerability, concern and even rejection due to ignorance in future teachers and active professionals. We have used a descriptive quantitative methodology, using a questionnaire "Professional skills in inclusive education" as an information collection tool, in a sample of 318 people aged between 22 and 31 years old. Results: the results show that all the students in the sample believe they have acquired professional skills to adequately address the challenges of inclusion in the centers, in relation to methods and means, along with improvement and innovation. They consider that the use of technologies and cooperative work is necessary, as well as the mastery of practices and evaluations to meet the diversity of students. The development of a growing accumulation of experience and knowledge as part of a great systemic change in the university classrooms of teacher training will help to guarantee quality in training and to reduce the "gap between theory and practice".

Learning in Higher Education

Thursday, 25 July

10:25-12:05	**PARALLEL SESSIONS**
Room 5 - 02/018	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]** **Emotions in the Classroom: Mind/body Tools to Help Manage Them** Suzanne Velasquez Sheehy, Self-employed, Chicago, IL, United States This workshop introduces an evidence-based and time and cost-efficient tool designed to help reduce stress and self-regulate emotions that can have a negative impact on both student learning and teacher performance. Participants will learn to apply a technique used to reduce work-related stress and how to introduce the technique to students to help self-manage test anxiety and other academic stressors. As a result of attending this workshop, participants will gain a better understanding of how to neutralize negative emotions and responses that hijack the brain's ability to focus and concentrate and be empowered to self-manage the daily stress triggers that have a negative impact on performance. Participants will leave the workshop with strategies and resources to support using this technique for personal and classroom use. I will introduce the body's response to stress triggers and how pre-conditioned responses can be neutralized. Presenter will share research on the effects of academic stress. Participants will learn about the origins of EFT (Emotional Freedom Techniques) and uses for EFT in academic settings. Presenter will demonstrate the technique and participants will apply EFT on a personal stressor and track results in real time. Participants will share their experience with a partner. Participants will break out in groups and discuss their thoughts and questions about introducing EFT in their school communities. Conclusion and Discussion: Presenter will share personal experiences using EFT with staff and students. Presenter will provide resources to support implementing the technique in the classroom. *Pedagogy and Curriculum* **Dancing with the Other: Aesthetic Experience and Ethical Responsibility for Social Change and an Education in a Globalized World** Paul Moerman, Lecturer, Arts and Education, Södertörn University, Stockholm, Sweden In this practical dance workshop, modeled on case studies with school children and pre-service teachers, we explore the similar nature of dance and education: as acts of transgression and change, and as efforts to enter into dialogue with the world – John Dewey's pragmatic as well as Gert Biesta's post-structuralist view on education. Applying Susan Stinson's dance teaching method, we explore the basic elements of creative dance: body, space, time and force. No previous experience needed, improvising and composing, we draw on the participants' imagination of movement and power of initiative, dancing in an educational setting and probing what knowledge, abilities, and attitudes we gain from this. As world-wide conference attendees, we thus explore the possible relevance of an art form such as creative dance in everyday school life, as a mode of aesthetic experiencing, and as a way of building ethically charged relationships facing each other's otherness, thus attending to issues of democracy and coexistence in an urging global society. We highlight education's aesthetic, ethical, relational and existential dimensions in a challenging world calling upon us, as teenage learners around the world massively and urgingly do, for dialogue, with the world, materially and socially, for survival. *Pedagogy and Curriculum*

Thursday, 25 July	
10:25-12:05	**PARALLEL SESSIONS**
Room 6 - 02/025	**Initiatives across Curricula**

Mentor, Creativity and Reflection Building Significant Changes in Tertiary Education: Integrating Sustainability as a Cross-curriculum Priority in Teacher Education Programs

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

Kathryn Mc Lachlan, Macquarie University, Sydney, Australia

Wendy Goldstein Goldstein, Lecturer, Environmental Sciences, Australia

Thelma Raman, Sustainability Education Advisor, Macquarie University, Sydney, Australia

This accredited teacher education program offered at a Sydney-based university in 2018 was designed to make a difference in participants' understandings of sustainability principles by integrating it into schools as a cross-curriculum priority. The programs focus was on intercultural experiential learning, fostering creativity and reflective practices and engaging participants' through current sustainability knowledge, learning and skills. Additionally, teachers were encouraged to mentor pre-service and in-service teachers in a diverse range of creative strategies to integrate Science, Technology, English, Arts and Maths (STEAM). The paper presents a new and fresh approach to education for sustainability and discusses the evaluative analysis results from the program. Findings include increased teacher competency in initiating new creative approaches using inquiry-based learning for generational future change and action. Improved ability to teach others, work with colleagues towards leading change through newly acquired collaborative leadership approaches and recognised by colleagues as accredited highly accomplished teachers.

Learning in Higher Education

The Art and Science of Light, Movement, and Sound: Pre-service Teacher's Engagement with STEM Education through the Integration of the Arts

Anne Marie Morrin, Lecturer in Viusal Art Education, Education, Mary Immaculate College Limerick, Limerick, Ireland

The STEAM-ED Project is an interdisciplinary educational and outreach project, involving B.Ed. students, primary schools Artists, Architects and Scientists. This STEAM-ED Project aims to inspire and guide the best in STEM education through the integration of the Arts (STEAM). The project combines new innovative technologies in exploring scientific concepts through Art and Perception. The STEAM Ed was delivered in collaboration with a pilot primary school involving in-service and pre-service teachers, children, and STEM experts. The project focused on empowering young people to build a powerful toolkit enabling them to build creative, innovative and STEAM skills for life. The STEAM-ED Project encompass a variety of different successful national and international models in Art and STEM education including The Studio Classroom; Studio 13, and Lab Space Concepts; Design Thinking; the 'Child as a Client' and; reinvigorating public 'Spaces'. The presentation will focus on the pre-service teacher's engagement with the project. The research, design, deliver and evaluation of innovative teaching methods and technologies in exploring scientific concepts through art (STEAM). The participants' were immersed in both Science/Art engagement, with the intention of developing attitudes towards teaching and developing integrated STEAM skills, creativity and imagination that generates original ideas, which in turn encourages engagement, changes attitudes towards and develops innovative ways of teaching STEAM subjects.

Pedagogy and Curriculum

The Effect of Visual Thinking Strategies on Writing Instruction

Mark Szymanski, Teacher, Pacific University, United States

How can educators use visual thinking strategies to teach writing and develop observation and inference skills for their students? This is an essential question in our image-rich digital world. Though the teaching of writing has a long textual history that uses text and verbal prompts to support and inspire students' thinking and writing (Sperling, 2001), there are few studies investigating the use of images in place of verbal prompts. This paper will examine the effect of a curriculum intervention designed to teach students visual thinking strategies to improve their observation, inference writing skills in high school English classes. Visual thinking strategies are designed to support visual literacy, thinking, and communication skills using visual art in museums. The foundation for the strategies rest on three questions: What's going on in this picture? What do you see that makes you say that? What more can we find? The results indicate that using visual thinking strategies for writing prompts has a positive effect on the quality of student writing and specifically their observation and inference skills.

Literacies Learning

Video Games, Homer and Ovid: What Do Students Learn?

Amy Manders, Student, University of Dubuque, Dubuque, IA, United States

Alan Garfield, Chair, Digital Art and Design Department., Professor, University of Dubuque, Dubuque, IA, United States

Studies suggest strong motivational effects of video games in educational environments. Rather than simply listening to lectures or viewing power point presentations, video games allow students to immerse themselves in a virtual world that they, in various ways, control and interact in and with. They become invested in their game world. But motivation notwithstanding, what do students really learn from these games? The literature is strangely silent on this question. Yet since the 1980s, research has consistently shown that playing computer games (irrespective of genre) produces reductions in reaction times, improved hand-eye co-ordination and increased players' self-esteem. What's more, curiosity, fun and the nature of a challenge also appear to add to a game's educational potential. That's admirable, surely, but do students really acquire knowledge from these video games? This study examines ten popular video games (console, computer, mobile and internet) and their use of classical content. Does gamification really lead to content acquisition or is it mainly a neutral strategy, without direction? What are students learning about Greeks and Romans in video games that use classical content?

Technologies in Learning

Thursday, 25 July	

10:25-12:05	**PARALLEL SESSIONS**
Room 7 - 02/026	**Testing and Learning Outcomes**

Evaluation of Learning Outcomes through Examination Moderation, Monitoring, and Coordination

Comfort Onabanjo, Chief Lecturer, Primary Education, Federal College of Education, Abeokuta, Nigeria

The overall goal of education is to prepare an individual to be more useful to self, the community, and the entire world. The National Policy on Education (2004) states that education shall continue to be highly rated in the national development plans because education is the most important instrument of change. The school system has a great role to play in achieving the goal. Evaluation in education is very essential for its judges the quality and is the basis for all educational activities. Learning takes place in the educational institution and other institutions of learning and instructions in the three domains of learning - cognitive, affective and psychomotor. To see whether individual learner, teacher and the institution are measuring up to the goal or objectives of setting up educational institutions, there is then a need for evaluation since learners' outcome in courses offering in educational institutions will determine the quantity and quality of future manpower of any nation. This paper, therefore, attempts to look at the evaluation of learning outcomes through examination moderation, monitoring, and coordination. The methodology of the paper is a descriptive approach. After some discussions, the paper offers some useful recommendations which can assist certificate granting institutions and examination bodies among others.

Assessment and Evaluation

Business Program Purposeful Curriculum Design : Designing Business Program Matrices to Reach External and Internal Constituencies Expectations

Brad Kleindl, Professor of Marketing, College of Management, Park University, Parkville, MO, United States

Business programs have a variety of internal and external constituencies. These in include program faculty expectations, accreditation associations, certification organizations (CPA, CFA, PMI, etc.), employers, students, and others. To ensure that programs meet these constituency expectations, business program faculty must work collaboratively to purposefully design curriculum to reach program goals. This requires developing program matrices with program learning outcomes, course learning outcomes, program student artifacts, assessment processes, and program improvement strategies. This paper outlines how business programs are using purposeful curriculum design to reach these objectives.

Pedagogy and Curriculum

Predictors of Test Anxiety and Poor Test Performance in Teacher Credential Candidates

Anne Hafner, Professor, Education, California State Univerity, Los Angeles, CA, United States

Bahiyyih Hardacre, Assistant Professor, Applied and Advanced Studies in Education, California State University, Los Angeles, CA, United States

Teacher candidates in California (US) are required to pass four standardized tests, the CBEST; CSET , the Teacher Performance Assessment (TPA): and the RICA (Reading Instruction). A major problem is that many under-represented minority teacher candidates fail to pass these required tests in order to enter and complete the credential program. Thus, there is a disproportionate impact of these tests on under-represented students who wish to be teachers. Very little research has focused on underrepresented teacher candidates and reasons for test anxiety or for poor performance on the teacher tests. In this mixed methods correlational study, the purpose was to identify which background variables, language characteristics, psychological factors, or physiological indicators (heart rate) were correlated with candidates' test-taking anxiety and by extension to poor test performance. Survey findings showed that although respondents reported liking writing and reading, they did not report enjoying math. 75% of respondents reported some to a lot of anxiety about taking these tests. Respondents performed poorly on sample multiple choice and constructed response items, especially on math items. When students were asked about reasons for their test anxiety, the themes that emerged were test anxiety, math anxiety, writing anxiety, test preparation, and testing as a barrier to entering teaching. Physiological factors (e.g. heart rate) are still being analyzed. Identification of which factors predict test anxiety for credential candidates can help college staff and faculty members to better understand the roots of the problem of low pass rates on teacher tests.

Learning in Higher Education

Outcome-based Strategies for Adult Teaching and Learning

Mette Baran, Associate Professor, Doctoral Leadership Department, Cardinal Stritch University, Milwaukee, WI, United States

Mitra Fallahi, Professor, College of Education and Leadership, Cardinal Stritch University, Milwaukee, WI, United States

The intent of this presentation is to offer a wide range of topics that address both the theoretical and praxis components of facilitating adult teaching and learning. Each part is a critical element for any teacher of adults, and this understanding is now vital given the population shifts in American higher education. The number of undergraduate and graduate students over the age of 25 continues to outpace "traditionally" aged students in colleges and universities (Anderson, 2016). The result is that adult students "are new majority" (Bell, 2012, para. 1). A proper understanding of adult learning has always been critical to ensuring the success of the adult students, but with the population change, an expectation that teachers know the theory and practice behind adult learning has increasingly become the norm. Within this context, it is vital that scholars who write about adult learning have experience facilitating adult learning. The presenters are sharing topics from their recent book, Outcome-based Strategies for Adult Learning. The topics will address: Making Instruction Work for Adult Learners Building Trust and Motivation Arts Integration and Artful Teaching Strategies for Teachers of Adult Learners Theories and Practice of Humor for Adult Instruction Effective Online Learning for Adults Professional Learning Communities and Adult Learning and Teaching – Best Practices in Building a Community of Learners Assessment of Learning in Higher Education

Learning in Higher Education

| 10:25-12:05 | **PARALLEL SESSIONS** |

| Room 8 - 03/005 | **Engaging Students** |

Teaching the Great Irish Famine

Alan Singer, Professor, Teaching, Learning and Technology, Hofstra University, Hempstead, NY, United States

In 1996, the New York State made study of the Great Irish Famine part of a Human Rights curriculum including slavery in the Americas and the European Holocaust. Cormac Ó Gráda, challenged the Hofstra team to explain why it was so important that students learn about a famine in Ireland 150 years earlier. Our answer was that study of the Great Irish Famine offers be a case study on the impact of colonization, industrialization, and capitalism and 19th century ideas about "progress" on the lives of ordinary people. It also introduce students to the continuing problems of hunger, inequality, and powerlessness in the world today. The Great Irish Famine introduces students to a number of major historical and social studies themes. The British government's response to the famine in Ireland exposed the ideology and operation of capitalism and shaped British colonial policy. The famine occurred in a period when England, was industrializing and the Irish became a significant portion of the urban industrial work force. Famines, exacerbated by climate change, threaten to reshape human civilization in the 21st century. Study of the famine engages students in discussions of human nature, human rights, government responsibility, and international obligations.
Pedagogy and Curriculum

Customizing Mathematics in Health Care Education: The Identification of Mathematical Concepts Relevant for Health Care Professions

Gheorghita Faitar, Assistant Professor, Department of Biology and Mathematics, D'Youville College, Buffalo, NY, United States
Silviu Faitar, Professor of Biochemistry and Genetics, Biology and Mathematics, D'Youville College, Buffalo, NY, United States

The first decades of the 21st Century witnessed a dramatic shift in the American job market, with the demand in health care professions outpacing more traditional career opportunities. As a result, higher education institutions are prioritizing the development and implementation of health care and medical programs. Students enrolled in such programs often start classes under the impression that studying only clinical disciplines will properly prepare them for their professional career. However, most programs start with core courses aimed at developing a holistic background for each student. Out of these courses, mathematics poses the most difficult for students due to its rigor and because students assume that it is unnecessary for health professions. This is evidently a flawed and misleading view since mathematics is deeply embedded in many biological and clinical disciplines. The present study identifies and organizes basic mathematical concepts needed for understanding significant topics taught in biochemistry, genetics and clinical courses. Future health care professionals need to be able to analyze quantitative data, create models, draw inferences, and support conclusions based on mathematical reasoning. Basic mathematical skills like measurements and units of measure, fractions, proportions, ratios and percentages are applied in practically all biomedical disciplines. More advanced concepts like exponents, logarithms, quadratic equations, and graph theory are often used for understanding difficult enzyme kinetics, population genetics, pharmacology or epidemiology problems. Ultimately, establishing connections between these concepts and clinical applications while teaching mathematics courses is essential for creating well-rounded and successful health care professionals.
Science, Mathematics and Technology Learning

Learning in the Outdoors through the Primacy of Movement and Learner Voice: Learning in, through and about Movement and Teacher Training

Barry Costas, Lecturer, Physical Education, Sport, Health and Well-Being, University of Hertfodshire, United Kingdom

This paper which has evolved out of a much larger doctoral thesis, explores the value of placing the learner at the heart of their own learning, whilst using the primacy of learning in through and about movement as a pedagogical approach. This approach is examined in the context of Outdoor Adventurous Activities at a residential outdoors centre in a secluded hamlet in the Brecon Forest, Mid - Wales in the United Kingdom. The notion of the learner as having a key role to play in their own learning Fielding (2004, 2008), is not a new pedagogical approach, but rather, it is argued, we are seeing the concept re-emerging as a way of addressing the tired and dated ideas that learners are often blank slates or empty vessels, should be seen and not heard and learn best through transmitting knowledge through sitting in rows in windowless lecture theatres, Costas (2015). My paper argues that effective teaching and learning has to start with where the learners are at, not with where the teacher or lecturer is at. In order to do this the learner has to be central to the intended learning outcomes and fully engaged with their own learning, and to have an understanding of why they are doing it. This paper examines this process and relationship through working with four groups, of first year Bachelor of Education students at a University on the outskirts of London in the United Kingdom.
Pedagogy and Curriculum

Implementing English as a Medium of Instruction in University Courses

Yen-Hui Lu, Assistant Professor, Applied Linguistics, Chung Yuan Christian University, Taiwan
Jia-chen Chuo, Assistant Professor, Applied Foreign Languages, Shih Chien University, Taiwan

The purpose of this study is to demonstrate a model of collaborative action research between language professors and academic content professors in implementing English as a Medium of Instruction (EMI) to teach academic courses at one of the universities in Taiwan. This study utilizes two complementary theoretical frameworks: reflective practitioner knowledge and classroom-based action research. These two frameworks suggest that regular reflection on teaching allows teachers to identify areas in their teaching that need attention and thus spurs their continuing professional development. The wide range of data in this study includes reflection journals from both language professors and academic content professors; field notes from observations; and transcriptions of biweekly group meetings. The significance of this study is twofold: First, by understanding academic content professors' teaching practice through collaborative action research, language professors are able to develop a more congruent EMI pedagogy and represent more understandable teaching and learning theories in implementing EMI. Second, by conducting classroom-based action research, academic content professors become more critical about their practices and more conscious of their own teaching to meet the needs of students in EMI classes.
Pedagogy and Curriculum

10:25-12:05	**PARALLEL SESSIONS**

Room 9 **03/006A**	**Enseñanza infantil**

La contribución del juego infantil a la adquisición de habilidades para la resolución de conflictos

Silvia Sánchez Serrano, Investigadora Predoctoral, Universidad Complutense de Madrid, Madrid, España
Mª Del Prado Martín Ondarza Santos, Investigadora Predoctoral, Universidad Complutense de Madrid, Madrid, España
Laura Camas Garrido, Investigadora Predoctoral, Universidad Complutense de Madrid, Madrid, España

En esta comunicación se presentan algunos de los resultados más relevantes del estudio realizado por el Grupo de Investigación CCyPE de la Universidad Complutense de Madrid, "La contribución del juego infantil al desarrollo de habilidades para el cambio social activo", que tiene los siguientes objetivos: defender y divulgar el derecho de los niños y las niñas al juego, definido en el artículo 31 de la Convención de los Derechos del Niño, en los hogares, los centros educativos y los espacios públicos; y evidenciar la contribución del juego al desarrollo de las habilidades para ser un agente activo de cambio social, entre las que cabe destacar la resolución de conflictos. La comunicación se centra en los resultados del estudio relativos a cómo la actividad lúdica resulta un elemento clave para la adquisición de habilidades relacionadas con la capacidad humana de resolución de conflictos. La metodología de investigación ha seguido una doble aproximación: 1) análisis documental sobre teorías e investigaciones recientes sobre juego infantil, 2) trabajo de campo acerca de la experiencia infantil del juego, empleando como instrumentos para de recogida de datos cuestionarios y grupos de discusión. Habiendo participado en dicho estudio un total de 1242 niños y niñas españoles de entre 2 y 12 años. Del análisis de los datos extraídos se concluye que la actividad lúdica, en su dimensión social, favorece la adquisición de las habilidades necesarias para la resolución de conflictos y problemas.

Aprendizaje en la educación preescolar

El desarrollo de habilidades socioemocionales en Preescolar: Cómo desarrollar las socioemocionales en niño de entre 3 a 6 años

Laura Martínez Santos, Teacher, Instituto Superior de Educación Normal del Estado de Colima, Colima, México

El nivel preescolar constituye el primer contacto que tienen los niños con el ámbito escolar, por tanto, es un espacio importante para que los alumnos socialicen y se desenvuelvan en un ambiente externo al de su casa. A través de juegos y del trabajo educativo se promueven actividades retadoras y desafiantes que facilitan habilidades, capacidades y conocimientos que tienen como finalidad formar seres íntegros y funcionales en la sociedad actual. La importancia de trabajar con habilidades socio-emocionales va más allá del buen desempeño en el aula, es una garantía para la vida diaria. A través de una investigación cualitativa se practicaron diferentes actividades dentro de un aula de segundo de preescolar con la finalidad de impactar en la habilidades socioemocionales de los alumnos. Dichas actividades fueron evaluadas a través de rúbrica, listas de cotejo, fotografías y video. Se obtuvieron resultados positivos con niños mayormente integrados a su grupo y al resto de la escuela, produciendo un impacto en todas las áreas académicas, como pensamiento matemático y lenguaje y comunicación, mostrando habilidades superiores a otros niños con los que no se trabajaron este tipo de actividades. También se produjo un impacto en su autoestima, mostrando una mayor confianza al hablar en público y al relacionarse con los demás. De esta forma se llego a la conclusión de que el trabajo con las habilidades socioemocionales impactan en todo lo que rodea a los estudiantes, genera alumnos más felices y con mayor apertura al aprendizaje

Aprendizaje en la educación preescolar

Adquisición y desarrollo de la habilidad de cooperación a través del juego en la infancia

Mª Del Prado Martín Ondarza Santos, Investigadora Predoctoral, Universidad Complutense de Madrid, Madrid, España
Silvia Sánchez Serrano, Investigadora Predoctoral, Universidad Complutense de Madrid, Madrid, España
Laura Camas Garrido, Investigadora Predoctoral, Universidad Complutense de Madrid, Madrid, España

El juego se constituye como la actividad principal de la infancia. Su estudio desde diversas disciplinas pone de relieve su importancia en el desarrollo integral de niños y niñas, siendo además reconocido como uno de los principales derechos de la infancia. El juego infantil puede entenderse como un complejo fenómeno cultural que presenta potencialidad para generar una cultura democrática basada en la cooperación y el reconocimiento del otro. Desde esta perspectiva, se presentan los resultados más destacables del estudio realizado por el grupo de investigación Cultura Cívica y Políticas Educativas (UCM). Concretamente, los relacionados con el objetivo de estudiar la contribución del juego infantil al desarrollo de la capacidad de cooperación, la cual es considerada como una de las habilidades fundamentales para el cambio social activo. La metodología de investigación adoptada para la consecución de dicho objetivo ha seguido una doble vía de aproximación. Por un lado, se ha realizado una revisión documental sobre teorías e investigaciones recientes sobre juego infantil; por otro, se ha realizado un trabajo de campo para explorar cual es la experiencia de juego en niños españoles. Los instrumentos de recogida de información empleados han sido 3 cuestionarios, con una muestra de 1242 niños y niñas de entre 2 y 12 años y 6 grupos de discusión. Todo ello nos ha permitido concluir que el desarrollo de la capacidad de cooperación, necesaria para transformar y atender los retos que demanda la sociedad actual, se ve favorecida por la actividad lúdica infantil.

Aprendizaje en la educación preescolar

Thursday, 25 July

10:25-12:05	**PARALLEL SESSIONS**

| Room 10 03/006B | **Propuestas y análisis escolares** |

Estudio de las características de las aulas que más potencian el rendimiento de los estudiantes a lo largo del tiempo: Rendimiento de los estudiantes en evaluaciones longitudinales

Delia Arroyo Resino, Docente, Universidad Complutense de Madrid, Madrid, España
María Castro Morera, Titular, Universidad Complutense de Madrid, Madrid, España
Enrique Navarro Asencio, Ayudante-doctor, Universidad Complutense de Madrid, Madrid, España

Las evaluaciones educativas longitudinales cada vez están adquiriendo más importancia, especialmente a nivel internacional. Muestra de ello es la evaluación EVAAS realizada en Tennessee, o las llevadas a cabo en Dallas y California, entre otras. Estas evaluaciones permiten conocer el rendimiento de partida de los estudiantes y el que alcanzan en el tiempo. Partiendo de esta idea, este trabajo tiene por objetivo conocer las características de las aulas que más incrementan el rendimiento de los estudiantes entre la primera y la última medición. Para ello, se realiza una simulación Monte-Carlo basada en modelos jerárquicos lineales con tres niveles de anidamiento (tiempo, estudiante y aula) y nueve ocasiones de medida. A través de esta metodología se desarrollan dos modelos donde se seleccionan aulas situadas en los diferentes quintiles, compuestas por estudiantes también organizados en quintiles. Ambos modelos difieren en la relación existente entre el rendimiento de partida (estatus inicial) y el adquirido a lo largo del tiempo (pendiente de crecimiento). En uno de ellos esta relación es positiva y de intensidad baja (correlación de 0,2, modelo 1) y en el otro es positiva pero de intensidad alta (0,9, modelo 2). Los resultados revelan que las aulas de los quintiles más bajos crecen más en el modelo 1, mientras que las aulas que parten de un rendimiento más alto crecen más en el modelo 2. A partir de esto se puede concluir que la relación entre intercepto y pendiente afecta al rendimiento de las aulas y, por ende, de los estudiantes
Medición y evaluación

La realidad de la enseñanza cognitiva en la Educación Básica al amparo de la Reforma Educativa 2017 en México: El Colegio Jean Piaget Plantel Xochimilco, Ciudad de México

Gerardo Tunal Santiago, Universidad Autónoma Metropolitana, Ciudad de México, México

En el marco del Nuevo Modelo Educativo en México anunciado el 13 de marzo del 2017, la presente ponencia analiza si la enseñanza basada en el Modelo de Desarrollo Cognitivo ha tenido resultados en el Colegio Jean Piaget Plantel Xochimilco, Ciudad de México, que se rige bajo dicho modelo desde 1972. Presentamos un estudio de caso basado en 36 entrevistas semiestructuradas en relación a seis campos formativos y a seis grados escolares distintos. Los resultados arrojan que las estrategias cognitivas no han tenido éxito en la apreciación y expresión artística, la autorregulación y la autonomía, la motricidad, la lectura y la historia. Lo anterior no tiene que ver tanto con el colegio examinado sino con imposibilidades de origen no tomadas en cuenta por el gobierno mexicano que, por lo menos a nivel discursivo, traslada modelos educativos de países con procesos históricos estructurales que los han llevado al desarrollo. Así se debe dar seguimiento a esta nueva escuela para que no sea una acción política sexenal que se presente como novedosa frente a una reforma educativa de 2011 que plantea lo mismo, y ante un modelo educativo que opera en México desde 1972 en muchas escuelas privadas de nivel básico.
Pedagogía y currículo

Diseño en clave pedagógica

Dolly Viviana Polo Flórez, Profesora Asociada, Universidad de San Buenaventura, Cali, Valle del Cauca, Colombia

Partiendo de la premisa de que el desarrollo humano está en continua interrelación con los contextos, los saberes y las disciplinas se propone la estrategia de diseño en clave pedagógica como un medio que asume la formación como la representación particular en la que los seres humanos aprehenden e incorporan los elementos del medio, generando y apropiando la cultura y sus materializaciones. En la búsqueda de enriquecer el proceso de formación constante de los maestros de disciplinas creativas se hace necesaria la interacción dialógica, holística e intersubjetiva en búsqueda del reconocimiento del sentido propio, así como el reconocimiento del otro que incluya el respeto por sus aportes, emociones y pensamientos. Sin embargo, la formación no es un proceso de transferencia de información, ni la medición de capacidades nemotécnicas exclusivamente. A su vez, se busca que este ejercicio sea revertido en los procesos de enseñanza y aprendizaje reconociendo la reflexión como maestro.
Educación superior

Agencia desde la colectividad en contextos marginados: Redes de colaboración y apoyo mutuo para superar las desigualdades en el acceso a la educación superior

Leonel Hernández Polo, Instituto Nacional para la Educación de los Adultos, Ciudad de México, México

Esta contribución es producto de mi investigación de maestría acerca de los procesos que viven los jóvenes en condiciones de desventajas socioeconómicas para acceder a la educación superior y convertirse en profesionales exitosos. La pregunta central fue: ¿Cómo pueden estos jóvenes de sectores marginados llegar a la educación superior, convertirse en profesionistas y mejorar sus condiciones materiales de vida? Para responder, se realizaron entrevistas en profundidad y observaciones no participantes a jóvenes que provienen de familias con desventajas socioeconómicas y cuyas posibilidades de llegar a la educación superior eran limitadas. Los datos se analizaron con teorías estructuralistas y del espacio social, así como con teorías de la agencia y del empoderamiento. Sin embargo, el concepto de agencia para explicar el éxito en un espacio social marginado, no es suficiente. En esta investigación se encontró que es necesario ver la agencia como una acción colectiva para hacer que las cosas sucedan. Los jóvenes de este estudio hicieron vínculos y redes que les permitieron apoyarse unos con los otros y crear sus propias oportunidades en un espacio marginado. Estas prácticas ayudan a pensar en la agencia como algo colectivo, que en situaciones de marginación relativa ayuda a superar las desventajas y mejorar las condiciones sociales y materiales de vida. Las redes de colaboración para ingresar a la educación superior y superar las desventajas contribuyen a lograr una sociedad más igualitaria.
Tema destacado 2019: Aprendizaje para la diferencia social

| 10:25-12:05 | **PARALLEL SESSIONS** |

Room 11 03/011

Necesidades educativas especiales

Enseñar a niños con síndrome de Tourette

Silvia Doldán, Universidad Tecnológica Nacional, Buenos Aires, Bogotá

El Síndrome de Tourette (ST) es un trastorno neurobiológico, genético y crónico caracterizado por tics motores y fónicos. Se evidencia a edades tempranas y su diagnóstico suele demorarse debido a la falta de familiaridad con el trastorno, atribuyendo generalmente los tics a factores de índole psicológico. Además de los tics se presenta junto con ecolalia (repetir sílabas, palabras o frases), palilalia (repetir el final de palabras), coprolalia (insultar), trastornos obsesivos compulsivos (TOC), síndrome de déficit de atención con o sin hiperactividad (TDAH), dificultades del aprendizaje, ansiedad, depresión e irritabilidad. La causa es desconocida y no tiene cura, pero no incide en la expectativa de vida, no es degenerativo y no afecta la inteligencia. Las personas con Tourette no son disminuidos psíquicos ni deficientes intelectuales; por el contrario, en muchos casos presentan una capacidad intelectual superior a la media. Los niños con ST no requieren una escuela especial pero sí un ambiente comprensivo y tolerante que les ayude a desarrollar sus potenciales y capacidades. Algunos famosos Tourettes son Wolfgang A. Mozart, Molière, Howard Hughes, Samuel Johnson o Tim Howard, entre otros. Este trabajo recopila las experiencias como madre de un niño de 14 años con Tourette y como docente de 26 años de trayectoria, con el propósito de promover la difusión del Síndrome para facilitar su diagnóstico y tratamiento y, con ello, la integración social en un ámbito adecuado para desarrollar los talentos de los niños que lo padecen.

Identidad y diversidad de los estudiantes

Modelos de Inteligencia y Altas Capacidades: Una revisión teórica descriptiva y comparativa

Alberto Quílez Robres, Maestro de Primaria, Especialista en Neuropsicología y Educación, Colegio Sagrado Corazón Moncayo, Zaragoza, España

En el estudio de la inteligencia destacan la Teoría Triárquica de Sternberg, de carácter cognitivo; la Teoría de las Inteligencias Múltiples de Gardner, con una clara inclinación hacia la capacitación y el desarrollo de diferentes habilidades, entendiendo la inteligencia como un constructo amplio y multidimensional; y la de Tannenbaum, quien plantea el concepto de inteligencia desde un punto de vista sociocultural destacando los aspectos y contextos sociales, económicos y familiares. Anteriormente, con una inclinación hacia la sobredotación, Renzulli desarrolló la Teoría de los Tres Anillos vinculada al rendimiento académico. Tradicionalmente la inteligencia se muestra como uno de los mejores predictores del rendimiento académico, como demuestra el estudio de Roth, Becker, Romeyke, Schäfer, Domnick & Spinath en 2015, presentando una correlación de .54 entre el desempeño académico y el factor g de inteligencia establecido por Spearman en 1904. En el siglo actual, investigaciones como la de Olzsewski-Kubilius, Subotnik y Worrell o la de Pfeiffer, desarrollaron dos nuevos modelos: el mega-modelo de Desarrollo del Talento y el modelo Tripartito de la Alta Capacidad. Dichos modelos presentan una clara evolución hacia el estudio de la alta capacidad y el desarrollo de talentos con la atención a la diversidad y a la inclusión. El presente estudio realiza una revisión y comparación de los modelos anteriormente indicados, así como su vinculación con el mundo de las altas capacidades, el rendimiento académico y la atención a la diversidad.

Medición y evaluación

Perfil individual, familiar y escolar de niños con problemas de lenguaje de primer ciclo de primaria

Berenice Martínez Santos, Estudiante, Universidad Nacional Autónoma de México (UNAM), Ciudad de México, México
Guadalupe Acle Tomasini, Universidad Nacional Autónoma de México (UNAM), Ciudad de México, México
Laura Martinez Basurto, Universidad Nacional Autónoma de México (UNAM), Ciudad de México, México

Existen evidencias que los problemas de lenguaje pueden afectar el desarrollo cognitivo, social y académico del niño en edad escolar. Dichas dificultades han sido identificadas en niños que cursan el primer ciclo de primaria, aunadas al bajo nivel educativo de sus padres y escuelas sin apoyo de la unidad de educación especial y educación inclusiva situación que los ubica en riesgo de fracaso y deserción escolar. El objetivo del trabajo fue establecer el perfil individual, familiar y escolar de niños con problemas de lenguaje que cursaban el primer ciclo de educación primaria. Participaron 91 niños y se aplicaron individualmente: Wisciv, Examen de articulación de sonidos en español, instrumento para evaluar lenguaje expresivo y receptivo, entrevista para padres. Los resultados mostraron a 14 niños con problemas con la pronunciación de palabras con c, d, f, g, k, ñ, s, r, rr, t, x; grupos consonánticos con l y r, y diptongos con ei, ie, au, así como, dificultades en las áreas de semántica, sintaxis y pragmática. Además, se encontraron factores de riesgo familiar y escolar, como padres con educación básica. La escuela no cuenta con el equipo suficiente para atender a toda la población infantil escolar que presenta alguna necesidad especial.

Identidad y diversidad de los estudiantes

Actitudes de los futuros educadores hacia las Intervenciones Asistidas con Perros: Un estudio a pequeña escala

Diana Peña Gil, Personal Investigador, Universidad Complutense de Madrid, Madrid, España

En la búsqueda de métodos educativos eficaces nos encontramos con las Intervenciones Asistidas con Perros (IAP), una medida innovadora con resultados satisfactorios que está experimentando un alto crecimiento en su práctica. El objetivo del estudio fue analizar las actitudes hacia las IAP de los futuros profesionales del ámbito educativo y su interés formativo hacia las mismas. Un total de 260 estudiantes, con edad media de edad 21.87 años (dt=3.86) y en su mayoría de género femenino (77.2%), de grado de la Facultad de Educación de la Universidad Complutense de Madrid, fueron parte del estudio. El instrumento utilizado fue el Cuestionario sobre Actitudes hacia las Intervenciones Asistidas por Perros (CAINTAP), el cual evalúa, a través de una escala likert de 20 ítems, tanto las actitudes positivas como las actitudes negativas. Además, se incluyó una pregunta sobre si tenían interés en que dicho tipo de intervención fuese parte del plan formativo de la facultad. En los resultados encontramos que la media obtenida para las actitudes positivas ante las IAP fue de 46.45 puntos, mientras que hacia las actitudes negativas encontramos una media de 18.03. Igualmente un 93.1% de la muestra refirió tener interés por recibir formación sobre IAP en la facultad. Cabe, por tanto, concluir que existe una buena actitud hacia las IAP y que su introducción en los planes formativos universitarios del ámbito educativo podría ser una medida bien recibida por parte de los estudiantes.

Educación superior

Thursday, 25 July

10:25-12:05	**PARALLEL SESSIONS**

Room 12 03/017	**Adiciones tardías (en español)**

El uso de recursos tecnológicos y aplicación del Aula Virtual en el proceso didáctico en cursos universitarios

Isabel Araya Muñoz, Universidad Nacional de Costa Rica, Heredia, Costa Rica

Jilma Majano Benavides, Académica, Universidad Nacional de Costa Rica, Heredia, Costa Rica

Se realiza una investigación descriptiva con el propósito de determinar el uso de recursos tecnológicos y la aplicación del Aula Virtual en los procesos didácticos de cursos de titulaciones de grado universitario. Este estudio se llevó a cabo en el marco del proyecto de investigación académica "Análisis del desarrollo científico, tecnológico e innovación en los procesos de enseñanza-aprendizaje en asignaturas de las Ciencias Sociales". Mediante un enfoque metodológico mixto con fines de comprender el fenómeno de estudio, se encuestó a estudiantes y docentes; se realizó focus group con docentes y se revisaron los programas de asignatura; se aplicó la triangulación de datos y teórica. Previamente a la aplicación de los instrumentos, fueron validados con criterio de experto y aplicación a unidades estudio. Los datos recogidos se analizaron para verificar la validez y confiabilidad mediante prueba estadística. Los datos eran buenos para el análisis. Los resultados indican que se cuenta con suficientes recursos tecnológicos para llevar a cabo procesos didácticos innovadores. El Aula Virtual es un recurso de excelencia que brinda la institución educativa con un fuerte programa de capacitación docente; no obstante, la utilización de las posibilidades didácticas en trabajo autónomo y colaborativo son aún incipientes. Se evidencian diversos factores en la práctica didáctica y en las nuevas tecnologías que modifican la docencia y las formas de aprender. A partir de este estudio surgen líneas para profundizar sobre nuevas prácticas emergentes en la educación universitaria con apoyo tecnológico y el Aula Virtual.

Educación superior

Crossover literario: Cruce de géneros en la escritura

Mirta Tejerina, Profesor, Ministerio de Educación de Salta, Salta, Argentina

En el presente trabajo se constatan los problemas de escritura más acuciantes en la producción de textos según las características de un género. Trabajar jugando con los géneros en ese cruce de personajes que transitan, por ejemplo, de un género maravilloso al de ciencia ficción permite la invención-acción en la escritura de cuentos más comprometidos y, emotivamente, más significativos a la hora de ser en el contexto escolar. Se mostrará material de producción literaria de los alumnos donde se puede visualizar un trabajo creativo y analítico sobre la base del estudio de los géneros narrativos.

Pedagogía y currículo

Nuevas transformaciones pedagógicas en aulas experienciales: El caso de la Universidad Pontificia Bolivariana-Laureles

Claudia Inés Vélez Ochoa, Researcher, Universidad Pontifica Bolivariana, Medellín, Colombia

Omar Muñoz-Sánchez, Coordinador grupo Epilíon, Universidad Pontifica Bolivariana, Medellín, Colombia

La Universidad Pontificia Bolivariana (seccional Medellín-Colombia) inauguró en enero de 2019 un bloque de seis pisos y más de cincuenta aulas con una propuesta de innovación que ayude a transformar espacios creativos para facilitar la gestión académica, didáctica y lúdica; mejorando los procesos formativos para renovar el aprendizaje y productividad de estudiantes, docentes e investigadores. En educación, el cambio planificado en los procesos genera óptimos resultados. El aula es el contexto en el que se desarrolla el proceso de enseñanza-aprendizaje y es un espacio de transformación donde la imaginación y la creatividad ayudan a fortalecer nuevos conocimientos. Si bien han cambiado mucho las formas de enseñanza, es posible determinar que el espacio lúdico (apuestas institucionales por adaptar o crear nuevos espacios) ha transitado desde ser un lugar en el que simplemente se transmitían conocimientos de docente a estudiantes a un verdadero espacio de aprendizaje y transformación en el que los alumnos se han convertido en el centro de la clase y el rol del docente resulta clave para el buen desarrollo de la misma. Por lo anterior, el proyecto denominado "Aula experiencial-currículos innovadores", trata de diseñar espacios que faciliten la gestión académica, didáctica y lúdica.

Pedagogía y currículo

Acreditación de la educación superior y respuesta del profesorado en Ecuador durante el periodo 2008-2017

Querubín Patricio Flores Núñez, Coordinador de Autoevaluación y Aseguramiento de la Calidad, Pontificia Universidad Católica del Ecuador, Quito, Ecuador

Se trata de una Investigación realizada en la República del Ecuador, enfocada en analizar los procesos de acreditación de la educación superior y la respuesta de los profesores de la Pontificia Universidad Católica del Ecuador (PUCE) y sus sedes (Esmeraldas, Manabí, Santo Domingo de los Tsáchilas, Ambato, Ibarra y Quito) durante el período 2008-2017. El método es cuantitativo, con alcance correlacional y diseño transversal longitudinal mediante la aplicación de una encuesta sobre producción académica a 513 docentes del sistema. Los datos evidencian que los procesos de acreditación de la educación superior del país no aporta significativamente a la respuesta de los profesores en la producción académica.

Educación superior

Thursday, 25 July

10:25-12:05	**PARALLEL SESSIONS**
Room 13 - 02/008	**Workshops** **Student Engagement and Motivation: Differentiated Instruction Curriculum Delivery Techniques** Jim Utterback, Administrator, Retired, Boca Raton, FL, United States The purpose of this session is to provide differentiated instruction techniques for curriculum delivery resulting in increased student engagement and motivation. A brief overview will be given on some of the most valuable components of student engagement and motivation on which to focus, the pillars of differentiated instruction, and a better understanding of how the pedagogy of multiple intelligences and learning modalities impact student engagement. The majority of time, through attendee participation, will be spent on providing tools for promoting positive feelings in the classroom, stimulating attention and interest, and engaging and motivating students. Methods will include: how to use movement to stimulate positive affect and deepen understanding, fun strategies for getting attention, keeping students on their toes with randomization techniques, and rediscovering story telling as a way to draw students into learning. Specifically, participants will engage in techniques including 'entry/exit cards' that everyone will complete. These may be used in classes for startup assignments, surveys, homework, and more. The next will be storytelling, where several participants will act out a story with the remainder of the audience participating, to learn curriculum. Participants will take part in a 'lifeline' game that will challenge their knowledge. Randomizing techniques for selecting students will be used to select participants. Time permitting, participants will learn how to "vote with their feet," and walk in concentric circles to share learning, and other techniques. *Pedagogy and Curriculum* **Critical Thinking in International Education Programs: Fostering Discerning Engagements** Ines Dunstan, PhD, Flinders University, Adelaide, Australia Stephen Green, History Teacher In international education programs such as the IB and the GCE, the acquisition of critical thinking skills is highly valued. Central to the concept of critical thinking is the act of questioning. The notion that teachers should encourage students to question 'everything' is often uncritically endorsed. However, on closer inspection, philosophical and practical questions emerge. For example, in the area of Ethics, should teachers encourage students to question all moral and cultural positions? Should teachers encourage students to question whether slavery is wrong? Should teachers encourage students to question whether rape is wrong? While discussions around the reasons why rape is wrong should be fostered, should teachers also encourage students to question the evil of rape itself? Or should this "questioning" be "questioned?" Should teachers ever engage in explicit values teaching? Is this telling students what is right, and what to think? In the area of History, a critical thinking approach requires that students evaluate primary and secondary historical sources for their reliability, and for the presence of bias. But here, again, questions emerge. Is a 15 year-old equipped to judge whether the work of Noam Chomsky is reliable? Is a 15 year-old equipped to judge whether Jay Winter is "biased?" And yet, the idea that students should not interrogate the work of high profile intellectuals reeks of authoritarianism. This study explores conflicting visions and concerns around the critical thinking paradigm, suggesting ways forward by proposing concrete strategies for the development of discerning engagements. *2019 Special Focus: "Learning to Make a Social Difference"*

12:05-12:55	**Lunch / Almuerzo**
12:55-13:40	**PARALLEL SESSIONS**

| 12:55-13:40 | **PARALLEL SESSIONS** |
| Foyer | **Posters** |

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

Smartphones in the Classroom as an Auxiliary Tool in the Learning of Experimental Physics

Emerson Luiz Lapolli, PhD, Instituto Federal Catarinense-IFC, Brazil

Currently Smartfones are a multi-purpose instrument with a plethora of applications that are used in various work fields. It is already a popular portable device that is present in all economic classes. Smartphones are pocket-sized computers, and have a huge variety of functions. These can replace equipment, or, replace the use of didactic laboratories. The cell phone is an attractive and thought-provoking element for high school students, and can be used to conduct experiments and demonstrations of phenomena. I present a diversity of applications allied to applications in low cost home experiments. The main objective is to make future teaching professionals use these applications in their classes in order to make physics more investigative. Consequently, this will make the student use this device in their daily life, making it possible to combine theory and practice

Science, Mathematics and Technology Learning

Effect of STEAM Strategy on Students' Project Competence and Leaning Motivation

Chun-Yen Tsai, Associate Professor, Center for General Education, National Sun Yat-sen University, Kaohsiung City, Taiwan
Chien Liang Lin, Assistant Professor, Information Management, Nan-Jeon University

This study proposed a STEAM model to improve students' project competence and leaning motivation. STEAM fields are science, technology, engineering, arts, and mathematics. In current study, we try to propose a STEAM model in the pedagogic perspective which is Scaffolding, Tutoring, Engaging, Argumentation, and Modeling. The participants consisted of 123 students at a high school in southern Taiwan. A quasi-experimental design was employed in this study. The students in the experimental groups used the STEAM model to learn to finish the science project while the students in comparison group learned through the traditional science course over one year. Instruments included the KIPSSE instrument (Lin, 2018) and the SMTSL questionnaire (Tuan et al., 2005). The results indicated that the students in experimental group outperformed their counterparts in terms of project competence and leaning motivation. The implication is that the appropriate application of STEAM strategy is necessary while improving students' learning in the STEAM fields.

Science, Mathematics and Technology Learning

An Investigation into Supervision Techniques to Support Introverted CSD Students

Pam Reese, Assistant Professor, Communication Sciences and Disorders, Purdue University Fort Wayne, Fort Wayne, IN, United States

Communication Disorders graduate student clinicians at a public university in the southern United States were enrolled in a language and literacy course and clinic assisted with providing services to children who were struggling readers. Two students self-identified themselves as shy. Ethnographic investigation of supervision strategies revealed specific stratagems used by supervisors to support their success.

Learning in Higher Education

The Changing Face of Teaching and Learning: Exploring the Impact of Artificial Intelligence and Machine Learning on Assessment and Student Learning

Naaz Fatima Kirmani, University of Bath, Bath, United Kingdom

The presentation focusses on the changing educational paradigms in a technologically driven world, the future of jobs, existing gaps in the present educational system and the role of new technologies (Artificial Intelligence and Machine Learning)to meet these challenges. It addresses the issues related to classroom assessment with an aim to emphasize on self assessment strategies to empower the new generation and transform the role of learners in the 21st century classroom. It further presents the ways in which new technologies can be utilised to redesign and reinvent assessment platforms that are informed by meaningful learning outcomes, focussed on individual abilities and supporting more personalised learning environments. The presentation explores the pivotal role that Artificial Intelligence and Machine Learning can play in supporting, measuring and redesigning learning environments.

Technologies in Learning

Afforested Land by Schools in Navarre as a Tool for Participatory Research and Environmental Education: Open-air Interventions to Secondary Education and Citizen Science

Iñigo Virto, Lecturer, Ciencias - IS FOOD, Universidad Pública de Navarra, Pamplona, Spain

NIE, the association of ikastolas (primary and secondary schools using Basque as a vehicular language for education) has designed and manages, since 2008, a network of seven afforested forests in the region of Navarre, aiming to compensate the CO2 emissions associated of their annual fund-raising festival (Nafarroa Oinez). As these forests are created and kept by the network of schools, they offer a perfect framework for both the assessment of different ecosystem services provided by forests, and for developing different educational projects and tools for environmental education. In one of these forests, a study on the evolution of soil properties and plant biodiversity conducted by professional researchers allowed for the development of an educational proposal for involving teachers and students at the school in charge of the forest. The proposal was prepared by pedagogues, educators, scientists and managers, and focused on two major topics in Secondary Education: soil conservation, and ecosystem succession. This was done by integrating scientific knowledge generated in this study in the teaching program of this topics at the 3rd (soil) and 4th (ecosystems) level of Secondary Education. In particular, a proposal based in cooperative learning, including a puzzle classroom activity and open-air work embedded in a wider program aiming to assess the scientific competences of students, was successfully developed five years after the implementation of this school-managed forest. In addition, a platform of Citizen Science was designed for the network of Oinez Basoa forests aiming to integrate other members of the educative community in their use.

Science, Mathematics and Technology Learning

| 12:55-13:40 | **PARALLEL SESSIONS** |

| Foyer cont. | |

Identifying the Impact of Using Augmented and Virtual Reality in Educational Contexts: A Literature Review

Oli Howson, Lecturer in Computing, Open University, United Kingdom

Marco Gilardi, Lecturer, Computing, Engineering and Physical Sciences, University of the West of Scotland, United Kingdom

In recent years immersive Virtual Reality (iVR) and Augmented Reality (AR) have grown in popularity and their potential for technology-enhanced learning has been explored by researchers and practitioners. However, a clear picture of the effectiveness of these technologies as teaching tools has not yet been drawn and it is not yet clear what benefits and drawbacks these new technologies bring to the classroom. We present in this work a structured meta-review of the literature on the impact and applications of AR/iVR technologies in educational contexts. The review has been restricted to published articles that investigate applications of AR/iVR technologies in a child, adult, and work-based education that have been published after 2012, the year after which AR/iVR technologies have started to become widely available on the market. This investigation also aims to understand whether AR/iVR-based education is being built towards specific learning objectives. 2,592 potential articles were filtered down through abstract and title review to 123 articles which were categorised as vocational/work-based – adult (54%), academic/university (24%) and child education (23%) This work reports on interim findings of the review covering the ages 5-18 which is the age range of UK compulsory child education. Interim findings suggest AR/iVR is more widespread in vocational education contexts than in academic education, their use in Academia is not yet pervasive, mainly restricted to research investigations rather than being normal practice. The use of AR/iVR technologies in education has a positive impact on engagement, motivation, comprehension, and retention when compared to traditional educational methods.

Technologies in Learning

Digital Literacy: A Learning Outcome of Socially Significant Volunteer Training Programs

Nicole Pinson, Urban Horticulture Extension Agent and Master Gardener Volunteer Coordinator, Horticulture and Volunteer Management, UF/IFAS Extension Hillsborough County, Seffner, FL, United States

Trained volunteers help organizations provide essential programs in the community. Volunteers receive training on core curriculum or skills, in exchange for sharing what they know with the community. Increasingly, volunteer coordinators teach volunteers how to use computers and web-based resources in their volunteer role. A secondary outcome of volunteer training is digital literacy. Digital literacy is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (American Library Association Office for Information Technology Policy, p. 2). Digital literacy helps volunteers utilize technology to learn new things, assess and interpret valid information, increase efficacy, and share information with others. The purpose of this presentation is to provide volunteer coordinators, faculty, and community groups with examples of how to quantify volunteers' digital literacy using research-based resources available from journals, reports, and studies. Participants will learn how to utilize this research to explain and report digital literacy outcomes. Digital literacy skills learned in volunteer training may transfer to daily life such as home, social situations, and work. Digital literacy skills benefit volunteers and the community through increased civic engagement, effective organizational leadership, and learning that can make a difference in society.

Technologies in Learning

Creating a Sense of Togetherness through Humour and Laughter in Early Childhood Education

Farhana Wan Yunus, Lecturer, Faculty of Education, Universiti Teknologi MARA, Puncak Alam, Selangor, Malaysia

Research on the roles of daycares shows many benefits for children's social competence. In the Malaysian context, where the number of childcare settings is growing rapidly, early childhood education research remains limited within the field of understanding the complexity of young children's social competence. This study opens up this under-researched field in Malaysia through three qualitative case studies. Each case study involved video-recorded observations of the children's interactions with peers. The aim of the study was to examine how children create a sense of togetherness and exercise social competence among themselves at their daycare centres. The observations of children's peer interactions revealed complex negotiations by the children who were actively creating a sense of togetherness at their daycare centres through humour and laughter. In the process of these interactions, children exercised the skills of becoming socially competent participants in their centre. Considering my data from the perspective of Loizou's (2005) the Theory of the Absurd, I was able to classify instances of humour and laughter around two very similar themes – incongruous use of objects; and making funny sounds. My findings provide a picture of how these humorous acts not only created amusement and joy in children but also constructed a sense of togetherness. Additionally, the children were able to exercise their social competence through these humorous events. This has implications for understanding the roles of daycare to children's peer interactions and social competence as well as how caregivers can enhance children's learning to make a social difference.

Early Childhood Learning

Native American-based Mathematics Materials for Undergraduate Courses

Charles Funkhouser, Adjunct Faculty (Retired Associate Professor), Mathematics, California State University, Fullerton, CA, United States

This session will summarize the results of an National Science Foundation Project which has developed sets of classroom-ready paper and technology-based materials for integration into undergraduate mathematics courses. These materials are based in the cultures of indigenous North American Tribes, but could serve as a model for other mathematics and STEM materials based in other indigenous cultures. All materials will be available to participants for further dissemination and modification.

Learner Diversity and Identities

| 12:55-13:40 | **PARALLEL SESSIONS** |

Foyer cont.

What is the Optimal Grain Size When Learning with Study-retrieval Practice?: Interpolated versus Postponed Retrieval Practice

Alice Latimier, PhD Student, Département d'Etudes Cognitives, Ecole Normale Supérieure Paris, Paris, France

Doing retrieval practice during the learning phase contributes to better long term retention: this is the testing effect (Roediger and Karpicke, 2006). Recently, several studies investigated the optimal placement of the learning questions relative to the readings. Results suggested that interspersed testing throughout the readings led to better memory than postponed testing during the learning phase. However, they did not find a difference between the two placements at a retention test (Weinstein et al. 2016, Wissman and Rawson 2015, Uner and Roediger, 2017). Our study aimed at comparing the effect of different grain sizes of learning periods on memory retention; determining the grain size that yields the strongest testing effect at different retention intervals. Our experiment was run on a digital learning platform (Didask). We used a mixed factorial design that included 2 between-subject Learning Conditions (quiz-reading, reading-reading) and 3 between-subject Grain Sizes (small, medium, large) for the acquisition phase. During the training phase at day 1, participants had to study according to the learning conditions to which they were assigned. Seven days and 27 days later, they had to do a final test. We replicated the testing effect at long term intervals. We did not find that overall performance was different between the 3 grain sizes of learning periods. However, the significant interaction suggested that the large grain size gave the best testing effect. When learning with retrieval practice, it seems that the placement of the retrieval practice episodes does not matter.
Pedagogy and Curriculum

Urban Reclamation through Farming: An Interdisciplinary Curriculum Approach

Jennifer Nahlik, Doctoral Student, Ball State University, IN, United States
Amy Crouch, Doctoral Student, Department of Educational Studies, Ball State University, Muncie, IN, United States
Robert Mc Elroy, Doctoral Student, Ball State University, IN, United States

Imagine a desert, not of sand, but of concrete. Now imagine, that within that desert there is a maze that twists and turns 30 stories high, but never ends. That maze signifies the quest for affordable, nutritional food in many urban environments. Urban environments that struggle for access to healthy food options, are typically lower income areas, and primarily are comprised of minority populations. Their communities are on a quest become for both social justice and food justice. With all of these barriers working against them, there needs to be a way out of the maze. Our proposal is to build upon the idea of urban farming by bringing it to the middle schools in these cities. By utilizing an interdisciplinary curriculum based on a ready-made farm system, students in sixth to eighth grade will be actively engaged in how to operate a small farm. Through this curriculum we would not only create innovative learning but also a self-sustaining, continuous food resource which could help feed the children themselves, be sold for a profit, or donated to local charities to help feed the hungry in the neighborhood. Thereby, we can combat food injustice and bring life to the urban desert, while opening the minds of learners up to the possibilities that come from new, inspired, and creative learning opportunities. Our work showcases the steps of creating the farm and business in each of the key areas of the curriculum: language arts, science, math, geography, and business.
2019 Special Focus: "Learning to Make a Social Difference"

Student Success through an Innovative Student Support Centre

Greg Doyle, ELearning Manager, Health Sciences Education, University of Cape Town, Cape Town, South Africa
Lunelle Pienaar, Lecturer, University of Cape Town, South Africa
Busayo Ige, Senior Lecturer, University of Cape Town, South Africa

Student success in higher education today is dependent on diversified academic support created by institutions, informed by students' needs. Among learners it assumes uniformity regarding their preparedness to academia; family support and self-motivation. In South Africa, there is also the legacy of apartheid, which resulted in disparities in education. We wanted to know how responsive current student support programmes are to present-day students. We consider the academic support offered in the Faculty of Health Sciences. We describe the administration of a needs assessment survey that aimed to establish students' needs and perspectives about support. Firstly, we unpack the feedback received from the survey instrument. The results indicate students were satisfied with the lecture and computer rooms and laboratory spaces. However, they were more dissatisfied to the availability of independent learning spaces to practice presentations, peers to support learning and multilingual peer assistance. Supported by the institution a SSC could contribute towards the advancement of student success because it promotes an environment that is conducive to learning. The SSC aligns with student-centeredness and addresses distinct learning needs, interests, diversity of students. However, challenges exist recognizing the time it needs to develop a fully operational student support center, finding space for such a project, funding and buy in from staff and students. Through an SSC we hope assist our students in their educational preparedness. Students success is multifaceted, and a combination of interventions may be most beneficial.
Learning in Higher Education

Metacognitive Calibration and Student Performance in Adaptive Learning

Lin Zhao Zhao, Associate Professor, College of Business, Purdue University, IN, United States

Prior research suggests that average students performed significantly better in one-on-one learning situation than in a conventional classroom, because the instructor can personalize the course to fit student needs based on their strengths and weakness. To achieve similar outcomes, we have adopted an adaptive learning system which adjusts the course contents and testing questions based on student performance and engagement level. As the literature has found that metacognitive calibration can predict actual learning performance accurately, we collected metacognition and performance data from over 600 college students in the introductory information systems courses. The preliminary findings show that students who receive passing vs. non-passing grades are affected differently by metacognitive calibration in adaptive learning assignments. The results imply that the instructors should shift their focus on "what are students learning" to "how are they learning," especially for underprepared students. Other than teaching the course contents, the instructors should explicitly teach students how to become more metacognitive even though adaptive learning is adopted.
Technologies in Learning

Thursday, 25 July	
12:55-13:40	**PARALLEL SESSIONS**
Foyer cont.	

Employability Skills for Corporate Employers and Technological University Graduates Students

Su Chang Chen, Professor, National Penghu University of Science and Technology, Magong, Taiwan
Jen Chia Chang, National Taipei University of Technology, Taiwan
Hsi Chi Hsiao, Chair Professor, Graduate Institute of Business and Administration, Cheng Shiu University, Niaosong, Kaohsiung, Taiwan
Dyi-Cheng Chen, Professor, Department of Industrial Education and Technology, National Changhua University of Education, Changhua, Taiwan
The purpose of this study is to explore the different opinions on employ-ability skills between corporate employers and technological university graduates students. In order to meet the research purpose, this study uses online questionnaires. The questionnaires are two kinds that are a corporate employer and technological university graduates students. This study revising the scale of employ-ability skills developed by Brennan(2001) to measure technological university graduates students employ-ability skills. After one month of data collection, a total of 127 valid corporate employer questionnaires and 150 graduate questionnaires were collected. The results show that in the ability related to specific skills and knowledge level, the corporate employers and graduates have different opinions on simple foreign language conversation skills, company field-specific theoretical knowledge; planning, coordination, and organizing; relevant industry skills related to the company. In general ability level, the corporate employers and graduates have different views on problem-solving ability; analytical competencies; reflective thinking, assessing one's own work; working under pressure; accuracy, attention to detail; working independently; ability to work in a team. In behavioral/attitude traits level, the corporate employers and graduates have different opinions on initiative; the power of concentration; getting personally involved; loyalty, integrity; critical thinking; tolerance, appreciation of different points of view; taking responsibilities, decisions. Corporate employers generally believe that graduates are adequate on the ability related to specific skills and knowledge level but inadequate in general ability level and behavior behavioral/attitude traits level. Therefore, this study suggests that schools should develop curricula that are more suitable for industrial practice.
Learning in Higher Education

Social Entrepreneurship: Creating an Inspiring and Compelling Vision of the Future

Paula Holanchock, Assistant Professor, Business, Flagler College, St. Augustine, Florida, United States
What is your vision for changing the world? How can we facilitate our students to become students of culture, who recognize and respond to social and cultural diversities? By becoming students of culture, students can contextualize differences and gain a more in-depth understanding of social injustices and become change agents. My students, in Social Entrepreneurship, create a strategic action plan for change to solve social problems by choosing one of the 17 United Nations Sustainable Development Goals, (i.e., no poverty, gender equality, inclusive education, and zero hunger) and create an innovative product or service that meets the needs of the community. Through lectures, watching documentaries, current events, assigned readings, and in-class discussions and debates students explore and reflect on social problems. My students then create strategic action plans for change to solve various social problems or to contribute something new that will transform lives. Their plans begin with the creation of an inspiring and compelling vision for the future. By becoming students of culture and contextualizing social problems, my students have created socially innovative ideas such as an app that connects a population of children, in Mexico City, who fall into a lower socio-economic class and do not have access to quality education, with privileged students who want to share their knowledge with those less fortunate. Another group created a plan for a food truck that would deliver fresh, affordable, organic produce to disadvantaged communities and provide education on healthy eating and nutrition.
Learner Diversity and Identities

Correlation of Certainty-based Marking Scores with Student Performance on Assessments

Romeo Batacan, Lecturer, School of Health, Medical and Applied Sciences, Central Queensland University, Rockhampton, QLD, Australia
The rationale for the use of certainty-based marking (CBM) on online (formative) and written (summative) assessments is to promote awareness and self-assessment while revising. The use of CBM in health care training is invaluable encouraging reflection on reasoning prior to making clinical-based decisions. However, with respect to its benefits on student learning, there is limited literature on this area. The aim of this study is to investigate the utility of CBM in enhancing student performance in online and written assessments. A retrospective analysis of the degree of correlation between practice quizzes average CBM scores and online quizzes scores and written exam scores was conducted. First-year students (n=253) at CQUniversity Australia enrolled in Introductory Anatomy and Physiology Term 2 2018 who completed all the practice quizzes and assessments were included in the study. Average CBM scores in the practice quizzes, online quizzes scores and written exam scores were collected in Moodle and correlation between these scores were analysed using Spearman's rank-order correlation. Spearman's rho correlation coefficients indicated a strong, positive association between average CBM scores and online quizzes scores (rs = 0.685, p < .01), and a strong, positive association between average CBM scores and final written exam scores (rs = 0.616, p < .01). There is a strong positive relationship between average CBM marks and students' performance on assessments. Students who answered more practice questions correctly with confidence perform better on their assessments.
Assessment and Evaluation

Graphomotor Skills of Preschool Children

Jana Havigerová, Researcher, Psycho-linguistics, Masaryk University, Brno, Czech Republic
Poster presents interim results of original research graphomotor skills of preschool children. N = 76 children participated in the research for this sub-study. Children's skills are compared in various graphic manifestations: spirals, loops, hitchs, kinks, couplings. The aim is to create a tool for assessment of children with graphomotoric difficulties and a high risk of dysgraphia.
Assessment and Evaluation

Thursday, 25 July	
12:55-13:40	**PARALLEL SESSIONS**
Foyer cont.	**Digital Support for Library Research: Reaching Students On and Off-Campus with LibGuides** Jacalyn Bryan, Associate Professor/Reference & Instruction Librarian, Library, Saint Leo University, Saint Leo, FL, United States Student learning today is ubiquitous, taking place face-to-face or online in a diverse number of settings How can librarians and faculty provide resources for learning and research at the point of need, especially for students at a distance? One solution is to make use of a LibGuide, a software application that provides a digital way to collect and share resources (e.g., databases, videos, tutorials, and handouts) for a subject area, topic, or assignment using Web 2.0 technologies. Course-specific or assignment-specific LibGuides appear to be the most effective use of this technology. At (university name), master syllabi are employed so that there is consistency in content and assignments across a variety of delivery systems. This poster will demonstrate how a LibGuide that initially provided resources for a psychology assignment on campus was later utilized by students at satellite centers and in online programs through our Learning Management System. It will also describe the expansion of resources that have been added to the LibGuide over time including an instructional video and interactive tutorials. In 2017-2018 this LibGuide received 9580 hits, compared to 6198 in 2016 -2017. Additional LibGuides targeting specific course assignments in the master syllabi have been and will continue to be developed. *Technologies in Learning* **Evaluating Teachers across Canada and Kenya Acquiring Competence with Online Literacy Programs for Children** Constanza Banda, MA Student, Psychology, Wilfrid Laurier University, Waterloo, Ontario, Canada Eileen Wood, Professor, Wilfrid Laurier University, Waterloo, Ontario, Canada Alexandra Gottardo, Professor, Wilfrid Laurier University, Waterloo, Ontario, Canada Given the prevalence of computer software in educational settings, it is important to establish the efficacy of software for teachers in the classroom. One software program, ABRACADABRA (ABRA), has been demonstrated to be effective in the development of literacy skills in young children (e.g. Wolgemuth, et al., 2014). Although this program has positive impacts, limited research is available to determine the cross-cultural relevance of this software. The present study evaluated the impact of teaching experience and literacy knowledge in pre-service and in-service teachers' perceptions regarding this technology among two Canadian and one Kenyan sample. A total of 64 female teachers (Mage= 38.26, SDage =11.22) completed a pre-test survey and then participated in a training workshop for the ABRA software. Workshops were followed by a post-test survey. Outcomes indicated that participants' knowledge of literacy did not significantly vary across locations; however, their confidence in teaching four areas (reading fluency, writing, comprehension, and alphabetic) of literacy did vary as a function of location, with Kenyan teachers yielding the highest teaching confidence. Interestingly, across all locations, the participant's confidence in teaching early literacy increased following the workshop. No differences were found across participants regarding comfort using and teaching with technology. Endorsement of the software was high with approximately 92% of the participants indicating that they would be likely to use ABRA going forward. Qualitative analyses confirmed some well-established barriers and successes for these teaching workshops. Points for discussion consider the relevance of workshop training and its impact on the implementation of this software. *Literacies Learning*
Foyer cont.	**Digital Support for Library Research: Reaching Students On and Off-Campus with LibGuides** Jacalyn Bryan, Associate Professor/Reference & Instruction Librarian, Library, Saint Leo University, Saint Leo, FL, United States

| 12:55-13:40 | **PARALLEL SESSIONS** |
| Foyer | **Pósteres** |

Enseñanza de la Metodología de Investigación Científica en alumnos de la carrera de Cirujano Dentista bajo la modalidad semipresencial: Utilización de TIC en la educación superior

José Francisco Murrieta, Profesor, Universidad Nacional Autónoma de México, Ciudad de México, México

Raquel Salamanca, Profesora, Universidad Nacional Autónoma de México, Ciudad de México, Mexico

Gabriela Martínez, Profesora, Universidad Nacional Autónoma de México, Ciudad de México, Mexico

El rendimiento académico (RA) de los alumnos está mediado por condiciones multifactoriales. Se diseñó un aula virtual para que un grupo de alumnos aprendieran los contenidos de metodología de la investigación en la modalidad semipresencial, comparando su RA con otro grupo que participó en la modalidad presencial. Participó un total de 167 alumnos inscritos en el primer año de la carrera de Cirujano Dentista. En cuanto a la fiabilidad del cuestionario de opinión de los alumnos, se obtuvo un valor del coeficiente de Cronbach=0.791. En relación con el examen diagnóstico, no fueron observadas diferencias estadísticamente significativas entre los dos grupos de estudio (t= -1.139, p=0.4831), no así en relación con los resultados del examen final, donde el grupo de control mostró un RA más alto en comparación con el testigo (t=7.904, p=0.0001). La percepción que tuvieron sobre la utilidad de los materiales didácticos fue también diferente, ya que el grupo de control manifestó mayor aceptación por los mismos en comparación con el grupo testigo. El RA y la percepción sobre los temas revisados resultaron ser diferentes entre los dos grupos, siendo mayor y más optimista en el grupo que participó bajo la modalidad semipresencial.

Tecnologías en el aprendizaje

Arte y Matemáticas: El caso de regularidades y patrones en la cultura precolombina para la enseñanza en pre-cálculo

Nury Vargas Hernández, Profesora, Universidad Colegio Mayor de Cundinamarca, Bogotá, Colombia

Jeannette Vargas, Profesora e Investigadora, Universidad Colegio Mayor de Cundinamarca, Bogotá, Colombia

En el diseño de la propuesta se abordó el estudio de prácticas matemáticas de identificación y uso de patrones. Se asume el aprendizaje como participación. Se examinaron en equipo las diversas culturas precolombinas, caracterizando figuras o iconos tanto por su simbología como por su posibilidad de ser analizadas; identificando semejanzas, diferencias y medidas. Hemos de tener en cuenta que la propuesta de enseñanza, que está en ejecución, involucra el repensar estrategias desde las prácticas matemáticas que permitan gestionar el aprendizaje con un enfoque que englobe un acercamiento a elementos culturales. La noción de regularidad y patrones se estudia indagando en objetos de orfebrería de la cultura precolombina Tairona —del período Nehuange— ubicada al norte de Colombia durante el 200 a.C. al 900 d.C. En la propuesta de enseñanza se elige el icono del hombre-murciélago, en el cual los patrones que permiten reconocer a esta figura son el penacho o abanico sobre la cabeza, la nariguera, el antifaz o visera y el tembetá en el labio inferior (Legast, 1987). La propuesta de innovación se realizó para acercar a los estudiantes a la riqueza de la cultura colombiana, examinándola tanto desde la matemática como desde la expresión artística, y plantear desde allí las actividades que conlleven una identificación ciudadana desde su acervo cultural.

Tema destacado 2019: Aprendizaje para la diferencia social

Retos de Ingeniería: una práctica STEM+A

Patricia Domínguez, Estudiante, Universidad Autónoma de Baja California, Mexicali, México

María Amparo Oliveros Ruiz, Profesora e Investigadora, Universidad Autónoma de Baja California, Mexicali, México

Marcos Alberto Coronado Ortega, Investigador, Universidad Autónoma de Baja California, Mexicali, México

Benjamin Valdez, Profesor, Universidad Autónoma de Baja California, Mexicali, México

Mario Alberto Curiel Alvarez, Investigador, Universidad Autónoma de Baja California, Mexicali, México

El material didáctico enfocado en el concepto STEM+A es presentado como taller con el nombre de: "Retos de ingeniería". El material permite a los estudiantes de cualquier nivel educativo incursionar en los conceptos básicos de ciencia e ingeniería, usándolos para encontrar diferentes maneras de resolver el mismo problema con un número limitado de elementos. De esta manera se fomentan el pensamiento crítico, el trabajo en equipo y la creatividad; habilidades necesarias para enfrentar los desafíos que hoy representa la Revolución Industrial 4.0. La experiencia de los estudiantes participantes en el taller implementado en una feria de ciencias dirigida a los sectores rurales en Los Algodones, México fue muy positiva, ya que encontraron interesante el uso de los elementos, así como las condiciones para enfrentar cada uno de los desafíos mediante la colaboración y trabajo en equipo, aprovechando su creatividad e incluso habilidades artísticas para generar soluciones innovadoras.

Educación en ciencias, matemáticas y tecnología

La matematización y modelación matemática para el aprendizaje y la evaluación

Erick Radai Rojas Maldonado, Profesor e Investigador, Universidad Michoacana de San Nicolás de Hidalgo, Morelia, Michoacán, México

En esta investigación se resume y experimenta con estudiantes de la Licenciatura en Biotecnología de la Universidad Michoacana de San Nicolás de Hidalgo (México) la evaluación del aprendizaje del cálculo bajo la estrategia de enseñanza de matematización y modelación matemática. En este sentido, se describe e interpreta el proceso con una metodología cualitativa interpretativa, donde es evidente que una evaluación holística e integradora de naturaleza cualitativa, continua y cíclica que combina creativamente procedimientos formales e informales, así como individualizado con un enfoque humanista, puede generar una contribución al aprendizaje del cálculo

Educación en ciencias, matemáticas y tecnología

Actitudes hacia el concepto de economía circular: Una mirada en torno a los estudiantes de Ingeniería en Fabricación y Diseño Industrial

María Isabel Villalobos, Instituto Politécnico Nacional, Ciudad de México, México

Santiago Geywitz, Universidad Técnica Federico Santa María, Valparaíso, Chile

Augusto A Vargas Schüler, Profesor Titular, Universidad Técnica Federico Santa María, Viña del Mar, Valparaíso, Chile

Hoy en día, la noción de conciencia ambiental está cada vez más presente en los diversos niveles educacionales. Esto puede deberse a la incorporación de estas materias en los planes curriculares, porque socialmente se ha internalizado este tipo de prácticas, o por otras razones. Dentro de las distintas perspectivas que abordan este concepto, está la estrategia llamada "economía circular", la cual, a diferencia de los conceptos tradicionales en este ámbito, se presenta como un modelo de aprovechamiento de recursos, primando la reducción, la reutilización y el reciclaje. En esa línea, se presenta una investigación que pretende ilustrar las actitudes hacia el concepto de economía circular, presentes en los estudiantes de Ingeniería en Fabricación y Diseño Industrial pertenecientes a la Universidad Técnica Federico Santa María – Chile. Para ello, se desarrollarán instrumentos de recopilación de información y se aplicarán técnicas, tanto cualitativas como cuantitativas, que permitirán evidenciar la presencia de estos elementos en los alumnos.

Educación superior

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| Room 1 - 0G/007 | **Virtual Lightning Talks**
Lightning talks are 5-minute "flash" video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Authors are welcome to submit traditional "lecture style" videos or videos that use visual supports like PowerPoint. After the conference, the videos are made available on the network's YouTube channel.

Developing Teaching Material Based on Multiliteracies
Anna Fterniati, Associate Professor, Education Sciences and Social Work, University of Patras, Patras, Greece
Christina Siaviki, Student, University of Patras, Patras, Greece
Evgenia Bourazeri, Student, University of Patras, Patras, Greece
In modern times people come into contact with multimodal texts that combine words, symbols, images, movement, charts, sounds and appear in a variety of social media with new forms of typography and digital technology. This requires new ways of approaching literacy in a multilingual and multicultural society. Multiliteracies propose specific teaching strategies to achieve these goals, through genre and text types from a wide range of multicultural sources and media. The present work includes teaching proposals for the teaching of the argumentation by means of original teaching materials, designed according to the principles of the Literacy Pedagogy and Multiliteracies in the form of teaching scenarios, while also taking into account the needs of children from different cultural backgrounds. The ultimate purpose of this teaching proposal is to develop students' social and critical literacy skills.
2019 Special Focus: "Learning to Make a Social Difference"

Appropriation of Academic Studies as a Motivation for Professional and Social Upgrowth and a Means of Reinforcing the Symbolic Capital of Adults
Eleni Sivena, Postgraduate Student, Hellenic Open University, Greece
Labrina Gioti, Special Laboratory Teaching Staff, Education Department, School of Pedagogical and Technological Education (ASPETE), Athens, Greece
Professionalism is conceived by Bourdieu as a form of symbolic capital possessed by the agents or occupants of a profession providing them with access to the specific profits that are at stake in the field. It secures their dynamic participation and prevalence in the "game" of stakes, interests and power carried out within their work field contributing to the social recognition and empowerment of their social prestige. When adults pursue higher academic studies in prestigious schools, they aim, among other things, to gain benefits related to future outcomes in their work and to be empowered in their fields of action. The way they capitalized these studies depends on their already acquired institutionalized cultural capital, on the correlation of forces in their power-driven, autonomous, dynamic, in nature, but also vulnerable field, and on the position they hold or claim in it. Adult graduates from Technological Educational Institutions (TEI) seek to acquire a bachelor's degree from homologous University (UNI) prestigious faculties. This university degree is a means of certifying their scientific competence and ensuring their professional autonomy, while at the same time contributing to the enhancement of their professional and social prestige. Based on the above reasoning, in 2018, we conducted 7 in-depth interviews with adult TEI graduates who pursued their academic studies in faculties with higher social status. The findings illustrated a strong association between the participants' motivation and the strengthening of their professionalism by ensuring the requirements for their professional and social advancement and the reinforcing of their symbolic capital.
Adult, Community, and Professional Learning

Adult Learners: Connecting Life Long Learning and Advancement
Renee Surdick, Assistant Professor, Operations Management, University of Wisconsin-Stout, WI, United States
Preparing adult learners to achieve their career advancement goals is often appears to be a natural step as they return to complete their undergraduate degrees. According to 80% of the adult learners entering a Bachelor's Degree in Management Program, their motivation to succeed is high as their goal is career advancement. The presenting challenge to how to effectively pair formal education with non-formal workplace learning and community engagement in order to increase the opportunities for returning adults to achieve career advancement. The purpose of this paper is to present results from a qualitative study from the United States study, involving 55 incoming adult students and impact positive emotional attractor and negative emotional attractor experiences had in their career development. Positive Emotional Attractor is found in values, hopes, and aspirations that serve to aspire one to achieve their goal where a negative emotional attractor, is found and involves dealing with problems or fears in navigating everyday life. The results have been used to create a digital badge program aimed to elevate the bar higher for lifelong learning with the award a letter of recommendation. It's anticipated this research fills the gap in better preparing adult learners to successfully navigate promotions or career changes essential in achieving their ideal career advancement goals.
Adult, Community, and Professional Learning

Gender Stereotypes among Students of Primary School Teaching and Childhood Education
Andreia Nascimento, PhD Student, Instituto de Ciências Sociais, Universidade de Lisboa, Funchal, Portugal
Alice Mendonça, Professor, University of Madeira, Portugal
Paulo Brazão, Professor, University of Madeira, Portugal
Diogo Freitas, Masters Student, Mathematics, University of Madeira, Portugal
As a place of professionalization, study and research, the University currently plays an important role in promoting social change. It comprises citizens, professionals and teachers at all levels of formal education. We also assume that since pre-school age, children play gender roles and build their identity from the interactions, first with the family and then with the kindergarten teachers with whom they spend most of their day. This article aims to determine if the students of the initial formation on Primary School Teaching and Childhood Education of the University of Madeira (UMa) have gender stereotypes. We applied a questionnaire survey to the students of the 1st and 2nd cycles of this course that allowed the confrontation of the perspectives of these two groups in the distinct stages of their formation. In their discourses there are no gender identity traits that condition them to act differently with boys and girls, albeit in a non-formal and unintentional way, to reproduce the forms of gender that characterize the biological and social identity of individuals. For example, the transmission of the teacher usually takes on a role of the feminine gender. This research is urgently needed to raise awareness of the role of future teachers in traditional, female and male models and to help each child build up his non-stereotyped and non-discriminatory gender identity.
Learning in Higher Education |

12:55-13:40	**PARALLEL SESSIONS**
Room 1 - 0G/007 cont.	

The Motivation of English Language Teachers to Teach at University

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

In the field of L2 motivation, there is very little research into teacher motivation due to its sensitive and controversial nature. The study aims to fill the gap by exploring English language teachers' motivation to teach at tertiary level in Taiwan through the use of a survey. It also aims to compare and contrast these teachers' perceptions (motivation) with their thoughts on their current job. A standardised online questionnaire with closed- and open-ended questions was sent out to all English language full-time and part-time teachers working in higher education in Taiwan. In total, 109 questionnaires were collected. The findings show that the participating teachers put a sense of achievement or challenge, career prospects, and work autonomy as their primary motives. The most unsatisfactory factors of their current job are salary and relations with colleagues. The open-ended question which probes the teachers' greatest challenges and concerns generates rich, interesting data. The participating teachers are concerned about school-related issues, students' low motivation, and students' attitude towards learning, etc. Hopefully, the results of the study can shed light on the under-researched area of L2 motivation and provide some implications for government and school authorities.

Learning in Higher Education

Addressing Math Proficiency Levels for Traditionally Marginalized Students

Jean Rattigan-Rohr, Executive Director, Community Partnerships, Elon University, Elon, NC, United States

End of grade math scores for poor and minority middle grades students in the state in which our higher education institution is located are appalling low – less than 25% math proficiency. One of the questions with which we grapple is, as an educational organization, what is our role regarding these significant societal issues just beyond our doors? We do not believe these realities for many middle grade students in our communities are too much to take on, or too difficult to address. As such, beginning this summer 2018, we plan a systematic approach to addressing and alleviating the math weaknesses of approximately fifty middle grade students enrolled in our afterschool project. Rising eight grade students will have one year of intervention, rising seventh grade students will have two years of intervention, while rising sixth grade students will have three years of intervention. This will be a three-year longitudinal intervention with yearly reports on pre and post-test end of grade results for our participants. The first report regarding eight grade students' progress will be completed in May 2018, the second report regarding 7th grade students' will be completed in May 2019 and the third regarding 6th grade students' progress will be completed in May 2020. The study will closely examine three specific issues during the intervention – 1) students' willingness to practice independently, 2) students' perception of their ability to understand math, and 3) the role of parents as in-home facilitators of the intervention.

Science, Mathematics and Technology Learning

Understanding Learning Needs of Students with Disabilities through Virtual Reality-based Story Telling

Xin Bai, Associate Professor, Teacher Education, City University of New York, NY, United States

College students with special needs participated in this study. They were introduced to a topic outside their scope of expertise on Cerebrovascular accident (CVA). A traditional text-based reading on CVA has been produced into a movie via virtual reality-based story telling. Researchers produced a teaching vignette via controlling avatars in a virtual environment to carry out a story about a stroke patient. Students watched the story played out in a virtual environment and completed an assessment survey afterwards. This paper reports students' attitudes towards such virtual assistive technology as well as their learning outcomes. Implications are discussed for future research.

Learner Diversity and Identities

Students' Metacognitive Experience from Metacognitive Learning Box in Equilibrium of Moments

Soonthareeya Sanium, PhD Candidate, Philosophy, Mahidol University, Nakhon Pathom, Thailand
Khajornsak Buaraphan, Associate Professor, Institute for Innovative Learning, Mahidol University, Phuttamonthon, Nakhon Pathom, Thailand

Metacognition has been accepted as one desirable attribute, which should be promoted in learners in the 21st century. This research is a case study aimed to explore grade 9 students' metacognitive experience from learning with the Metacognitive Learning Box (MELB) in the equilibrium of moments topic. The research participants were six grade 9 students in one physics classroom from one secondary school located at Nakhon Ratchasima province in the northeastern region of Thailand. The participants were asked to respond to the MELB worksheet and individual interview after learning with the MELB. The interview questions were consisted of 17 questions, which could be divided into three parts: nine questions asking for Monitoring, Evaluation and Planning (MEP); five questions asking for Learning Risks Awareness (LRA); and three questions asking for Control of Concentration (CC). The qualitative data were analyzed by coding, categorizing and interpreting data. The findings revealed that the participating students lacked planning, evaluating and monitoring their learning. They also did not aware of their learning risks and lacked control of their concentration. However, the MELB helped the participating students to be more aware of their thinking in particular to MEP, LRA and CC. This finding suggests to help grade 9 students derive more metacognitive experience in science classroom.

Science, Mathematics and Technology Learning

Applying Speech Act Theory to ESL Teaching in the Chinese Context

Yiyu Zhao, Teacher, English, University of China, China

Due to the growing needs of communicating and trading with English speaking countries, English language teaching and learning is becoming increasingly important in China. Thereby, English teachers are trying to explore effective teaching methods which can best improve English learners' language competence comprehensively so that English learners can communicate with English speakers effectively based on polite and proper verbal exchanges. However, despite being able to speak English fluently there is often a pragmatic dissidence in various speech acts that may reduce the communicative intent (Cortazzi & Jin, 2008; Goh & Kwah, 1997; Rao, 1996, 2002). This paper critically reviews the Speech Act Theory of Austin and Searle's concept of Speech Act (Austin, 1962; Searle, 1969) and argues that Speech Act Theory should be applied to ESL teaching in the Chinese context. It is suggested that ESL classes not only include the learning of speech act categories, but also the education in the politeness principles and strategies laid down in speech acts so as to cultivate students' linguistic competence and develop pragmatic competence.

Assessment and Evaluation

| 12:55-13:40 | **PARALLEL SESSIONS** |

Room 1 - 0G/007 cont.

Exploration of Scientific Argumentation in Science Classrooms in the Thai Context

Jirutthitikan Pimvichai, PhD Student, Faculty of Education, Khon Kaen University, Muang, Khon Kaen, Thailand

Khajornsak Buaraphan, Associate Professor, Institute for Innovative Learning, Mahidol University, Phuttamonthon, Nakhon Pathom, Thailand

This research aims to explore the patterns of scientific argumentation in science classrooms in the Thai context. Eight science classrooms in Khon Kaen province, Thailand, were observed and video-tape recorded in order to find out what patterns of scientific argumentation occurred. The teacher-student and student-student discourses and informal interview were interpreted according to the Toulmin's Argument Pattern (TAP) framework. The findings revealed that there was a lack of quality pattern of scientific argumentation in these science classrooms. There was a lack of quality Warrants, Qualifiers and Backing This finding urges for a teaching and learning strategy to promote students' quality scientific argumentation. The implications from this study regarding pedagogy and teacher training is finally discussed.

Science, Mathematics and Technology Learning

Learning through Robotics: Transforming Learning through Technology

Marta Carrion, English Teacher, English Department, Activa, Los Angeles, CA, United States

This virtual proposal focused on why robotics should be taught in schools and it puts emphasis on the importance on how robots transform they way we learn and acquire contents. Bee bot in early childhood and Lego, and WE in primary education can help us teach computational thinking and computer programming in a hands-on way. Furthermore, students exposed to robots will reap huge benefits not only in the present but in the upcoming future.

Technologies in Learning

Phone Technology Access to Online Educational Opportunities Encourages Low-income Learners

Cathy Tobin, Faculty, College of General Studies, University of Phoenix, Phoenix, AZ, United States

Continuing to teach and research nontraditional, adult, online learners, recent efforts have included analysis of the addition of access to educational programs via phones. According to the Pew Research Center, 95% of Americans own phones and 77% own Smartphones (2018). What previously was not accessible is now available to a wider group of low-income individuals who were previously unable to access opportunities for online education. As an example, The Federal Trade Commission – Consumer Information (FTC) describes the Lifeline program which provides access to free or low-cost phones for income-eligible individuals (Hebert, 2015) making access to online educational programs accessible to those who previously would not have access. Phone access changes the classroom environment because low-income individuals may have a variety of challenges to continuing education, for example, cultural or language barriers, writing skills, collaboration, teamwork, and technology skills. Instructors have a responsibility to create an online learning environment that is inclusive and at the same time, encourages and supports individuality and diversity in this new group of learners. Additional attention must be paid to individual student needs and the development of personal self-esteem (Cimermanova, 2018). The presentation will describe the study and ongoing observations of how phone usage creates an opportunity for underserved communities and continues to change the population of online classrooms, the educational environment and the effects of this change on student learning. Tools/suggestions for Instructors to create welcoming and supportive classroom environments will be provided to maximize collaboration, teamwork and classroom community and increase learning opportunities.

Technologies in Learning

Listening to Student Voices: What Makes University Teaching Great?

Tracy Routsong, Professor, Washburn University, Topeka, KS, United States

Melanie Burdick, Director and Associate Professor, Center for Teaching Excellence and Learning, Washburn University, Topeka, KS, United States

The American Association of Colleges and Universities (AAC&U) recently called for student-centered teaching through High Impact Practices (HIPs) (2008). Accordingly, more empirical research is occurring regarding the positioning of faculty in post-secondary classrooms. For example, Miller and Pearson (2013) studied teaching style, communication with instructors outside of class, and teacher evaluations. Their research supported that there were differences in student perception and willingness to meet outside the classroom which were based on teaching style. Similarly, another study showed an increase in student satisfaction and learning when transitioned from lecture to a more student-focused approach (Jones et al, 2018). Extending the findings of such studies, the research for this presentation was situated within a framework valuing constructivist theories of education especially in regards to Freire's (1972) appeal to combat the "banking concept of education" and Dewey's (1938) invitation for a more experiential and democratic pedagogy. An on-line survey of three open-ended questions was answered by 89 junior and senior level students at a public university in a Midwestern city of the United States. The questions prompted students to describe what a "excellent" college teacher does in and outside of class. One key finding regarding student perception of teaching excellence is that of responsiveness. Students desired a personalized classroom experience where professors acknowledged individual experience and readiness, as well as offered time outside of class for discussion and other forms of aid. This and other findings can assist faculty and faculty developers connect scholarship in effective post-secondary teaching with current student expectations.

Learning in Higher Education

Universal Design of Learning: Student-created Mind Boards and Clues for Narrative Development

Julie Bain, Teacher, Bishop Druitt College, Coffs Harbour, Australia

The creation of student-build mind boards has moved students through processes of both skill and knowledge development by adopting principles of universal design for learning. By identifying elements of narrative including perspective and voice students learn to draft their own writing. This presentation will explore how multimodal affordances pique student curiosity and creativity in a creative writing unit.

Pedagogy and Curriculum

12:55-13:40	**PARALLEL SESSIONS**

Room 1 - 0G/007 cont.

Learning Elemental Ancient Greek: Designed for an Adult Population in a Non-formal Environment

Felipe Mora Carballo, Licenciatura en Docencia en Filología Clásica, Universidad Estatal a Distancia

This was a graduation project designed and carried out for a postgraduate degree in Teaching, with an emphasis in Classical Philology. It consisted in the design and application of a series of workshops for the learning of elemental Ancient Greek, targeted at an adult population resident of Costa Rica's Great Metropolitan Area, in a non-formal educational environment, and composed of pedagogical elements distinct from the traditional grammatical or translation-based method. As such, this series of workshops was articulated around three theoretical axes: the concept of "workshop" as an educational strategy, principles of Andragogy, and proposals from the Natural Approach. The workshops (15 in total) were delivered to 23 voluntary subjects, without any previous knowledge of Ancient Greek, during the second semester of 2018 at the premises of the National Library of Costa Rica. The results were overwhelmingly positive.

Adult, Community, and Professional Learning

Pop-up Pedagogy: Investigating the Use of Feminist Street Art in Informal Education

Anna Augusto Rodrigues, Contract Instructor, Child and Youth Studies Program, Trent University, Oshawa, Ontario, Canada

In this paper, I will argue that feminist street art creates opportunities for informal learning in public spaces and encourages dialogue on social justice issues in communities, both online and in real life. This research stems from data collected from various sources: interviews with feminist street artists, social media feeds, photographs I have taken, online articles, documentaries, and my own personal journal entries. My research explores how conversations, sparked by feminist street art, supports collective knowledge-building while allowing individuals opportunities to shape their communities by having their voices heard. In addition, I will also look at how positioning feminist street art as a multimodal literacy of resistance may offer an alternative method for those who have low literacy and are marginalized to participate in community and global conversations.

2019 Special Focus: "Learning to Make a Social Difference"

Using Temperament to Build a Strong Teacher-student Relationship

Mercy Isangadighi, Teacher, ESL, Aii Language Center, Phnom Penh, Cambodia

This discussion will expose us to why our students behave the way they do; if we know them well we can help them by creating a comfortable learning environment. What is Temperament? The usual attitude, mood or behavior of a person or animals. There are five temperaments, Sanguine, Supine, Choleric, Phlegmatic and melancholy. Although there are mixed blends when we talk about temperament, the focus will be on the predominant temperament a person possesses. Sanguines are outgoing, friendly, and cheerful, they are great storytellers, however, they are noisy, easily distracted, absent-minded and lazy. Supines are naturally born gentle, they are always ready to serve others, they are very loyal, however, they are natural born victims, they are always taken advantage of, they are weak-willed. Melancholy is naturally born smart and intelligent, they are deep thinkers and great analyzer, on the other hand, they are always moody, they have mood swings, they can be revengeful and critics. Phlegmatics are easy going, gentle, witty and patient, conversely, they are lazy, they lack motivation and they can discourage other students from doing the class tasks. lastly, Cholerics. They are natural born leaders, they can take initiatives easily, they are always active and spontaneous, on the contrary, they are unsympathetic, they are not moved by tears, they can step on people's toes just to complete their tasks, they can't say sorry. There are many ways of dealing with all these weaknesses without hurting anyone and this is why this presentation is very important.

Learner Diversity and Identities

Is This a Course about Science?: Tensions and Challenges in Engaging Pre-Service Elementary Teachers in Science Learning

Tim Molnar, Assistant Professor, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, Canada

What science content, process, and epistemological knowledge should elementary teachers know and experience in preparation for engaging their future students? In response to this question, a new university science course was developed specifically for pre-service elementary teachers. The course addressed big topics such as climate change; water, energy and food security; genetics, health, and evolution; and ecology, sustainability, and industry; through an inquiry approach while also investigating Indigenous and Western understandings of science. This work provides an overview of the course and its initial development, rationale for the course focus on science inquiry, discussion of pedagogical tensions experienced by the course instructor and teaching assistants relating to science content, science process and their relation to the mandated government science curricula for grade kindergarten to grade eight. The discussion concludes with what was learned by the instructor and teaching assistants and what changes might be made to improve the learning experience of students.

Pedagogy and Curriculum

Preparing Pre-Service Teachers for Culturally Responsive Teaching

Brittanee Shiflett, School Counselor, Counseling, Bryan ISD, Prairie View, United States

Many educators are unprepared to educate culturally diverse learners (Cicchelli & Cho, 2007; Gay, 2013; Jones, 2004; Keengwe, 2010; Lindsey, Robins, & Terrell, 2009; Pope & Wilder, 2005), which derive partly from insufficient cultural diversity preparatory programs for pre-service teachers. The lack of proper cultural diversity training for pre-service teachers creates academic barriers for students, which exacerbates educational achievement gaps (Jett, 2012). According to Hammond (2015) and Tanner, Hermond, Vairez, and Larchin (2017), the proper implementation of culturally responsive teaching practices has the potential to close achievement gaps and increase success for historically under-served populations. Therefore, it is imperative to research best practices for the development of effective cultural diversity preparatory programs for future teachers. This quantitative study focused on a population of pre-service teachers from two Southeast, Texas universities. The researcher examined how video-based anchored instruction influenced the pre-service teachers' culturally responsive preparedness. Additionally, the researcher examined how the amount of cultural diversity training, outside of pre-service teachers' educator certification programs, influenced their cultural responsive teacher preparedness. The results help increase understanding of the impact that cultural experiences have on preparing pre-service teachers to teach culturally diverse populations and allow for more effective cultural diversity preparedness in teacher educator programs.

Learning in Higher Education

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

Room 1 - 0G/007 cont.

Influence of Demographic Variables on Administrative Effectiveness of Principals in Instructional Leadership: Educational Organization and Leadership

Romina Asiyai, Associate Professor, Educational Management and Foundations, Delta State University, Abraka, Nigeria

The quality of instructional leadership provided by the principal determines the quality and standards of academic activities and students learning outcomes. This study explores the influence of three selected variables on administrative effectiveness of principals in provision of instructional leadership in secondary schools. It is a descriptive survey research covering public secondary schools in Edo State, Nigeria. The sample of the study comprised 60 principals and 260 teachers drawn from 60 secondary schools in eight local government areas of Edo State. Four research questions were asked and four hypotheses were formulated and tested at 0.05 significant level. Version 22 of the Statistical Package of Social Science was employed in data analysis. The results showed that female principals were more administratively effective in instructional leadership than male principals in areas such as setting high standards of expectation for students, constantly monitoring students learning, prompt preparation of time table prior to resumption, regular classroom visitation and providing feedback to teachers, monitoring teachers class attendance and movement during school hours. Male principals were more effective in encouraging innovations among teachers and involving teachers in academic decision making. The results for multiple regression analysis showed that F (df 3, 259) = 3.063, p = 0.03 >0.05 level of significance. Therefore, there was a significant relationship between location, size of school and gender and instruction leadership of principals

Educational Organization and Leadership

Flexible Learning: The Design Thinking Process as a K-12 Educational Tool

Katia Caetano Lord, Owner and Design Director, Graphic Design Studio, Design Mind Studio, United States

Flexible Learning is a personal investigation of the relationship between the design-thinking process and standardized primary and secondary education. The problem-solving methods used in graphic design are studied as a means of enhancing skills among K-12 students in the education system—skills that are not generally being developed, some of which are creativity, engagement, collaboration, evaluation, refinement, and presentation techniques. While graphic designers access and synthesize information from clients, a child can also access and synthesize information from his or her teacher. When a client comes with a design request, designers research, create and then present the most appropriate solution. In the classroom, this kind of thinking process is also possible when the teacher offers students the opportunity to solve a problem, usually in the form of a project. I will explain how more intensive and creative application of the design-thinking process can expand the horizons for whole-brain thinking and creative thinking among students.

Early Childhood Learning

Mindset, Empathy, and School Climate for the Creation of a Positive Learning Environment

Mohamed Jalloh, Teacher, ESL English, American Intercon Learning Center, Phnom Penh, Cambodia

As school climate is said to be define as the norms, values, and expectations that support people feeling socially, emotionally, and physically safe. we as parents therefore hope that school will teach our children information, skills, and values and we also expect that they will grow up to take our roles and make the world a better place. So therefore students, families, teachers, administrators and government agencies will work together to create an enabling environment to foster our hopes and dreams for a better school environment for our kids to learn. Students today face series of problems and challenges which includes chronic stress, bullying, mental health illnesses, intense pressure, higher expectations from parents and many more. Which brings me to my next topic mindset, most school have a fixe mind set about rules and methodology of learning, while failing to realize that times are changing and so does the mindset of student revolves around the new technologies that they are been exposed to, so therefore the narrative needs to be changed for both the school administrators and the students alike in order to create a positive learning environment that is inclusive for all and to be inclusive we also need to look at the aspect of empathy, because been empathetic towards children of all ages leads to better caring which will lead to a better atmosphere of learning. These are the enabling factors that need to be created for a positive and ideal school environment moving into the 21st century.

Early Childhood Learning

The Shifting Paradigm of Creativity versus Functionality of Digital Instructional Tools: Employing Web 3.0 to Assert Student Diversity in a Private University at Saudi Arabia

Orchida Fayez, Lecturer, English, Prince Sultan University, Saudi Arabia

Thomas Khun, 1962 explains the term "paradigm" as the set of concepts and practices defined by a scientific community at a historical moment to mark an era of a scientific turning point in human development. This description applies to the current development of the internet itself as it moved from Web 1.0, 2.0 to 3.0 offering an insight into how the digital transformation went beyond functionality to unique creativity that touches every aspect of human existence. The main difference between Web 1.0, a "syntactic" creation of read-only material, to the "semantic" Web 3.0 lies in the drastic and complete user immersion experiences that allow unique diversity. Digital media and social media are not only the channels allowing for such interaction but are also the driving force dictating the rules that govern data analytics, business and product realization, entertainment and multimedia, and indeed education. This study integrates the criteria of audience immersion, recently considered among the actual metrics of product evaluation, in the design of digital instructional tools to fit the changing paradigm of human expression. The article presents a model of using digital tools (including social media) to realize five levels of user engagement which are, physical, mental, social, emotional and spiritual: all of which an essential component of the design of media campaigns/events. The model displays the creative capabilities of digital design that go through the cycle of planning, designing, executing and most importantly publishing.

Learner Diversity and Identities

12:55-13:40	**PARALLEL SESSIONS**

Room 1 - 0G/007 cont.

Individualized Project-based Digital Expressions of Saudi Students in Higher Education

Melvin Hall, Assistant Professor, English, College of Humanities, Prince Sultan University, Riyadh, Saudi Arabia

Orchdia Fayez Ismail, Director of University Level English Department, College of Humanities, Prince Sultan University, Saudi Arabia

We develop a project-based digital humanities pedagogy based on Don Ihde's post-phenomenological analysis of the human/technology interface and Michael Polanyi's heuristic model of skills which emphasizes the social practices of communities learning through apprenticeship projects to interiorize two kinds of technology (machine technology and mental/symbolic technology). First, we present a pedagogical theory for the digital classroom synthesizing Ihde's theory of technology which entails replacing the view separating humans as subjects from technology as an inanimate object with a view of technologies as part of students' relations with the world and Polanyi's theory of skills which emphasizes social apprenticeship learning through the interiorizing of the two kinds of technology (machine and mental) made present in the digital humanities classroom. Second, we provide practical examples of the post-phenomenological pedagogy used in literature and critical thinking courses in Saudi Arabia. The study details how we use project-based assignments derived from students' unique interpretation of course material against a backdrop of their identities and understanding of the world to allow students to interiorize the two kinds of technology (machine and literary/rhetorical) that form students' relation with their world. Most importantly, these projects allow students an opportunity to use these technologies to create individualized expressions of their world. Students involved in the study are from both male and female campuses at a private university in Riyadh, Saudi Arabia where the promotion of autonomous and life-long learning is a priority for course design and administration.

Technologies in Learning

Learning to Become a Circus Artist: Student's Challenges in a Circassian Professional Training

Marie Eve Skelling Desmeules, Postdoctoral Fellow, Département des études françaises, Concordia University, St-Jean-sur-Richelieu, Canada

This paper discusses challenges related to professional circus training experiences from the view points of students. In professional circus training, students learn "about" their bodies and "through" their bodies. In addition to theoretical classes, they have practical classes related to their respective discipline, as well as complementary classes in dance, theater, music, trampoline, physical preparation and also research, creation and presentation. In this professional training context, each student has his own schedule. They sometimes work individually, in disciplinary teams, in professional collectives, as well as in large groups. The pedagogical team is made up of regular teachers (ensuring a regular presence throughout the year) and external teachers (professional artists who are hired for few teaching sessions only). Unless exception, students share their workspace and constantly work in contact with others and being watched by others. This specific context underlies different learning challenges. As a part of a postdoctoral research, I conducted a qualitative interpretative research at the Centre national des arts du cirque (CNAC, France) to better understand circus training experiences from the view point of students and teachers. In February, March and April 2018, I did participant observation (75 hours), interviews (52), and focus groups (9) involving 62 participants (including all the students (38) of this professional circassian training). This research relies on Dewey's concept of experience (1934/2005) and on Activity theory (Engeström, 1987, 2007). This presentation will specifically address some challenges related to learning experiences in this particular context of professional circus training.

Learning in Higher Education

Teaching Adolescents about the Psychosocial Aspects of Sexuality

Verônica Lima dos Reis, Pos-Doc, Pós-Graduação em Psicologia do Desenvolvimento e Aprendizagem, Universidade Estadual Paulista (UNESP), Bauru, Brazil

Ana Claudia Bortolozzi Maia Cau, Teacher Dr, Universidade Estadual Paulista (UNESP), Brazil

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Sexuality is a complex experience of the life of any person and includes, among other aspects, the maturing of the body, feelings of affection and love, sexual practices, sexual and reproductive health. People giftedness may present dyssynchronism in the process of intellectual and affective development. This qualitative-descriptive study of a sociological approach aimed to verify the psychosocial aspects of the sexuality of gifted adolescents, in addition to: investigate access to information on sexuality as well as sexual education issues of these adolescents; analyze their possible beliefs and sexual values; to report on knowledge, actions and attitudes towards sexuality. The method involved 12 gifted adolescents (12-17 years) who answered an online questionnaire elaborated from four thematic axes: characterization, information and conceptions, beliefs, sexual and reproductive health. The results show the family and school are the major sources of information about sexuality; concepts and beliefs about sexuality depict scientific knowledge; male participants exhibit stereotypes of beauty in relation to a body considered beautiful; male and female condoms are recognized for the prevention of pregnancy (79.2%) and sexually transmitted infections (83.3%), while other methods were not correctly differentiated for pregnancy (49.4%). The relevant results are considered especially when 11 of the participants without experience of sexual practices present theoretical scientific knowledge. Formal and emancipatory sexual education can contribute to the psychosocial development of gifted adolescents, especially in working together with those without giftedness which can promote the development of all.

Learner Diversity and Identities

Mass Culture Texts, Critical Language Awareness, and Multiliteracies

Anna Fterniati, Associate Professor, Primary Education, University of Patras, Patras, Greece

Vasia Tsami, Adjuct Lecturer, University of Crete, Greece

Argiris Archakis, University of Patras, Patras, Greece

Recent studies indicate that language teaching can utilize TV mass culture texts, so as students detect implicit cultural values and social meanings (Archakis et al. 2014). The present study assesses a teaching intervention involving the critical interpretation of TV texts. The design, implementation-development, and evaluation of teaching material aim to raise the students' critical language awareness by revealing hidden and normalized language ideologies in the representation of language varieties in such texts. Enhancing the students' critical language awareness is among the main goals of the multiliteracies model (Cope & Kalantzis 2000), on which the whole intervention procedure is based. The implementation was conducted in two Greek public primary school classes of the 5th and 6th grades for four months. The research data was collected using pre-and post-tests, before and after the critical teaching intervention. Ethnographic information was also collected using observation notes and questionnaires with open questions for the teachers. The findings of the study indicate that, after the intervention, the students' critical skills were improved in 1. identifying language variation, 2. becoming aware of the dominant ideologies concerning linguistic varieties and 3. realizing the hidden and naturalized ideologies expressed through the representations of language variation on TV.

Literacies Learning

12:55-13:40	**PARALLEL SESSIONS**

Room 1 - 0G/007 cont.

Virtual Field Trips: Learning about and Teaching through Technology

Sandra Davis, Professor, Coordinator of Elementary Education, Education, Flagler College, St Augustine, FL, United States

How can you transport students through time and across borders without the need to retain transportation, distribute and collect permission slips, and solicit district approved chaperones? Without students having to read hundreds of pages of a history textbook or spend a dime, my Instructional Design for Teaching & Learning students explore digital tools to "take" their students to places like St. Augustine, Florida, the oldest city in the United States to learn about the Civil Rights Movement. They hear stories about the Freedom Fighters who jeopardized their lives in the quest of liberty for all people, learn of Martin Luther King's visit to St. Augustine, and see the site of the famous Woolworth's demonstration. By becoming immersed in video footage, listening to audio clips, examining photographs of historical landmarks and analyzing interviews, K-12 students develop an appreciation for the past and a responsibility for the future. My pre-service teachers create virtual field trips that utilize innovative technologies to transform pedagogical theory and instructional practices and create a brilliant showcase that harnesses the power of education to address inequality and discrimination and promote social justice. Jump on board and let's discover the role virtual field trips play in providing a means for pre-service teachers to learn to integrate technology effectively in the social studies classroom and in helping foster engaged learning that provides rich opportunities for their students to acquire new knowledge and a deeper understanding as they become responsible global citizens.

Technologies in Learning

English Public Speaking for English for Specific Purposes Presentations

Soraya García-Sánchez, Lecturer, Modern Languages, Universidad of Las Palmas de Gran Canaria, -, Spain

The purpose of this study is to explore current approaches to English Public Speaking (EPS) in today's postgraduate higher education learners, who should be committed to continuously enhance their communication skills in a ubiquitous lifelong learning education as 21st-century professionals. Communication requires input and output techniques. This proposal, particularly, focuses on the oral presentations built by different postgraduates of English for Specific Purposes (ESP) in the field of Telecommunications Engineering. The content and context of their projects will be analysed paying attention to the professional vocabulary application, the collaborative learning process and the communicative delivery strategies used in their speeches. Collaborative and self-directed EPS strategies, together with ubiquitous learning programs focused on creativity, were implemented to improve confidence and to convey meaning by and for learners, who become the builders of their own knowledge in an ESP/EPS global scenario, set in Higher Education.

Learning in Higher Education

An Exploration of the Perception of Diversity in the English Courses at a State University in Costa Rica

Cristina Solís, Academic, Escuela de Literatura y Ciencias del Lenguaje, Universidad Nacional, Costa Rica
May González, Academic, Universidad Nacional, Costa Rica

It is now possible to find that diversity encompasses as many dimensions as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Nevertheless, one can find that this diversity is sometimes taken for granted in the classroom, most particularly with students who have certain disabilities. This paper examines the view that university students taking English as a foreign language have on diversity and the way they interact with those peers who are either visually or hearing impaired in a University environment. This is a qualitative study developed through observation and the implementation of a survey to a number of students who are part of a project that intends to provide them with means to access the class contents and a social and class environment that is closer to equality. Proposals are presented as to integrate those students who are visually and hearing impaired in the English as a Second language courses.

Learner Diversity and Identities

Self-regulated Learning with Mildly Gifted Learners in Grade Three Mathematics

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

Teachers fail to identify mildly gifted learners (MGLs) in primary schools when they lack knowledge of these learners because of their professional training deficits. Consequently, MGLs are compelled to learn the contents of the traditional curriculum in the regular classroom. The primary purpose of this research was, therefore, to investigate whether Grade 3 MGLs were capable of using self-regulated learning (SRL) methods to master an enriched advanced level curriculum (EALC) in mathematics. In order to achieve this objective, a true experimental design was used in this case study. Sixty-four Grade 3 MGLs were identified and purposively selected to participate in the experiment. The MGLs were randomly assigned to either the control group or the experimental group with each group comprising 32 learners. Learners in the experimental group were required to employ SRL strategies to study the EALC. In contrast, teachers were required to use direct teaching methods to teach the EALC to the control group in a traditional classroom setting. The empirical results in this study affirm that Grade 3 MGLs are capable of employing SRL strategies to master an EALC. This exploratory study has significant implications for the education of MGLs in the mainstream of primary school education. The findings of this study create opportunities for more research to be accomplished on the cognitive needs of MGLs and the professional training needs of their teachers. In addition, the use of SRL strategies as an instructional alternative to direct teaching methods must be further researched and implemented in primary schools.

Pedagogy and Curriculum

Curriculum Mapping as a Tool for Continuous Quality Improvement

Paul Bowdre, Director of Assessment/Assistant Professor, Office of Assessment, Oakland City University, Oakland City, IN, United States

A curriculum map that is embedded in solid educational principles demonstrates how courses are integrated to achieve an intended curriculum. It provides ongoing documentation and analysis as opposed to a brief description for institutional program review as well as periodic programmatic and institutional accreditation. A curriculum map also demonstrates the progression and scaffolding of student learning and knowledge acquisition through an academic program. The curriculum map commonly promotes a shared responsibility for the curriculum and its mandate of preparing students among faculty and staff. This presentation on curriculum mapping will outline an efficient and effective way of providing an evidence-based approach to continuous quality improvement for academic programs in colleges and universities.

Assessment and Evaluation

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| Room 1 - 0G/007 cont. | **We Are Going to Change the World: Social Activism in a Multi-cultural Society**
Anat Raviv, Lecturer, Head, Education, Tel-Hai Academic College, Haifa, Israel
Social activism is a project that is main aims are based on collaborative learning as part of a national and international initiative. The goal of the social activism project is to connect and bond different populations in a multi-cultural society that contains many identities. The meetings between the students create discussions around current issues and infrastructure for a civic and egalitarian society of students. The topic of social activism is taught in many countries around the world (Alony, 2005) and contributes to the development of students' self-esteem and identity in areas such as human rights and responsibility. The main goal of the program is the development of significant competence among the educational staff and students. Both students and teachers collaborate to create social initiatives that reflect personal and civic responsibility, respect, and fairness in the school-community relationship.
2019 Special Focus: "Learning to Make a Social Difference"

Three B's: A Guide for Working with Minority Students
Krystin Mc Cauley, Doctoral Student, Educational Technology, University of South Carolina, Durham, SC, United States
Educational institutions are increasing in diversity. To accommodate the needs of learners, it is essential that educational professionals are aware of how to assist and support minority students. Minority students face a unique set of challenges. This presentation explores how a break, build, and believe model can positively impact minority students and serve as a catalyst for success.
Learner Diversity and Identities

Improving the Quality of Preschool Education in Arab Society in Israel
Fida Nijim Ektelat, Researcher, Children and Youth Department, Myers-JDC-Brookdale Institute, Jerusalem, Israel
For the past 3 years, MJB has been evaluating the program of Improving the Quality of Preschool (ages 3-6) Education in Arab Society in Israel, as part of a 5-year formative evaluation. The Ministry of Education Preschool Division, JDC-Ashalim, and the Bernard Van Leer Foundation have joined together to develop the program. The program emphasizes the importance of the educational environment and the interaction of professionals, parents and children as key factors in promoting children's learning and development, and aims to implement improved work practices for preschool education at the local, regional and national levels. The paper will include a description of the use of the 'Classroom Assessment Scoring System' (CLASS), an observation tool both for evaluation and the professional development of regional supervisors and pedagogical instructors. The latter received training in the organization of the educational environment, and instructional support (according to CLASS). The CLASS observations for the evaluation were carried out in preschools in the program and in comparison localities. Training in similar topics was also provided to preschool teachers.
Early Childhood Learning |

Thursday, 25 July	
12:55-13:40	**PARALLEL SESSIONS**
Room 2 **02/011**	**Ponencias virtuales breves (en español)** **¿Cómo se trabaja la salud e higiene alimentaria?: Análisis de las actividades propuestas en los libros de texto de Ciencias de la Naturaleza en Educación Primaria** Marta Cárdenas Castellar, Universidad de Granada, Granada, España María Del Carmen Romero López, Universidad de Granada, Granada, España Adquirir hábitos correctos de higiene alimentaria durante edades tempranas genera conocimientos que perduran e influyen en épocas posteriores siendo la escuela el lugar idóneo para ello. Puesto que el libro de texto es el principal recurso educativo del profesorado, se analiza qué tipo de actividades se proponen sobre higiene alimentaria en Educación Primaria. Para ello se ha realizado un análisis mixto cuantitativo-descriptivo de 350 actividades incluidas en 24 libros de texto de ciencias de la naturaleza de las editoriales Anaya, Edelvives, Santillana y SM en las que se trabajan todos los aspectos relacionados con la higiene alimentaria como salud, enfermedad, higiene, entre otras. Las actividades más numerosas son las que tratan conceptos de salud y enfermedad, siendo casi la mayoría de tipo reproductivo. No obstante, las relacionadas con los organismos patógenos y su forma de transmisión son muy escasas y concentradas exclusivamente en el tercer ciclo de primaria. Este hecho es llamativo puesto que es uno de los aspectos más fáciles de trabajar en todos los ciclos, de relacionar con su actividad diaria y quizás las más importantes por su repercusión directa en la salud. Podemos concluir una escasa presencia actividades sobre higiene alimentaria, tratada de forma aislada, sesgada y de estilo reproductivo. Eso muestra la importancia del maestro para complementar la formación del estudiante con propuestas de experimentación, argumentación y sobre todo contextualizadas en actividades diarias, aprovechando para introducir hábitos adecuados de higiene en la escuela en lugares como el comedor, tras los recreos o momentos de juegos. *Educación en ciencias, matemáticas y tecnología* **Las perspectivas temporales en un programa de Educación Emprendedora en la etapa de Educación Secundaria Obligatoria** Elisabet Montoro Fernández, Profesora e Investigadora, Universidad de Sevilla, Sevilla, España Antonio Ramón Cárdenas Gutiérrez, Profesor Ayudante Doctor, Universidad de Sevilla, Sevilla, España Los programas de educación emprendedora tienen como finalidad desarrollar el potencial emprendedor del alumnado, entendido como la capacidad que posee una persona para planificar, iniciar y desarrollar proyectos de vida. No obstante, la perspectiva temporal, entendida como la actitud personal hacia el tiempo y como el proceso de categorización nuestras experiencias dando coherencia y significado a nuestra vida, es una variable escasamente estudiada en relación con el potencial emprendedor. Vincular el potencial emprendedor y perspectiva de tiempo hace que nos planteemos los siguientes objetivos en relación con la participación del alumnado en un programa de Educación Secundaria: conocer si existe relación entre el potencial emprendedor y la perspectiva temporal del alumnado y estudiar si la perspectiva temporal del alumnado cambia en función de su participación en el programa de educación emprendedora. La metodología utilizada es cuantitativa y exploratoria. Se realiza un diseño con medidas repetidas antes y después de la aplicación del programa de educación emprendedora a un grupo experimental (48 sujetos) y a un grupo control (60 sujetos) de Educación Secundaria Obligatoria utilizando los test ATE y IPTZ. Los resultados indican que el alumnado con mayor potencial emprendedor está vinculado a determinadas perspectivas temporales y que el programa de educación emprendedora investigado no promueve el cambio idóneo de perspectiva temporal en el alumnado, es decir, la variable tiempo no es tenida en cuenta a la hora de implementar las actividades educativas que favorecen los indicadores personales del emprendimiento, provocando dificultades para el desarrollo de proyectos de vida. *Identidad y diversidad de los estudiantes* **Las ecologías de aprendizaje de docentes universitarios: Un enfoque cualitativo** Claudia Baloco, Docente, Universidad del Atlántico, Barranquilla, Colombia Este documento es un aparte tomado del desarrollo de mi tesis doctoral en proceso: "Las ecologías de aprendizaje de los mejores profesores universitarios y su contribución al desarrollo profesional permanente mediado por las TIC", cuyo propósito es analizar y comprender los patrones que configuran las ecologías de aprendizaje (EA) de los docentes universitarios de las Facultades de Educación en Colombia y su contribución al desarrollo profesional docente mediado por las TIC. Inicialmente, me centro en el aprendizaje del docente y en la identificación de los contextos que permiten el aprendizaje a lo largo de la vida, los cuales son y siguen siendo parte de procesos de investigación de diferentes disciplinas. El reto de responder a preguntas de hoy y de siempre, como ésta: ¿cómo aprenden las personas?, es una de las tareas que aborda este estudio, y se inicia con un recorrido por los aspectos esenciales que forman parte de la teoría de la educación y también de la práctica docente. Con el desarrollo del proyecto busco resaltar los aspectos más importantes de las prácticas, hábitos y percepciones docentes; los entornos de aprendizaje y todo lo que contribuye a mejorar la formación permanente del docente y a juntar de manera armónica todos estos factores para lograr el éxito académico en contexto. Con el desarrollo de este apartado, presento un diálogo reflexivo a partir de las generalidades de las EA, los antecedentes, los aspectos relevantes y parcialmente, la influencia de EA en la formación permanente del docente universitario. *Aprendizaje en adultos, comunitario y profesional* **Escenarios virtuales para el aprendizaje e investigación artística** Irma Fuentes Mata, Investigadora, Docente, Sistema Nacional de Investigadores, Querétaro, México Se presentan los avances de la investigación "Escenarios virtuales para el aprendizaje del arte", cuyo objetivo es caracterizar los escenarios virtuales usados por estudiantes para aprender, investigar y crear. Se elaboró un diagnóstico de hábitos de uso de las redes sociales y el internet de estudiantes de la licenciatura en Artes visuales. Se obtuvo un panorama de las prácticas de navegación en la web y las plataformas de aprendizaje, conocimiento y producción artística que emplean para la elaboración de sus trabajos de investigación y titulación. Se fundamenta en la idea de Innes Dussel quien advierte que "las tecnologías digitales han creado un nuevo escenario para el pensamiento, el aprendizaje y la comunicación humanas, han cambiado la naturaleza de las herramientas disponibles para pensar actuar y expresarse… La cultura digital supone una reestructuración de lo que entendemos por conocimiento, de las fuerzas y los criterios de verdad y de los sujetos autorizados y reconocidos como productores de conocimiento". Para analizar el pensamiento de los jóvenes que elaboran sus investigaciones y productos de arte visual recurrimos a Castells, Pérez Gómez, Marc Prensky, entre otros autores. Se obtienen resultados sobre el perfil y condiciones de aprendizaje de los estudiantes, las investigaciones que desarrollan con uso de las tecnologías para el arte; se destacan casos exitosos de egresados que usan la tecnología y la investigación para el desarrollo de su producción artística. *Tecnologías en el aprendizaje*

| 12:55-13:40 | **PARALLEL SESSIONS** |

Room 2
02/011 cont.

La importancia de la educación preescolar en el neurodesarrollo de menores con cardiopatías congénitas sin anomalías cromosómicas asociadas

María Del Rosario Mendoza Carretero, Estudiante, Universidad Complutense de Madrid, Madrid, España
Susana Ares Segura, Doctora, Hospital U. La Paz de Madrid, Madrid, España
Leticia Albert De La Torre, Hospital U. 12 de Octubre, Madrid, España
Belén Sáenz Rico De Santiago, Directora del Dpto. Estudios Educativos, Universidad Complutense de Madrid, Madrid, España

Las cardiopatías congénitas (CC) son consideradas una de las principales causas de mortalidad infantil en España (TS: 8/1000). En las últimas décadas se ha reducido su índice de mortalidad, permitiendo reconocer morbilidades en el neurodesarrollo. Este estudio —de carácter cualitativo, transversal y multicéntrico— trata de identificar si existen o no diferencias en el neurodesarrollo de los menores con CC que están o no escolarizados en centros educativos (CE) o en escuelas infantiles (EI). Cuenta con N total=67 con CC, sin anomalías cromosómicas. Los participantes fueron valorados con la Escala de Desarrollo Infantil Bayley-III en la Fundación Menudos Corazones y el Hospital U. 12 de Octubre de Madrid. La muestra total obtiene puntuaciones que se encuentran dentro del promedio en el desarrollo cognitivo (X̄ 100,4) y motor (X̄ 92,2), mientras que alcanzan puntuaciones inferiores en el lenguaje (X87,2). Después, se analizaron los resultados alcanzados por los menores que asisten a EI (N=20), que están en CE (N=10) y aquellos que no están escolarizados (N=37). Los primeros obtienen X105,3 en el área cognitiva, X88,15 en el lenguaje y X96,9 en el motor. Los segundos presentan un desarrollo cognitivo de X107,5, lenguaje X89,1 y motor X99,7. Los terceros tienen puntuaciones inferiores en las tres áreas del desarrollo (X96,6; X86,7; X88,3, respectivamente). En conclusión, los menores con CC que están en CE y/o matriculados en EI obtienen mejores puntuaciones en las áreas del desarrollo que aquellos que no están escolarizados. Es necesario ampliar la muestra de este estudio para generalizar los resultados encontrados.
Aprendizaje en la educación preescolar

Propuesta tecnopedagógica para la atención a estudiantes mexicanos de telesecundaria en Español y Matemáticas

Elvia Garduño Teliz, Profesora Investigadora, Universidad de Guerrero, Escuela Superior Ciencias de la Educación, Iguala de la Independencia, Guerrero, México
Agustín Solano López, Docente, Escuela Telesecundaria "Niños Héroes de Chapultepec" CCT 12DTV0594A, Chilpancingo de los Bravo, Gro., Guerrero, México

La brecha digital que existe en México se acentúa en las zonas rurales, en las que además de los problemas de conectividad existen otras brechas que dificultan el aprendizaje. En telesecundaria se presentan problemas que agregan una brecha académica que incide en la formación de los estudiantes. El objetivo del estudio es generar una propuesta que integre la tecnología, la pedagogía y la didáctica para la atención a estos problemas, por lo que el trabajo se plantea en dos vertientes: la primera de ellas es la relativa al desarrollo de habilidades digitales; la segunda se refiere a integrar las habilidades digitales en la atención de problemas académicos detectados en la lectura, escritura y operaciones aritméticas básicas. La metodología empleada en este trabajo es cualitativa. A través de un estudio de caso representado por el grupo escolar se observan interacciones y se analizan evidencias escolares desde la mirada etnometodológica de Garfinkel. En primer lugar, se hace un análisis diagnóstico de la situación del grupo escolar cuyas edades oscilan entre los 12 y 16 años, para precisar en el marco de su diversidad sus características y necesidades. En ese mismo marco, se observa el uso que hacen de los dispositivos tecnológicos con los que cuentan. En segundo lugar, se analizan las evidencias de aprendizaje de los integrantes del grupo escolar referentes a los ámbitos de lenguaje y comunicación y pensamiento matemático. Finalmente, se plantea una propuesta tecnopedagógica a implementarse en el próximo ciclo escolar.
Tema destacado 2019: Aprendizaje para la diferencia social

Aprendizaje ecológico en un MOOC: Encuentros, tensiones y oportunidades

Ramón Montes Rodríguez, Investigador Predoctoral, Universidad de Granada, Granada, España
Belén Massó Guijarro, Contratada predoctoral FPU, Universidad de Granada, Granada, España

En este texto se presentan resultados de un estudio de caso que se ha realizado sobre un curso MOOC, observando y analizando en el mismo cómo funcionan los distintos procesos de aprendizaje de estudiantes y de instructores partiendo de la teoría de las ecologías del aprendizaje. Esta aproximación teórica nos ha permitido comprender distintos procesos formativos internos y de intercambio de conocimiento desde lógicas interpretativo-hermenéuticas micro que no alcanzaríamos a dilucidar partiendo de perspectivas más macro, generalistas o que no pusieran su foco en lo concreto. Haciendo uso de distintas técnicas como la entrevista o la netnografía, los resultados de esta investigación y su discusión arrojan luz sobre las distintas formas en las que los participantes interaccionan, comparten y construyen conocimiento, así como sobre distintas temáticas que muestran las potencialidades y desventajas de aprender utilizando estos medios: a) La organización del tiempo y su falta. b) Miedos frente a la tecnología. c) Distintos posicionamientos frente a la motivación. d) El papel de las acreditaciones y las credenciales. e) La evaluación entre pares. f) La participación como artefacto. g) La concepción de los grupos. h) Lo abierto/cerrado, lo público/privado. i) El papel del currículum marcado. Para concluir, se señala que este MOOC, como estrategia formativa, pone en entredicho ciertas cuestiones inherentes a la educación online, y del mismo modo, aporta nuevos significados y formas de entender esta formación desde visiones más compartidas y liberadoras, para evitar convertir estos cursos MOOC en un recurso más para legitimar fábricas de conocimiento.
Aprendizaje en adultos, comunitario y profesional

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| **Room 2**
02/011 cont. | **Cómo afecta la vulnerabilidad de género en el rendimiento escolar del estudiantado del nivel superior universitario**
Dina Elizabeth Cortés Coss, Estudiante de doctorado, Universidad Autónoma de Nuevo León, San Nicolás de los Garza, México
Agustín Cortés Coss, Doctorante, Universidad Autónoma de Nuevo León, San Nicolás de los Garza, Mexico
El reciente movimiento "me too" (aquel que pretende evidenciar casos de acoso y violencia de género) ha llegado a ciudad universitaria acaparando diversos meetings en diferentes escuelas facultades (nivel superior) de la Universidad Autónoma de Nuevo León (UANL). Las acusaciones directas realizadas por alumnas de diversas instituciones, han sido expuestas en diversos medios de comunicación llegando a evidenciar casos de acoso de estudiantes y profesores del campus universitario, por lo que el ambiente socio espacial se ha visto afectado en el rendimiento escolar de los participantes del proceso enseñanza aprendizaje debido a la tensión suscitada. El objetivo que persigue esta investigación es el de analizar cómo es que afecta la vulnerabilidad de género en el rendimiento escolar del estudiantado del nivel universitario de la UANL, bajo la línea de acción metodológica del análisis del discurso extraído de entrevistas directas a estudiantes de diversas instituciones del campus. El análisis permitirá evidenciar la forma en que dicho movimiento afecta en el rendimiento escolar, el ambiente que se percibe en los campus y la forma en que los entrevistados asocian la violencia y acoso en una institución educativa. resultado de los discursos
Educación superior

Educación Emocional y Resolución Positiva del conflicto: "Programa En sus Zapatos". El programa desde dentro.
Ana María Ávila Muñoz, Maestra funcionaria, Universidad Autónoma de Madrid, CEIP Giner de los Ríos, Madrid, España

En la actualidad existe una preocupación verídica por los casos de violencia escolar que acontecen casi a diario, la educación emocional es entendida como una estrategia de prevención y resolución de conflictos positiva por ello es un pilar básico en la formación docente (Pacheco-Salazar, 2016). El programa En Sus Zapatos entiende la educación emocional tal y como la definen Bisquerra y Pérez-Escoda (2009), un proceso que a partir de la conciencia y regulación de las emociones nos ayuda a encontrar el bienestar personal y social. La idea fundamental que da base al programa es entender que el motor de la violencia es la no gestión de las emociones, no poder o no saber gestionar esas emociones nos envuelven en conductas violentas que se reflejan en hacer daño. Es decir, incapacidad de empatizar, de "ponerse en sus zapatos" (Dettoni, 2019). Desde el Programa "En Sus Zapatos" se pretende desarrollar las competencias emocionales a partir de la experiencia y del Teatro de Conciencia. Los profesores que andamos inmersos en el programa lo estamos viviendo en primera persona de una forma tan impactante y práctica que no vemos el momento de llevarlo a cabo en los centros educativos.
Pedagogía y currículo

Evaluación del programa de educación emprendedora Empresa Joven Europea (EJE en la etapa de Educación Secundaria Obligatoria)
Antonio Ramón Cárdenas Gutiérrez, Profesor Ayudante Doctor, Universidad de Sevilla, Sevilla, España

Elisabet Montoro Fernández, Profesora e Investigadora, Universidad de Sevilla, Sevilla, España
La Unión Europea ha fomentado el desarrollo curricular de la educación emprendedora en las etapas de educación obligatoria. Sin embargo, su introducción se ha producido lentamente y de forma desigual en las escuelas. A su vez, el interés por el estudio de la educación emprendedora apenas ha tenido auge en relación con la educación primaria y secundaria. Con la clara intención de aportar conocimiento sobre cómo se están desarrollando los programas de educación emprendedora planteamos una investigación descriptiva que tiene por objetivo conocer el efecto en el potencial emprendedor del alumnado participante en el programa de educación emprendedora EJE, siendo uno de los programas de educación emprendedora de mayor difusión en el contexto español. El instrumento de medida fue el test de actitud emprendedora ATE. La muestra estuvo formada por 512 alumnos. Se implementó un diseño con medidas repetidas antes y después de la aplicación del programa EJE a un grupo experimental y a un grupo control de Educación Secundaria Obligatoria. Para evaluar el efecto del programa EJE, se realizó un análisis de la varianza mediante un diseño factorial 2 x 2 con medidas repetidas. Los datos recabados se analizaron mediante un ANOVA mixto a través del programa estadístico SPSS versión 2.0. El efecto de los programas en el potencial emprendedor del alumnado se ha mostrado muy escaso o prácticamente nulo.
Medición y evaluación

La docencia universitaria y la equidad de género en la Universidad Nacional, Sede Región Chorotega, Campus Liberia
Jorge Luis Loaiciga Gutierrez, Académico, Docencia, Universidad Nacional (UNA), Liberia, Guanacaste, Costa Rica
Eddier Lopez Lopez, Profesor, Universidad Nacional, Liberia, Guanacaste, Costa Rica
En la sociedad actual del conocimiento los gobiernos y distintas organizaciones mundiales han hecho esfuerzos por poner en manifiesto políticas de igualdad de genero y derechos humanos que han venido evolucionando durante el tiempo de manera que en pleno siglo XXI, toda persona que esté sujeta a su jurisdicción, debe de ser tratada sin discriminación alguna por motivos de raza, color, sexo, idioma, religión, opiniones políticas o de cualquier otra índole, origen nacional o social, posición económica, nacimiento o cualquier otra condición social. La Universidad Nacional (UNA) de Costa Rica se ha caracterizado porque ha promovido avances importantes con respecto al derecho a la igualdad de las poblaciones históricamente excluidas. En conjunto con otras desigualdades provenientes, entre otras, de la clase social, la etnia, la discapacidad; el ge´nero configura relaciones sociales asimétricas y excluyentes. Es necesario, por ende, transversalizar el ge´nero lo cual significa impregnar y afectar todas las áreas curriculares por medio de la introducción de nuevos contenidos y la integración de los existentes desde un nuevo enfoque integrador, inclusivo y humanista. En esta línea, la UNA, Sede Región Chorotega, Campus Liberia pretende aportar los insumos teóricos y metodológicos que posibiliten una educacio´n más inclusiva y democrática. Para ello, se espera que el personal académico, a la luz de dichos insumos, aborde los contenidos y la estrategia didáctica de los cursos a su cargo con el fin de transversalizar la perspectiva de ge´nero.
Identidad y diversidad de los estudiantes |

Thursday, 25 July	
12:55-13:40	**PARALLEL SESSIONS**
Room 2 **02/011 cont.**	**El contexto social del alumnado de Formación Profesional Básica como elementos influyente en el uso educativo de las TIC** Antonio José Moreno Guerrero, Profesor Asociado, Universidad de Granada, Granada, España Las Tecnologías de las Información y Comunicación (TIC) forman parte de nuestro día a día, es por ello, que los sistemas educativos no pueden mirar hacia otro lado, siendo necesaria su inclusión en los procesos de enseñanza y aprendizaje. El estudio que se presenta a continuación hace referencia a la influencia del contexto socioeconómico y cultural del alumnado de Formación Profesional Básica en el uso de las TIC en los procesos de enseñanza y aprendizaje, que realiza tanto dentro como fuera del ámbito escolar. El método usado es de tipo cuantitativo, con alcance descriptivo y correlacional, mediante un diseño no experimental y de paradigma transeccional. La muestra es de 251 estudiantes de primer curso en la Formación Profesional en la Ciudad Autónoma de Ceuta. El instrumento utilizado es un cuestionario ad hoc, validado y fiabilizado siguiendo las pautas marcadas por los expertos. Los resultados muestran que en los centros escolares han usado principalmente el ordenador, aunque fuera de ellos, el dispositivo que más usan es el smartphone, no influyendo en este caso el contexto socioeconómico. Se concluye que, el alumnado que reside en zonas como la periferia y el campo exterior, durante su estancia en Educación Primaria y en Educación Secundaria hacía un uso frecuente del ordenador en el aula de informática. Sin embargo, los que se formaban en centros educativos del centro urbano lo utilizaban en el aula ordinaria, no teniendo que desplazarse ni cambiar de lugar para poder acceder y disfrutar aprendiendo con la tecnología. *Aprendizaje en adultos, comunitario y profesional* **Narrativas discontinuas como estrategias de enseñanza y aprendizaje de las matemáticas-FASE I** Elizabeth Martínez Villarraga, Docente, Universidad Pedagógica Nacional, Bogotá, Colombia Francia Salazar, Docente, USTA, Bogotá, Colombia Marcos Sandoval, Docente, USTA, Bogotá, Colombia El proyecto de investigación busca evidenciar el potencial que tienen las narraciones discontinuas en la enseñanza aprendizaje de las matemáticas. Se involucra en la elaboración de las narraciones que pueden versar sobre la historia del concepto o el concepto mismo, contemplándose como elemento motivador y recurso didáctico para propiciar la comprensión de contenidos matemáticos. Se enfatiza en su uso como recurso pedagógico para promover la creatividad, la lectoescritura y la comprensión. *Educación en ciencias, matemáticas y tecnología*

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| **Room 3 02/013** | **Ponencias virtuales breves (en español)** |

Gamificar la adquisición de competencias en materias sobre contabilidad: Un caso de aplicación

Javier Oses, Profesor, Universidad de Barcelona, Barcelona, España

La formación en materias contables está presente en titulaciones universitarias en las que puede aportar unos conocimientos básicos convenientes, aunque no constituyan el núcleo central de los conocimientos técnicos propios de la titulación. Así, por ejemplo, en un Master de Gestión Cultural en que se forma a los futuros gestores de instituciones culturales es apropiado que se incluyan contenidos básicos sobre el uso de los recursos económicos y financieros de tales instituciones y sobre la información elemental que los gestores deben conocer para tomar decisiones racionales y eficientes. Las competencias propias de la contabilidad han de asimilarse en un entorno profesionalmente no afín (interpretar la información; agregar, transformar y recuperar información; ser honesto, constante, metódico; tomar decisiones; saber resumir y transmitir información) pero deben combinarse con otras transversales a cualquier titulación (saber colaborar, trabajar en equipo, valorar el trabajo realizado, expresión oral/ escrita, formarse el propio criterio y mantenerlo). Las aproximaciones tradicionales a la docencia en contabilidad consiguen la asimilación de competencias en base a técnicas como el trabajo de casos o la utilización de tecnologías. En nuestro caso, hemos puesto en práctica diferentes actividades gamificadas (juegos serios: Accounting transactions, Accounting Experience Time, Accounting room) en tres puntos de la asignatura para buscar una mejor asimilación de los contenidos, pero sobre todo y a la vez, para mejorar las mencionadas competencias. Las tres actividades desplegadas han sido valoradas por los alumnos como muy motivadoras y altamente satisfactorias. Los profesores valoramos las actividades también como altamente eficaces en los objetivos.

Educación superior

La praxis teatral como experiencia educativa inclusiva para colectivos en situación de vulnerabilidad social

Belén Massó Guijarro, Contratada predoctoral, Universidad de Granada, Granada, España
Ramón Montes Rodríguez, Investigador Predoctoral, Universidad de Granada, Granada, España

Las artes escénicas suponen una notable fuente de desarrollo para los diversos ámbitos sociales y educativos, especialmente en contextos de vulnerabilidad social. En este artículo se traza una cartografía de las potencialidades de la praxis teatral en este tipo de contextos, a través de una revisión sistemática de literatura especializada. Articulada en torno a las categorías de teatro aplicado, pedagogías críticas y colectivos vulnerables, esta revisión nos permite trazar una cartografía de las distintas transformaciones sociales, educativas y personales que se convocan a través de la participación en procesos de creación artística. El objetivo de la comunicación es, por tanto, contribuir a la sistematización de un campo emergente de investigación como el que suponen las artes escénicas inclusivas y más concretamente, el ámbito específico del teatro aplicado, poniendo el foco principal en contextos en situación de riesgo o vulnerabilidad social.

Tema destacado 2019: Aprendizaje para la diferencia social

Aprendizaje de la lectoescritura a nivel presilábico en niños con discapacidad: Tecnología Inclu Lectoescritura "Pixeletics"

Arcelia Bernal Díaz, Académico, Ingeniería, Universidad Nacional Autónoma de México, Ciudad de México, México
Maria Teresa Barron Tirado, Profesora, Univerisdad Nacional Autónoma de México, Ciudad de México, México
Jesús Sebastián Bustos Jiménez, Pasante, UNAM, Ciudad de México, México
Pablo Gustavo Jiménez Bravo, Estudiante, Universidad Nacional Autónoma de México (UNAM), Ciudad de México, México

La computadora es un instrumento tecnológico que se utiliza para la inclusión de las personas con discapacidad intelectual. Esta investigación se fundamenta en realizar estrategias didácticas para el aprendizaje de la lectoescritura a nivel presilábico a través de pictogramas. Se diseñó un software y hardware para favorecer las habilidades cognitivas de los niños que presentan alguna discapacidad, como atención, memoria, lateralidad, discriminación, seguimiento de instrucciones, coordinación visomotora, motora gruesa y fina. Asimismo, motiva a la persona para aprender a utilizar la computadora, y a los docentes de Ingenieria en Computación y Pedagogía les permite intercambiar las experiencias para la construccion del dispositivo (juego) que se llamó "Pixeletics". En la primera fase los niños identificaron y reconocieron las imágenes y sonidos, los cuales les permiten desarrollar sus procesos cognitivos así como la manipulación de los botones. Por lo anterior, el diseño tecnológico facilitó las habilidades a nivel presilábico de los niños con discapacidad.

Tema destacado 2019: Aprendizaje para la diferencia social

Enseñando sobre diversidad cultural: El aprendizaje-servicio en el aula de lengua extranjera

Isabel Torrijos, Universidad Católica de Valencia "San Vicente Mártir", Valencia, España

La historia de los movimientos migratorios se remonta a la Antigüedad, pero gracias a los avances tecnológicos y de las comunicaciones, los movimientos migratorios han aumentado en los últimos años. La gestión de la diversidad cultural, por lo tanto, no es un problema del presente, pero es necesario que se convierta en uno de los desafíos del siglo XXI para poner fin a la ola de actitudes violentas y anti-tolerantes. Por este motivo, las investigaciones sociales y educativas con el objetivo de promover actitudes tolerantes y respetuosas entre los ciudadanos se han desarrollado desde mediados del siglo XX hasta el presente. El estudio busca hacer una síntesis teórica sobre el tema para sugerir el aprendizaje-servicio como una propuesta metodológica para abordar la diversidad cultural en las escuelas y en la comunidad. La conclusión más sorprendente es que las metodologías activas, aquellas en las que el maestro toma un papel más secundario y los estudiantes tienen todas las herramientas para lograr el conocimiento, son las más efectivas cuando se refiere al manejo de la diversidad. Los estudiantes están más motivados para trabajar en equipo, respetar y crear una atmósfera de intercambio de opiniones sin tener que hacer nada más que colaborar entre ellos.

Identidad y diversidad de los estudiantes

Validación de la escala CHAEA en estudiantes de administración

Pablo Müller Ferrés, Universidad Católica de Temuco, La Araucanía, Chile
Nathaly Vera, Universidad Católica de Temuco, Temuco, La Araucanía, Chile

Este estudio examinó la validez estructural y la confiabilidad de la escala CHAEA en una muestra representativa de estudiantes de ingeniería de una universidad chilena. Además, la investigación estableció niveles de rendimiento en la escala y exploró su variación de acuerdo con el sexo y la antigüedad en la carrera. Utilizando el análisis de contenido, se nos ocurrió la manera de hacer preguntas utilizando el análisis factorial exploratorio para la comparación con la escala original. Finalmente, el estudio mostró las similitudes y diferencias con estudios previos realizados en otras carreras.

Educación superior

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| **Room 3**
02/013 cont. | **Creatividad y Aprendizaje: ¿Existe conexión en la educación superior?**
Cristina De La Peña, Profesora e investigadora, Universidad Internacional de la Rioja (UNIR), Madrid, España
Actualmente, la revisión de la literatura científica pone de manifiesto la interrelación entre la creatividad y el aprendizaje, siendo el aprendizaje un proceso creativo que implica nuevos cambios —significativamente personales— fundamentales en todas las etapas educativas, pero sobre todo en la educación superior, promoviendo la empleabilidad del alumnado universitario. El objetivo de esta investigación es analizar la relación entre la creatividad y el rendimiento académico como medida del aprendizaje. La muestra estuvo conformada por 60 estudiantes universitarios del Grado de Educación de la Universidad de Castilla La Mancha (UCLM) (40% chicos y 60% chicas) con edades comprendidas entre 19 y 24 años. A todos los participantes se les administra la prueba PICA para evaluar creatividad (índices de creatividad general), creatividad narrativa (fantasía, fluidez, flexibilidad y originalidad narrativa) y creatividad gráfica (originalidad, elaboración, detalles especiales y título) y las calificaciones de la asignatura de matemáticas y de acceso a la universidad para el rendimiento académico. Se trata de un estudio descriptivo y correlacional. Para el análisis de datos se emplean estadísticos descriptivos y correlación de Pearson, usando el paquete SPSS v24. Los resultados obtenidos evidencian una correlación significativa positiva entre la nota de acceso a la universidad y la creatividad general, creatividad narrativa, fantasía, fluidez, flexibilidad y originalidad narrativa, así como una correlación significativa positiva entre la nota de matemáticas y la creatividad general, creatividad narrativa y título. Estos hallazgos corroboran los resultados encontrados por otros investigadores sobre la relación entre creatividad y rendimiento académico.
Educación superior |

El uso de un lenguaje visual para la enseñanza y aprendizaje de la programación: La experiencia en un proyecto de extensión universitaria para empoderar a docentes y estudiantes en la robótica educativa

Irene Hernández Ruiz, Profesora, Universidad Nacional, Heredia, Costa Rica
Pedro Fonseca Solano, Universidad Nacional de Costa Rica, Heredia, Costa Rica

El presente trabajo presenta la facilidad que tiene el lenguaje visual versus el lenguaje basado en texto, para iniciar en la enseñanza y aprendizaje de la programación. Se parte de de la experiencia obtenida en un proyecto de extensión universitaria en áreas vulnerables, en la cual se utilizó LEGO MINDSTORMS EV3 para la construcción y programación de modelos de robots, permitiéndole a los docentes y estudiantes tener un mayor acercamiento con la tecnología y logrando que aprendan y logren aplicar las estructuras básicas de programación para resolver un problema en el área de la robótica educativa.

Tema destacado 2019: Aprendizaje para la diferencia social

La autoevaluación como herramienta para la adquisión de competencias transversales en la educación superior

Javier Álvarez Medina, Profesor, Universidad de Zaragoza, Zaragoza, España
Víctor Murillo Lorente, Profesor, Universidad de Zaragoza, Zaragoza, España

Jaime Casterad Seral, Profesor, Universidad de Zaragoza, Zaragoza, España
La capacidad para evaluar es una habilidad imprescindible para el estudiante en un futuro empleo. y más el grado donde la principal competencia reconocida por el estado es la capacitación para trabajar como profesor en el Sistema Educativo. El objetivo es que los alumnos sean capaces de asumir progresivamente la responsabilidad en el proceso de evaluación, desarrollando y demostrando la capacidad para juzgar la calidad de su propio trabajo según unas normas acordadas; fomentar el aprendizaje autónomo para establecer sus objetivos y autorregular su proceso de aprendizaje. La muestra es de 70 alumnos (71,4% masculino y 28,6% femenino) del Grado en Ciencias de la Actividad Física y del Deporte, Universidad de Zaragoza, 2º curso asignatura deportes de colaboración-oposición. La toma de datos se realizó durante el curso 2017-2018. Se realizó una autoevaluación inicial y final y una autoevaluación continua al final de cada modalidad deportiva vista en clase. Para el análisis de los datos es empleó estadística descriptiva y Pearson para establecer la relación entre la evaluación del profesor y la autoevaluación de los alumnos. La correlación a lo largo del curso comienza siendo muy baja (0,13) para acabar siendo muy alta (0,92). Los alumnos progresivamente van asumiendo la responsabilidad de los procesos y desarrollando la capacidad para juzgar la calidad de su propio trabajo, según unas normas acordadas. Conclusiones: la autoevaluación ayuda a la adquisición de los objetivos marcados integrando al estudiante en el proceso de enseñanza-aprendizaje a través de elementos como la reflexión, colaboración, motivación.

Educación superior

Aprendizaje de la técnica deportiva del esquí alpino y snowboard a través de la metodología observacional en estudiantes universitarios: Universidad de Zaragoza

Víctor Murillo Lorente, Profesor, Universidad de Zaragoza, Zaragoza, España
Javier Álvarez Medina, Profesor, Universidad de Zaragoza, Zaragoza, España
Roberto Guillén Correas, Profesor, Universidad de Zaragoza, Zaragoza, España
Susana Lapetra Costa, Universidad de Zaragoza, Zaragoza, España
Ricardo Ros Mar, Profesor, Universidad de Zaragoza, Zaragoza, España

Atendiendo a las directrices establecidas en el Espacio Europeo de Educación Superior es necesario modificar los criterios y las estrategias de evaluación, buscando y diseñando modelos de enseñanza y sistemas de evaluación más participativos que favorezcan el aprendizaje autónomo del estudiante universitario. El objetivo es maximizar el aprendizaje del alumnado en la asignatura de Actividades Físico-Deportivas en la Naturaleza del grado de CAAFD de la Universidad de Zaragoza a través de la metodología observacional por pares, donde progresivamnte van asumiendo responsabilidad en el proceso de evaluación, desarrollando la capacidad para juzgar la calidad de su propio trabajo y el de otros a través de la observación y análisis de grabaciones. En primer lugar se recibe la formación teórica y práctica necesaria de esquí alpino y snowboard. El feedback obtenido de este análisis supone una integración más rápida de la técnica por parte del alumno observado y una mejora en la capacidad de observación y corrección del alumno que observa. Esta metodología implica los siguientes procesos: 1) Planificación de la evaluación: un proceso donde profesorado y alumno realizan un análisis y valoración de forma colaborativa, conjunta y consensuada sobre las actuaciones y productos del aprendizaje, negociando los detalles de la evaluación y las valoraciones aportadas. 2) Ejecución de la evaluación: retroalimentación a través de evaluación por pares donde los alumnos puntúan a sus compañeros y construyen sus propias rúbricas de evaluación. Este tipo de evaluación mejora los procesos del aprendizaje, el desarrollo de estrategias interpersonales, la capacidad de realizar juicios.

Educación superior

12:55-13:40	**PARALLEL SESSIONS**
Room 3 **02/013 cont.**	**Métodos, retos, y herramientas para el aprendizaje de la ciencia de datos y la biología computacional: Un enfoque para el aprendizaje activo de la ciencia de datos en estudios de postgrado** Emilio Serrano, Profesor, Universidad Politécnica de Madrid, Madrid, España El Aprendizaje Basado en Retos o Challenge Based Learning es un método docente con sus orígenes en la compañía Apple, Inc. que está ganando creciente popularidad en universidades y empresas alrededor del mundo. CBL ofrece un marco de trabajo efectivo y eficiente para aprender cómo abordar retos y cómo crear soluciones sostenibles. Por otro lado, la Ciencia de datos o Data Science es un campo interdisciplinar que se encarga de la extracción del conocimiento a partir de datos y que ha revolucionado áreas tan dispares como los negocios, la educación, la sanidad, o la biología. Este trabajo contribuye con: (1) Una adaptación del método del Aprendizaje Basado en Retos para la docencia específica de la Ciencia de Datos. (2) El diseño de quince retos específicos en el dominio de la Biología Computacional, i.e. el modelado y análisis de datos biológicos mediante tecnologías computacionales. (3) Se revisan distintas alternativas software para la realización de retos. *Educación superior* **El día que el diseño gráfico y la biología se conocieron** Fabián Podrabinek, Profesor, Universidad Nacional de San Juan, San Juan, Argentina El presente trabajo es el resultado de una experiencia de vinculación entre la cátedra Sistema de Comunicación y Multimedia de la carrera de Diseño gráfico de la universidad y el espacio curricular del nivel secundario Biología. El dispositivo implementado para enseñar un tema de biología "La proteína G", permitió el uso las Tecnologías de la Información y las Comunicaciones como recursos didácticos para adecuarse a los intereses de los alumnos nativos digitales y a las demandas del contexto actual de la Sociedad de la Información. El trabajo interdisciplinario del equipo de profesores permitió reflexionar sobre la importancia de la incorporación de las herramientas informáticas como recursos didácticos en las prácticas aúlicas. La formación y capacitación en diferentes disciplinas como la biología, el diseño gráfico y la tecnología, si bien se enfoca hacia la profundización de los contenidos diferentes y específicos de cada una, no debe descuidar la relación con los nuevos recursos, tales como programas de simulación, vídeos y documentos virtuales con los que se cuenta en la actualidad y la posibilidad de abordar interdisciplinariamente los temas planteados. *Tecnologías en el aprendizaje*

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| Room 4 - 02/017 | **Focused Discussions I**
For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended "roundtable" conversation between an author and a small group of interested colleagues. Summaries of the author's key ideas, or points of discussion, are used to stimulate and guide the discourse.

Learning to Make a Difference in Higher Education Culture: Foundations, Strategies, and Transformations of University Learning Cultures with High Impact Practices
Michael Cena, Director of Integrated Studies/Professor, Teacher Education, Weber State University, Ogden, UT, United States
Kuh (2008) articulated ten research-based practices that transformed university-wide learning cultures from traditional instructional delivery models to highly empowering student-owned learning systems. Participants will learn about one large public-operated university's efforts to bring these practices into the lives of its students, faculty, and staff. The university's efforts to refine, build culture, incorporate change, adapt, and support these principles will be shared. Educational experiences such as setting student performance expectations, encouraging personal investments, building collegiality between groups, promoting meaningful interactions, fostering diverse community-based learning, and, incorporating other high-impact practices will be highlighted. The presenter will share a university-wide framework incorporating the most current efforts, across campus, to build consensus and sense of institutional mission.
2019 Special Focus: "Learning to Make a Social Difference"

The Mindful Educator: Meditation and Mindfulness for Preservice Teachers
Paige Schulte, Associate Professor, Teaching and Learning, Southeastern Louisiana University, New Orleans, LA, United States
This focused discussion will summarize the successes and challenges of integrating a meditation/mindfulness course into a preservice teacher education program. The presenter will share her experience in facilitating the Koru mindfulness program with teacher candidates and engage participants through a discussion based on a Who? What? When? Where? Why? and How? framework. Reflections will be shared regarding how to engage university students in a sustained mindfulness practice using Koru meditation and mindfulness skills and tools and how this practice can potentially impact students in K-12 schools.
Learning in Higher Education

Leadership and School Safety: School Leaders Responsibilities to Stakeholders
Fern Aefsky, Director, Graduate Education, Saint Leo University, St. Leo, FL, United States
The issues of school safety are an area of thought, concern and practice for school leaders. There is agreement among educators, parents and the public that when school doors open, all stakeholders must be in a safe learning environment. School leaders must be proactive in planning and supporting all stakeholders in being safe, so that learning can occur. Collaborating with police authorities, having plans for various types of school events, and communicating those plans effectively to all stakeholders, can result in outcomes that are more positive should a traumatic event occur. School leaders must be prepared and be able to educate others through a balanced approach to school safety. Developing school-community partnerships to enhance school safety measures and provide preparedness training, review communication systems within the school district and with community members, implement violence prevention programs are tasks that leaders must facilitate. Developing an interdisciplinary approach that includes administration, faculty, parents, students, and community partners requires a new collaborative approach with educators, administrators, social workers, health and mental health professionals, criminal justice officials, religious leaders, and our business community. This presentation will enable participants to address their needs in Prek-12 school settings, and identify systemic approaches to all aspects of school safety. Successful approaches to addressing this issue will be discussed and shared with participants.
Educational Organization and Leadership

Changing Campus Culture to Improve Student Learning
Stephanie Whitehead, Director, Center for Faculty Development, Indiana University East, Richmond, IN, United States
Chera La Forge, Adjunct Development Leader, Indiana University East, Richmond, IN, United States
This focused discussion will engage participants in ways to shift their campus culture to improve student learning. Campus culture can play a significant role in the way faculty approach teaching and learning and thus warrants thorough analysis as a way to improve student learning (Gillespie, 2010). Working from our own administrative experience as teaching and learning leaders, we focus on how leadership and cultural changes can further or hinder faculty professional development and student learning outcomes. Throughout the discussion we will focus on the following areas of interest: shifting faculty career focus to the teacher-scholar model, implementing new structural approaches to part-time faculty development, reorganization of teaching and learning center, administrative support and recognition, developing faculty buy-in of cultural changes.
Educational Organization and Leadership

Must STEM Instructors Motivate?
Ralph Kemphaus, Assistant Professor, Mathematics, Physics and Computer Science, University of Cincinnati, Cincinnati, OH, United States
It is a commonly held belief that students will not master the tenets of STEM disciplines unless they put forth the effort to and develop the conceptual ideas presented in the classroom. In this discussion forum participants are invited to share successes and failures in their attempt to motivate, inspire, urge, coerce, cajole and/or demand their students extend the energy necessary to learn. The experience of the moderator has been in secondary and college level Mathematics, Physics and Computer Science but the discussion is open to all levels of STEM education.
Science, Mathematics and Technology Learning |

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| Room 4 - 02/017 cont. | **The Role of Translanguaging and the Formation of Identity**
Kimberly Ilosvay, Assistant Professor and Literacy Programs Coordinator, Education, University of Portland, Portland, OR, United States
While scholars tout translanguaging as advantageous for work environments and cognitive development (Canagarajah, 2011; Hornberger & Link, 2012), educational practices often do not include translanguaging. According to Canagarajah (2013), students may not want to code-mesh because traditionally, languages have been treated as distinct systems. Individuals are traditionally thought to take on identities based on these systems as they provide membership in specific groups (Hall, 2013). Translanguaging is a process in which people draw from all of their semiotic resources to co-construct meaning thus learning from each other. What happens to identity formation when language mixing is a constant? This study explores the use of languages in learning and identity formation. Using a case study design, analysis of conversations and interviews between Ecuadorian teachers and U.S. students reveal a variety of functions that both afford learning and identity formation and constrain it. Analysis reveals how the use of multiple languages in these contexts may interact with identity formation. Discussion questions are derived from the study and meant to allow participants to share information.
Learner Diversity and Identities

Reggio Emilia Inspired: A Professional Journey
Rachel Soney, PreK-4 Teacher, Preschool, The Principia School, St. Louis, MO, United States
This paper will outline how one teacher transformed her practice from a traditional teaching approach to a Reggio Emilia Inspired approach. Emphasis will be given to the importance of understanding best practices and the development of quality curriculum while infusing one's practice with student choice, voice, and collaboration. The environment as "third teacher" and the child as protagonist drives the documentation for this presentation. Examples of curriculum mapping, project work and visible learning/documentation will be included.
Early Childhood Learning

How User Identity can be Shaped and Influenced by Social Media through English as the Lingua Franca
Roberto Torres, Associate Professor, Teacher and bilingual Education, Texas A&M University Kingsville, TX, United States
The impact of social media in modernity's thought processes and identity formation is unquestionable and has acquired a life of its own. It impacts anyone who uses it and for any reason. The discussion focuses on a vulnerable population that strives to "fit in", the young and anyone who engages in almost any format of social media where English is used as the means to communicate. In this presentation we assume that languages are invaluable human capital because they embody, construct, and transmit knowledge and worldviews; languages also contribute to the shaping of human identity and cognition. We will discuss how social media can impact user identity, user homogenization, and potential mental colonization through its lingua franca, English, at the expense of the users' first language and identity. We will be critical of these issues and look into how parents, educators, and anyone concerned with heritage language maintenance and language learning should be better prepared and critical consumers of social media to counter its effects while concentrating on maintaining and valuing their primary and home-based language and identity.
Learner Diversity and Identities |

12:55-13:40	**PARALLEL SESSIONS**
Room 5 - 02/018	**Focused Discussions II** For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended "roundtable" conversation between an author and a small group of interested colleagues. Summaries of the author's key ideas, or points of discussion, are used to stimulate and guide the discourse. **Transition to College : Challenges of Learning Disabilities** Diane Webber, Teacher, Curry College, Milton, MA, United States The transition from high school to college presents particularly unique challenges even to the strongest students and to the most experienced teachers. Now, what additional hurdles do you think face students with various learning disabilities, and their instructors? This focused discussion provides an overview of learning disabilities, strategies that facilitate students' growth, students' social/emotional issues, and the individual differences that come embedded in students' learning experiences. The critical, first transitional year requires that we have a clear, holistic understanding of students' differences and strengths, rights, as well as knowledge of the metacognitive learning process. Our collaborative conversations will include identifying types of feedback and assessments that facilitate learning, recognizing methods of organization and time management, clarifying student and faculty responsibility, exploring scaffolded instruction, and sharing useful assistive technologies that help with reading, writing, and listening. We will discuss how understanding neurodiversity, resilience, and metacognitive awareness can enhance the entire learning and teaching continuum. Our focus will be on learning disability as a neurological disorder that results from a difference in the way a person's brain is "wired." A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, students with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life. *Learner Diversity and Identities* **Anti-Bias Vision through the Practioner Lens** Yolanda Carlos, Core Faculty, School of Education, Pacific Oaks College, Pasadena, CA, United States The Twenty-first Century demands social emotional skills that go beyond relationship building; to critically engage and understand our Identity. This presentation will include an overview of the Anti-Bias historical perspective and roots grounded in the work of dedicated early childhood teachers from Pacific Oaks College. The Anti-Bias curriculum is used in schools throughout the United States. Participants will ponder questions, and strategies to use in their ECE settings and work. The discussion focus and deepen the understanding of the importance of Anti-Bias Curriculum as a practice in making children's lives better and transforming the practioner' s self-reflective work and understanding of children's lives in today's complex world and society. *Early Childhood Learning* **Communities of Practice for Novice Teachers: The Role of Educator Preparation Programs** Daryl Gordon, Associate Dean for Academic Affairs, School of Education, Adelphi University, Garden City, NY, United States Mccarthy Mary Jean, Clinical Associate Professor, Adelphi University, Garden City, NY, United States Mentoring and induction support for novice teachers is central to the retention and quality of teachers and to the eventual success of their students (Glassford & Salinitri, 2014; Ingersoll & Strong, 2011; Strong & Ingersoll, 2004). This session will share results of a research project investigating the experience of new teachers in diverse classrooms in New York City and Long Island. Data was collected through a year-long community of practice, which was designed to provide support and professional development to novice teachers and, to inform the continuous improvement of a teacher education program through evaluations of alumni experience in courses and clinical practice. Data from this mixed methods study includes focus groups with novice teachers, surveys, case studies, and data from Annual Professional Performance Reviews. This session will engage participants in a discussion regarding the role of teacher preparation programs in the induction support of new teachers. *Learning in Higher Education* **Statistics Is Not Just Math!** Rikke Lund, Teacher, Mathematics, University of Illinois at Urbana-Champaign, Champaign, IL, United States In Denmark, high school mathematics is taught as integrated topics, whereas the US has separate classes for the different topics. We have three levels of math in high school – A, B and C. For university admissions, B level has become obligatory in many disciplines such as social sciences, business and economics, and political sciences. The primary reason for this requirement is that statistical knowledge is crucial to understanding research and theory in these disciplines, and B level is the lowest level which covers the necessary statistics. The pedagogical approach to statistics in Danish high schools underplays the importance of statistics. Statistics is taught as a subcategory of math and thus often does not get sufficient coverage to achieve proficiency. Furthermore, due to the way statistics is taught in Denmark, many math teachers lack enthusiasm, confidence and potentially background knowledge in teaching statistics. The result is that the part of statistics that plays an important role across the disciplines and society in general is often downplayed due to either a lack of time or the nature of the curriculum. There is an important relationship between math and statistics and in this day and age where people are presented with statistics every single day – climate change, politics, economics, and fake news – it is ever more important that people gain a clear and holistic understanding of statistics. This focused discussion will discuss the pedagogical pros and cons to statistics being an independent discipline versus being integrated into the mathematics curriculum. *Science, Mathematics and Technology Learning*

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**
Room 5 - 02/018 cont.	**What's Blog Got to Do with It?: Teaching Multimodal Literacies in Higher Education for Making a Social Difference** Andrea Ross, Lecturer, University Writing Program, University of California, Davis, CA, United States Incorporating multimodal literacies in university curricula is critical student success after graduation. This discussion explores knowledge production via inquiry into multimodal expressions in upper-division composition courses. In July 2018 two colleagues and I began testing curriculum for Advanced Composition courses focused on genre awareness and discourse community, using multimodal expressions. Students in three sections of Composition 101 wrote research articles about the genre of professional blogging in their professional discourse community. Next, they conducted research on emerging trends in their intended profession. Using their findings about the professional blog genre, they composed a professional blog about a trend in their field, with the purpose of writing as an expert in their discourse community for a lay-audience. Next, students explored a different multimodal expression; the modes they selected included infographics, podcasts, pamphlets, and videos. Groups presented to the class about their new mode, using audience-purpose analysis. Finally, students composed in their new mode on the same topic as their blog, but with a new intended audience and purpose. Finally, students revised all projects, creating an e-portfolio with a cover memo reflecting on their advancements in rhetorical awareness, processes, genre and mode awareness, research, metacognition, and learning transfer. At this time, we are compiling the results of this semester-long pedagogical experiment. Based on intermediate findings via instructor observation and student feedback, this experiment appears to have been successful in producing enhanced genre awareness, understanding of audience and purpose, and cognizance of real-world applications for strategies and modes studied during the term. *Literacies Learning* **Applying Transparent Teaching Practices across the Curriculum** Chera La Forge, Adjunct Development Leader, Indiana University East, Richmond, IN, United States Stephanie Whitehead, Director, Center for Faculty Development, Indiana University East, Richmond, Indiana, United States This session will focus on efforts to incorporate and assess the Transparency in Teaching and Learning (TILT) framework across several academic disciplines. The TILT project is a nationally award winning educational development project dedicated to fostering student success through the use of transparent teaching practices. Research from the TILT project empirically demonstrates that students, particularly students from historically marginalized backgrounds, are more successful when they have a clear understanding of assignments, the purpose, and criteria for evaluating their work. While beneficial for all students, findings demonstrate that transparent teaching practices are particularly impactful for students from historically marginalized backgrounds. Throughout the focused discussion we will focus on the following: specific methods used to recruit faculty for transparent teaching learning communities and projects and research related to transparent teaching assignments and/or curriculum. *Pedagogy and Curriculum*

| 12:55-13:40 | **PARALLEL SESSIONS** |

Room 6 - 02/025

Focused Discussions III

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended "roundtable" conversation between an author and a small group of interested colleagues. Summaries of the author's key ideas, or points of discussion, are used to stimulate and guide the discourse.

Self-Efficacy, Subjective Wellbeing, and Academic Performance of Students Who "Think" They Are Gifted

Maureen Drysdale, Professor, Psychology, St. Jerome's University in the University of Waterloo, Canada
Sarah Callaghan, Student, St. Jerome's University in the University of Waterloo, Canada

This study examined the academic self-efficacy, subjective wellbeing, and academic achievement of three groups of university students from a large top tier research intensive university where admission standards are very high and competitive. The groups included: students who self-reported giftedness without a formal diagnosis, students who self-reported giftedness with a formal diagnosis, and, students who did not self-report giftedness. Results showed that the students who self-reported giftedness had significantly higher academic self-efficacy and GPAs compared to students who were not gifted. Students who reported being gifted but had no formal diagnosis, reported significantly higher levels of happiness, self-esteem, and mental balance than students who had received a formal gifted diagnosis. The outcomes of the research will be addressed as well as implications such as: what it means to be gifted; if a formal diagnosis is necessary to gain benefits (e.g., greater academic achievement and academic self-efficacy); and the disadvantages of receiving a formal diagnosis.
Learner Diversity and Identities

Corequisite Support Mathematics Courses in Higher Education

Alison Reddy, Director, Math Placement Program & Coordinator, Quantitative Reasoning Courses, Mathematics, University of Illinois Urbana - Champaign, Urbana, IL, United States

University students come from many geographic locations and types of secondary and postsecondary schools (including public, private, and preparatory schools) with very different mathematical backgrounds. This results in a diversity of mathematical knowledge, and students and institutions have disparate expectations of sufficient preparation for higher-educational institutions. At the University of Illinois, both College Algebra and Integral Calculus are offered in a corequisite model for entering first semester freshman. The challenge, and goal, was to implement a corequisite support model to maximize student outcomes within the context of a single course. Corequisite support strengthens students' mathematical backgrounds while they simultaneously learn the new course material. Students remain on track for their areas on study without having to repeat coursework and matriculate on schedule with their peers into advancing courses. Evaluating corequisite support requires ongoing research on pedagogical approaches and best practices. The primary metric is student performance in subsequent coursework to measure the impact of corequisite support on the subpopulation of students that were or were not deemed fully College Algebra or Integral Calculus ready. Initial data indicates that both implementations have been very successful in meeting the individual needs of all students evident through improved success rates, and increased student satisfaction and retention rates.
Science, Mathematics and Technology Learning

Bringing Design to Class: Divergent Thinking for Social Change

Alison Reynolds, Associate Director, University Writing Program, University of Florida, Gainesville, FL, United States

Twenty-first century learners want to do something to solve social problems, and design thinking can provide students with the opportunity to learn about problems and, in teams, discover innovative ways to solve them. Initially created for business and product makers, design thinking embraces divergent thinking and the tenets of empathy, definition, ideation, and prototyping to create ways to solve problems that are both innovative and meet the users' needs. Tim Brown, of IDEO, writes, "Design thinking requires bridging the 'knowing-doing gap.' The tools of the design thinker—getting out into the world to be inspired by people, using prototyping to learn with our hands, creating stories to share our ideas, joining forces with people from other disciplines—are ways of deepening what we know and widening the impact of what we do." Therefore, I have developed and will share a design thinking syllabus and assignments for college students who worked with non-profit agencies. In these highly interactive classes, students visited sites such as Ronald McDonald House and Hope Lodge to find problems. Following their visits, they brainstormed and developed prototypes to share with the agencies. Although certain difficulties, such as finding non-profits to host the students, initially made the program seem untenable, I will share a few final projects that are now are being implemented at the agencies. Through these highly immersive courses, ones that can be adapted for learners from an early age through graduate school, students learn the power of empathy, divergent thinking, and team-work.
2019 Special Focus: "Learning to Make a Social Difference"

Empowering Activist Students: Giving Young People Agency to Change Their School, Their Community and Their World

Katharine Ross, Year Coordinator and Facilitator of the Human Rights Group, Humanities, Bishop Druitt College, Coffs Harbour, Australia

Schools rarely give room for authentic student voice, student agency and tangible opportunities for them to become effective change agents. Three years ago, an Ethiopian refugee student stood up in my class and voiced her pain at the empathy and shock expressed when a terror attack hit Paris, when her home town was hit by terrorism and civil war almost daily with no interest or care shown by her fellow students. Her bravery in expressing this openly in class led to a strong and somewhat angry reaction by her classmates. A few students however came together and approached me asking for an opportunity to try and change perceptions and behaviour and from this the Human Rights Group was born. Since this time students have led changes to the school uniform to embrace gender diversity, have created legacy experiences that are embedded into the school calendar such as, student panels discussing homophobia, sexism, racism and their impacts. They have partnered with local community groups to grow awareness around the dangers of giving birth in the third world and fundraising and packing birthing kits for these women. Currently the group is using footage of student interviews where they discuss their roles as perpetrators, bystanders or victims to run workshops with year 8 students. While there were many obstacles, these were used as opportunities to practice protest and advocacy. In sharing this journey a model for student engagement and activism will be presented that leads to civic engagement that transforms the school itself.
2019 Special Focus: "Learning to Make a Social Difference"

| 12:55-13:40 | **PARALLEL SESSIONS** |

| Room 7 - 02/026 | **Virtual Posters**
Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. |

Changing Perceptions of Scientist: Twenty Years of Student Drawings of a Scientist

C. Sheldon Woods, Kansas State University, KS, United States

Myoungwoh Jung, Associate Professor, Northern Illinois University, IL, United States

Sally Blake, Chair, Northern Illinois University, IL, United States

As part of an initial discussion of a rationale and need multicultural perspective in science education, students in an elementary science methods course were asked to draw an image of a scientist doing science. This is a modified version of the Draw A Scientist Test (DAST). This study analyzes 20 years of these drawings looking for trends and changings to the stereotypical archetypes established by the DAST. There have been some changes but many of the stereotypes remain.

Science, Mathematics and Technology Learning

Teachers, Technology, and Data Literacy

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

Esther Ntuli, Associate Professor, Idaho State University, ID, United States

This brief paper is based on the pilot study that examined PreK-12 educators' perceived data literacy skills and how their program of study, particularly their technology courses prepared them to use data. A survey was employed to collect both quantitative and qualitative data from a purposeful sample of teachers. Preliminary findings indicate that while most teachers reported they possess the basic data literacy requirements, and use different types of technology to collect and organize data, there is still need for teachers to develop advanced data literacy skills through professional development and practice.

Educational Organization and Leadership

Intersecting Perspectives to Address the Challenges in Education: Collaboration in the Research Process

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

Julia Nyberg, Professor, Purdue University Global, Magnolia, AR, United States

Laurie Hansen, Faculty Developer, Purdue University Global, Magnolia, AR, United States

The presenters have developed a collaborative research process for the purpose of addressing current issues and challenges in education. In this poster, the presenters will share effective methods for research collaboration and their experience of collaborating on a recent research project. The collaborative process implemented to develop and conduct the research will be presented. Lessons learned from this experience as well as how these steps of collaborative research can be applied by attendees will also be shared. After this session, participants will be able to: identify effective methods of collaboration; and, apply the steps of collaborative research to address current issues in education.

Educational Organization and Leadership

Integrating Knowledge and Practice in a Social Work Senior Capstone Class

Amanda Reedy, Associate Professor, School of Social Work, Eastern Washington University, Cheney, WA, United States

Many universities require that seniors complete a capstone course or similar culminating experience. This course was designed to help social work students integrate their classroom learning with their practicum experience. During the 10-week course, students completed three assignments on ethics, research, and policy. Students received feedback on each assignment and were encouraged to revise accordingly. The final assignment in the course was a poster presentation where students integrated content from the previous assignments. Forty-one students completed the capstone class in 2018. In order to evaluate the effectiveness of the course, three of the social work profession's core competencies were assessed through the course assignments. Competencies were rated on a scale of one to five where a one represented unacceptable progress and a five represented advanced competence. Two competencies related to ethics were assessed. On the competencies "resolving ethical dilemmas using the Code of Ethics" and "apply a strategy of ethical reasoning to arrive at principled decisions, students averaged 4.3. On the competency "engage in career-long learning," students averaged 4.8. These scores indicate that students were reaching competence in the areas assessed. On course evaluations, students reported being satisfied with the course. One student commented, "Having assignments correlated with parts of our poster presentation really helped put it together." During the poster presentations at the end of the quarter, many students commented on their ability to integrate knowledge and practice. They were able to identify how ethics, policy, and research were all affected their work in the community.

Pedagogy and Curriculum

What Neuroscience Suggest for Value-based Problem-solving

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

Problem-solving based on complexity and collaborative approaches is listed between the cores competencies needed for future professionals. Whereas values guide and influence personal behavior encompassing ethical aspects of solutions, they represent the essential foundation of problem-solving. However, most of the problem-solving models represent the rational economic approach, highlight only the procedural process of problem-solving and focus on the development of skills and competencies. The integration of moral issues, as well as values, is reflected in decision-making models. Researchers representing the classical approach to problem-solving do not emphasize learning. Meanwhile, neuroscience reveals new possibilities for problem-solving. The first possibility represents the development of four core pillars of learning. Second, such development encourages a deep approach to learning. The third possibility reveals that value-based decision-making (the latter is a part of problem-solving) is pervasive in nature. The lack of research in regard to the integration of values when solving problems allows for the formulation of the research question: When and how the learner should take into account values when solving a problem? Based on the literature review method this paper introduces the hypothetical framework grounded in evidence from neuroscience research. This framework enables the development of value-based problem-solving capability. The hypothetical framework is universal and can be implemented across different disciplines in higher education.

Learning in Higher Education

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

| Room 7 - 02/026 cont. | **Meaningful Play: Students Creating "Serious" Tabletop Games**
Mark Mabrito, Professor of English, English, Purdue University Northwest, United States
Serious games are games designed for a purpose other than strictly entertainment, such as training or teaching. While many examples of serious games are digital, in recent years a resurgent interest exists in tabletop gaming (for example, board and card games); here we also find some examples of games in this genre dealing with such topics as natural disasters (Before the Storm), end-of-life issues (Hello), and climate change (Broken Cities), among others. However, many models for understanding serious games presume digital interaction, with fewer models available to understand the educational potential of their analog counterparts, such as tabletop games. This presentation will focus on an undergraduate class designed primarily for liberal arts majors that taught students about concepts of serious games and gamification in the context of teaching/training applications for both the classroom and workplace. Specifically, I will highlight a project in the course where students were invited to create a serious tabletop game from initial idea to working prototype. I will focus on challenges students faced, and how such a task cannot only teach game design and mechanics, but also leverage critical thinking, writing, and instructional design skills in unique ways.
Pedagogy and Curriculum

Learner Diversity in a North-western High School in Hong Kong
Francisco Wai-kee Wong, Teacher, English Language, The Hong Kong Polytechnic University, Hong Kong
Varied learning strategies are fostered to support students' learning in daily classroom teaching. The need to give rapport to those special education needs (sen) students had been the major school concerns over the years. The learner styles are also varied widely in that the discrepancies arise between the teaching objectives and the actual learners' needs. The gap is too wide to bridge the levels of students in both junior and senior forms. Very often the basic knowledge they acquired in the junior forms can be "faded" out and need a new input in the ensuing academic year. Therefore, the promotion of learner diversity and learner autonomy is the major school concern in the forthcoming year. The focus will be on the diversification in learning materials and adopting a multimodal perspective in pedagogical content knowledge. The disparity is also wide in the initial school intake and the latter public exams. The value-addedness has always been very minimal which can't reflect the both students and teachers' effort. The way teachers conduct their teaching and design their materials somehow couldn't fit well with each other in that they all didn't realise the real needs of the learners. In this paper, I will focus on three case studies and explicate their inadequacies in teaching and suggest ways to improve the learner diversity in a supportive way. It is hoped that the alignment will be constructive between what teachers preach and which level students reach.
Learner Diversity and Identities

Municipal Portuguese Olympics and Mathematics: Evaluation and Assessment
Keila Cristina Armando De Moraes, Coordenadora de área - alfabetização, Secretaria Municipal da Educação - Bauru, Brazil
Heloisa Helena Pita Prado, Coordenador de área - Língua Portuguesa, Secretaria Municipal da Educação - Bauru, Brazil
Suzana Maria Pereira Santos, Coordenador de Área - Matemática, Departamento Pedagógico -, Secretaria Municipal da Educação
The Municipal Olympiad of Portuguese Language and Mathematics project, used as a tool that tends to motivate students, is justified in proposing to potentiate the studies consider curricular contents pertinent to elementary education that contemplate the skills and abilities presented in BNCC, in the Common Curriculum of Bauru Elementary School and in the reference matrix of Prova Brasil. Among the main objectives, we highlight the implementation of an internal evaluation, aiming to verify the performance of elementary school students in the Municipal System of Education of Bauru in addition to stimulating and promoting the study of Portuguese Language and Mathematics. The performance of the students who participated in the Olympiad is being analyzed by the school units and the technicians of the Municipal Education Department. The previous analysis of the results demonstrates advances in the quantity of correctness of the tests and relevance to the understanding of what is expected in the questions, making possible the learning.
Assessment and Evaluation |

| 12:55-13:40 | **PARALLEL SESSIONS** |

| Room 7 02/026 | **Pósteres virtuales (en español)** |

Universitarios con conciencia social y humanista: El caso Team-UNA

Lena Barrantes, Language instructor, Universidad Nacional, Calgary, Canadá

El proyecto Team-UNA de la Universidad Nacional Sede Brunca en Costa Rica tiene como objetivo principal gestionar la participación de estudiantes de la carrera Bachillerato en la Enseñanza del Inglés como tutores de estudiantes de secundaria de la comunidad. A través de este proyecto, esta institución pretende alcanzar la formación de profesionales con conciencia social y humanista, que satisfaga las necesidades del desarrollo regional. Los datos obtenidos a través de este estudio de caso evidenciaron que, al participar en esta experiencia universitaria, los estudiantes son parte de la construcción de nuevas respuestas a los intereses de una realidad educativa determinada en su comunidad local. Además, en su papel de futuros profesores, reciben herramientas de aprendizaje concretas y reales por medio de un espacio de educación alternativa. Simultáneamente, al ser una actividad sin remuneración económica y dirigida a colegios públicos de la región, se crea en el estudiantado una visión humanista, ya que el fin fundamental es compartir con la comunidad sus capacidades intelectuales y de servicio, sin ningún interés de por medio más que el bien común.

Tema destacado 2019: Aprendizaje para la diferencia social

Educación inclusiva: La clave para la preservación lingüística y cultural

Karla Del Carpio Ovando, Profesor, University of Northern Colorado, Greeley, Colorado, Estados Unidos

Si bien la educación es un derecho humano universal que siempre debe respetarse y promoverse, no todos los miembros de la sociedad han tenido la oportunidad de acceder a ella. Un ejemplo de esto son los pueblos indígenas en América Latina, concretamente, la comunidad maya tsotsil en el sur de México. La situación de desventaja de esta comunidad se ha subrayado a través del tipo de educación que ha recibido, lo que ha servido para que se sientan excluidos, aislados y olvidados dentro de su propio país. Esto ha afectado negativamente la estabilidad del idioma y la cultura indígenas, ya que muchos tsotsiles han tenido que asimilarse a la sociedad dominante. Lamentablemente, se han violado los derechos humanos lingüísticos, culturales y educativos de este pueblo originario. Por esta razón, los maestros, estudiantes y padres tsotsiles han tomado la iniciativa de trabajar juntos para encontrar formas de preservar y promover su lengua y cultura indígenas a través de una educación inclusiva y pacífica. Por lo tanto, el propósito de esta presentación es compartir algunas de las actividades que los participantes han organizado para mejorar el tipo de educación que reciben con el objetivo de fomentar el entendimiento mutuo y el mantenimiento lingüístico y cultural.

Tema destacado 2019: Aprendizaje para la diferencia social

Dificultades de los estudiantes universitarios en la apropiación de los conceptos de rectas y planos: Propuesta didáctica

Virginia Bravo Barletta, Docente, Universidad Argentina de la Empresa, Buenos Aires, Argentina

Gisele Hollisch, Docente, Universidad Argentina de la Empresa, Buenos Aires, Argentina

Ana María Rienda, Docente, Universidad Argentina de la Empresa, Buenos Aires, Argentina

En este trabajo se presenta una propuesta didáctica orientada a subsanar errores comunes en el aprendizaje de los conceptos de recta y plano en el nivel universitario. La propuesta es resultado del análisis sistemático de errores recogidos de exámenes parciales de alumnos universitarios de primer año de distintas carreras de la Facultad de Ingeniería y Ciencias Exactas de la Universidad Argentina de la Empresa. Estos errores fueron sistemáticamente organizados por tipos e integrados según la taxonomía de Bravo & Patiño. Considerando los errores detectados como fuente de conocimiento que nos posibilitan interpretar las falencias del proceso de enseñanza-aprendizaje, se procedió a la elaboración de una propuesta didáctica basada en utilización de una herramienta visual y dinámica como lo es Geogebra. La propuesta se divide en dos grupos de actividades: uno de rectas; el otro de planos.

Educación en ciencias, matemáticas y tecnología

Grupos estudiantiles de trabajo como centro de liderazgo y organización estudiantil: Estudio de caso: "Proyecto Eléctrica y Corriente Alterna"

Luis Alejandro Cárdenas García, Estudiante, Universidad Nacional de Colombia, Bogotá, Colombia

Alexei Ochoa-Duarte, Universidad Nacional de Colombia, Bogotá, Colombia

La educación, como práctica de construcción, apropiación y transferencia del conocimiento, es una actividad que se realiza en comunidad; pues es un diálogo que se hace entre los actores involucrados en el proceso de enseñanza-aprendizaje. Cuando el proceso educativo se lleva a cabo en comunidad, es de vital importancia la relación con el otro para entender sus puntos de vista y unir esfuerzos con objetivos en común. Partiendo del objetivo de recuperar el sentido social de la ingeniería, un grupo estudiantil extracurricular de la Facultad de Ingeniería de la Universidad Nacional de Colombia —Sede Bogotá— ha venido desarrollando una serie de estrategias, entre las que se incluyen ciclos de talleres y un periódico estudiantil llamado Corriente Alterna, que favorecen la formación integral y el desarrollo de habilidades de la cuarta revolución industrial como el trabajo colaborativo, la creatividad, el pensamiento crítico y las habilidades comunicativas. Este artículo presenta una serie de experiencias, vivencias y aprendizajes, en torno a los procesos de organización y liderazgo estudiantil, a través de la participación en actividades extracurriculares y con un objetivo común: reflexionar y recuperar el sentido social de la ingeniería.

Organización educativa y liderazgo

El uso de la ramificación en el proceso de aprendizaje de la lengua inglesa en educación primaria

Silvia Corral Robles, Lecturer, University of Granada, Granada, España

Este trabajo se trata de una revisión bibliográfica descriptiva que versa sobre el uso de la gamificación en el proceso de aprendizaje de la lengua inglesa en Educación Primaria. El objetivo general es analizar los estudios llevados a cabo sobre la metodología de gamificación aplicada a la enseñanza de la lengua inglesa desde 2009 a 2019 a través de un enfoque cualitativo, en particular, se ha utilizado el análisis de contenido mediante el programa informático Nvivo-11. Para dar respuesta a este objetivo general se han dispuesto cuatro objetivos específicos que giran en torno a los beneficios e inconvenientes que se derivan de la aplicación de dicha metodología en el aula de inglés en Educación Primaria, así como, el papel de la motivación y el uso de los recursos tecnológicos en la aplicación de la gamificación en el proceso de E-A de la lengua inglesa. Entre los resultados podemos destacar a Morillas (2016) que afirma que la aplicación de la gamificación ha supuesto un incremento de la atención, la participación y una mejora de comportamientos. Del mismo modo, se han detectado inconvenientes, y autores como Area y González (2015) identifican un exceso de trabajo, la estimulación de la competición frente a la colaboración. En cuanto al papel de la motivación según Ardoiz (2017) el conocimiento y los comportamientos se interiorizan mediante el juego. Martínez (2018) y Del Cerro (2015) los recursos tecnológicos se convierten en el hilo principal y permite al alumnado ser el centro del proceso de aprendizaje.

Alfabetización y aprendizaje de idiomas

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**
Room 8 - 03/005	**Workshop** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience.** **Teaching Team-based Learning with Mature Adults in the Online Classroom** Denese Wolff, Associate Faculty, College of Humanities and Sciences, University of Phoenix, Fresno, TX, United States Working in collaborative teams is an integral part of the corporate environment, but most college students are not afforded ample opportunities to hone the skills of working in teams. Because learning teams are part of the teaching model at the University of Phoenix, upper-class students have continuous team-based learning experiences across the curriculum throughout their academic journey. Working in teams of four or five, students have a virtual workspace, create team charters, set goals, and meet those goals within a limited timeframe. After explaining how students function in virtual teams, the presenter will divide the audience into teams of four so that they can develop a team charter, set a goal, and experience how UOP students are trained to function in a leaderless, collaborative team. Throughout the workshop, participants will be engaged in online surveys with results broadcast in real time. The presentation shared activities, and online surveys will provide active audience participation. *Learning in Higher Education*
Room 9 - 03/006A	**Workshop** **Neurodiversity in the Classroom** Maureen Greene, Teacher, Special Education, Souhegan High School, Amherst, NH, United States This workshop focuses on highlighting the strengths of students with disabilities. The neurodiversity movement encourages us to consider the gifts of conditions we have previously labeled as "disabilities". in this workshop teachers will learn how to shift student perspective from what they can't do to what they can. Topics covered include post-secondary goals, student self-concept and effective partnering with parents. In this presentation, I will describe the development of my research question and report on some of my research findings from three years of data collected at my suburban American High School. Participants will engage with current research and apply concrete strategies to improve their teaching practice. *Learner Diversity and Identities*
Room 10 03/006B	**Taller (en español)** **Estrategias de aprendizaje para los estudiantes cubanos en la clase de LE** Yi Xu, Teaching assistant, Instituto Confucio de la Universidad de La Habana, La Habana, Cuba El objetivo de esta investigación es explicar cómo desarrollar las estrategias de aprendizaje adecuadas para los estudiantes cubanos en el proceso de enseñanza-aprendizaje en el curso básico de idioma chino. En esta ponencia se hace referencia como aspecto fundamental al Inventario Estratégico para el aprendizaje de lengua (SILL) de Oxford (1990) porque es muy útil y completo para caracterizar las estrategias de aprendizaje usadas por los estudiantes en la clase.También se pretende contribuir a un mejor desempeño de los alumnos durante sus estudios en el curso del Instituto Confucio de la Universidad de La Habana. *Alfabetización y aprendizaje de idiomas*

| 12:55-13:40 | **PARALLEL SESSIONS** |

| Room 11 03/011 | |

Ponencias virtuales breves (en español)

Del currículo vívido en acción creativa: Tres experiencias latinoamericanas (Chile, México y Costa Rica)

Carmen Burgos Videla, Académica, Investigadora Instituto de IICSE, Universidad de Atacama, Copiapó, Chile

Se trata de una Investigación cualitativa realizada desde la comprensión sobre la emergencia y constitución de la acción creativa del currículum vívido posible de tematizar a fin de constituir bases epistemológicas de un modelo pedagógico para formación inicial de profesores. Consiste en un estudio de caso múltiple con diseño exploratorio-descriptivo desarrollado en el contexto escolar, con la participación de profesores de educación básica y media en ejercicio de tres países latinoamericanos: Chile, Costa Rica y México. Se emplean técnicas acordes al método: entrevista en profundidad, registros de observación directa, de audio, grupo de discusión. Para la interpretación y análisis de discurso se utilizó el esquema fenomenológico Apresentación Husserliano adoptado por Alfred Schütz. El hallazgo principal lo constituye el esquema comprensivo currículo vívido en acción creativa.

Pedagogía y currículo

Evaluar para aprender: La implicación del estudiante de magisterio en los procesos de evaluación y aprendizaje lingüísticos

Mª Begoña Gómez Devís, Profesora, Universidad de Valencia, Valencia, España

Esta contribución analiza una serie de intervenciones didácticas, aplicadas en el seno de la formación universitaria, y encaminadas al desarrollo y mejora de las competencias comunicativas académico-profesionales en los títulos de grado en Maestro/a en Educación Primaria y Educación Infantil de la Universitat de València. Si bien la integración de dichas competencias es una constante en el diseño de los actuales planes de estudio universitarios, requiere una atención específica en el desarrollo de criterios y actuaciones adecuados para su eficaz implantación. Con el objetivo de presentar algunos recursos y prácticas pedagógicas que puedan ser de utilidad para dicho fin, se describe una propuesta que destila tres postulados convergentes, a todas luces, con los principios del marco metodológico del EEES: (1) la centralidad de las competencias como objeto del aprendizaje universitario; (2) un modelo de aprendizaje orientado a la acción; y (3) un enfoque de la formación universitaria como proceso de acercamiento, incorporación e integración progresiva en la comunidad de expertos y profesionales del área. Sobre estas bases se ha diseñado un procedimiento de evaluación en diferentes asignaturas, donde se han activado una serie de tareas de las que emergen el convencimiento del potencial del aprendizaje colaborativo, así como de la evaluación orientada al aprendizaje (EOA). Los resultados de estas experiencias metodológicas, implementadas desde el curso académico 2015-16, confirman la capacidad del enfoque para generar dinámicas de colaboración entre iguales y su conveniencia para optimizar el aprendizaje de la escritura académica y el conocimiento pedagógico de la evaluación.

Pedagogía y currículo

Fomentar la creatividad de los educandos de primer año de E.G.B. mediante el diseño de un ambiente de aprendizaje

Deisy Fernanda Valverde Paute, Estudiante, Universidad Nacional de Educación, Azogues, Ecuador
Nadia Micaela Álvarez Peláez, Estudiante, Universidad Nacional de Educación, Azogues, Ecuador
Juan Diego Cárdenas Chicaiza, Universidad Nacional de Educación, Azogues, Ecuador

El presente proyecto fue realizado utilizando una metodología cualitativa por medio de la investigación de campo y un registro anecdótico que permitió identificar el siguiente problema: La falta de actividades creativas en los estudiantes dentro del aula. Estos se han acostumbrado a seguir las instrucciones de un adulto para realizar sus trabajos, por lo que se tomó a modo de estrategia el trabajo de actividades mediante rincones como dibujo y pintura, expresión dramática y música. Estos rincones se han seleccionado en base al interés del estudiante para crear un ambiente de aprendizaje que fomente la creatividad, por lo que se ha llegado a presentar como propuesta un folleto de actividades que fomenten la creatividad basada en los ejes temáticos de los rincones.

Aprendizaje en la educación preescolar

Pensamiento crítico y libros de texto de ciencias: ¿Una oportunidad para la formación de agentes de cambio social?

Joshua Yaikin, Universidad Católica de la Santísima Concepción, Concepción, Chile
Gina Burdiles Fernández, Docente, Universidad Católica de la Santísima Concepción, Concepción, Chile

El desarrollo científico-tecnológico ha contribuido a mejorar la calidad de vida, pero también a aumentar la desigualdad social, a la vez que genera nuevos problemas "valóricos". La enseñanza y aprendizaje de las ciencias naturales debe considerar el desarrollo del pensamiento crítico (PC) como componente clave para preparar a los estudiantes como ciudadanos responsables, en un mundo cada vez más influenciado por la ciencia y la tecnología. Para que puedan tomar decisiones en el ámbito tecnocientífico —de forma que sean agentes de transformación social—, los estudiantes deben tener oportunidades en clases de ciencias para aprender a partir de experiencias que promuevan el PC (que pueden estar pautadas por los libros de texto). En Chile, el texto escolar es uno de los principales recursos de apoyo en clase. Pero... ¿Qué habilidades cognitivas de pensamiento crítico se promueven con las tareas propuestas en los libros de texto de biología? Se analizaron las tareas propuestas en textos de Biología de primero, segundo, tercero y cuarto nivel, con el objetivo de determinar qué habilidades cognitivas de PC (según la definición de Facione) se promueven con dichas tareas. Se realizó una triangulación del análisis de cuatro investigadores independientes. Los resultados muestran que los textos proveen insuficientes oportunidades para poner en juego, equilibradamente, las habilidades de PC; por lo que no propiciarían un desarrollo íntegro de este que contribuya a una apropiación de las ciencias, para poder interactuar responsablemente en una sociedad influenciada por la ciencia y la tecnología, constituyéndose como agentes de cambio social.

Tema destacado 2019: Aprendizaje para la diferencia social

Thursday, 25 July

12:55-13:40	**PARALLEL SESSIONS**

Room 11
03/011 cont.

Club de Lectura "Movamos Páginas": Innovando en la Empresa Integra S.A.

Rubén Iván Bolaños, Coordinador I+D+I, Integra S.A., Pereira, Risaralda, Colombia
Doris Amparo Martínez, Asistente I+D+I, Integra S.A., Colombia
César Augusto Marín Moreno, Gerente I+D+I, Integra S.A., Colombia
Master Luisa Fernanda Duque Gómez, Orientadora Club de Lectura, I+D+I, Integra S.A., Pereira, Risaralda, Colombia

Este proyecto surgió con el propósito de continuar innovando en el programa de Responsabilidad Social Empresarial "Intégrate", en el área I+D+i de la empresa Integra S.A., sociedad operadora de transporte masivo en la ciudad de Pereira (Colombia). La inversión económica por parte de la organización permitió fomentar una práctica educativa informal, al interior de sus instalaciones, con la creación del Club de Lectura "Movamos Páginas" a partir del año 2018, dirigido a la población infantil y juvenil que tiene relación familiar con los colaboradores administrativos. El trabajo, como etapa piloto, tuvo éxito al contar con varias fases: un "Diagnóstico" para determinar el entorno de impacto, la "Planeación" en la adquisición de recursos y organización del proyecto, el "Desarrollo" mediante la aplicación de estrategias de lectura dialógica, según planos del relato literario y el contexto comunicativo. En la "Evaluación" se reflexionó para determinar fortalezas, aspectos por mejorar y socializar metas obtenidas. Como resultados, se permitió fortalecer lazos entre participantes, sus familias y la empresa mediante la lectura recreativa en voz alta de libros literarios impresos, una tarde cada semana. Se motivó la búsqueda de conocimiento y la creación de hábitos de lectura que, a su vez, promovieron el desarrollo de habilidades de pensamiento crítico y social desde la convivencia con otros, analizando conflictos en los libros y sus posibles soluciones. Además, lograron transformar favorablemente su percepción sobre su capacidad lectora, tener iniciativa y respeto al escuchar.
Tema destacado 2019: Aprendizaje para la diferencia social

¿Quién es el profesor que construye paz en zonas de postconflicto colombiano?: Concepción del perfil docente constructor de paz

Jorge Mario Ortega Iglesias, Docente, Universidad del Magdalena, Santa Marta, Colombia
Víctor Valencia Espejo, Estudiante, Universidad del Magdalena, Santa Marta, Colombia

Esta ponencia presenta avances de un estudio descriptivo de corte transversal, que mediante la técnica de redes semánticas naturales modificadas, combinando su proceso de análisis con diagramas de importancia-frecuencia alrededor de palabras o definidoras libres, pretende caracterizar las concepciones del perfil docente constructor de paz, en voces de estudiantes y profesores que asisten a escuelas públicas ubicadas en el corredor vial zona troncal del Caribe de la ciudad de Santa Marta, territorio reconocido como zona priorizada por el postconflicto. Participaron 36 profesores y 243 estudiantes. Las categorías de análisis fueron tamaño de la red (J), frecuencia de aparición (F), peso semántico (M), distancia semántica entre definidoras (FMG), conjunto de definidoras con mayor peso semántico (SAM), densidad de la red (G), frecuencia promedio grupo SAM (F), distancia semántica promedio grupo SAM ((FMG)). Se obtuvieron 156 palabras definidoras de profesores y 293 de estudiantes. La definidora respetuosa es la más importante (FMG=100%) y frecuente (F=188) en el caso de los estudiantes. Para los profesores, la palabra definidora tolerante es la más importante (FMG=100%) y frecuente (F= 23), estas definidoras representan el núcleo de la red y constituyen aspectos fundamentales para reconocer la concepción del perfil del docente constructor de paz en estas poblaciones. El valor histórico que refieren las definidoras es respetuoso y tolerante. La determinación de la concepción del profesor constructor de paz en zonas afectadas por el conflicto armado colombiano precisa un camino hacia la construcción de identidad y el papel del maestro en estas comunidades.
Tema destacado 2019: Aprendizaje para la diferencia social

Tablero digital para la inclusión tecnológica dirigido a personas con discapacidad

Maria Teresa Barron Tirado, Profesora, Univerisdad Nacional Autónoma de México, Ciudad de México, México
Arcelia Bernal Díaz, Académico, Universidad Nacional Autónoma de México, Ciudad de México, Mexico
Miguel Saúl Angeles Alcántara, Estudiante, Universidad Nacional Autónoma de México, Ciudad de México, México
Norma Patricia Nava Rodríguez, Estudiante, UNAM, Ciudad de México, México

Se diseñó un tablero digital junto con un programa de cómputo para personas con discapacidad intelectual y motriz. El tablero digital se elaboró con estratégias pedagógicas para aprender a leer y escribir. Los niños con discapacidad son estimulados para desarrollar su habilidad de aprender las primeras letras y sílabas, y así formar palabras a través de sonidos, imágenes y letras. Fue diseñado por un equipo multidisciplinar. El tablero está dirigido principalmente a niños con síndrome de Down, hiperactividad, déficit de atención, dislexia y autismo. Asimismo, este tablero puede ser utilizado por adultos con algunos problemas intelectuales. La meta es que identifiquen cada una de las letras del alfabeto, aprendan a escribir, leer e interactuar con su entorno. Se realizaron pruebas de funcionamiento del tablero digital en donde las personas participaron de manera activa identificando las letras, formaron sílabas y palabras bisilábicas. La investigación fue realizada gracias al Programa UNAM-PAPIIT IT102218 *Tema destacado 2019: Aprendizaje para la diferencia social*

Uso de la red social Facebook como medio para motivar en el estudiante el interés por la Historia

Mayra Leonard, Docente, Pontificia Universidad Católica Madre y Maestra (PUCMM), Santiago, República Dominicana

La "era digital" ha cambiado la forma en la que aprende el alumno. El proceso de enseñanza-aprendizaje se ha convertido en un reto para el docente —quien debe repensar su práctica incorporando nuevas estrategias que motiven a los estudiantes—. La asignatura: "Historia de la Cultura Occidental" se enfrenta a una visión sesgada de su utilidad, pues a veces se percibe como una materia llena de nombres y fechas que deben memorizarse para obtener buenas notas. Facebook puede resultar una estrategia didáctica diferente. Esta investigación tuvo como objetivos: crear un grupo de Facebook para acercar al estudiante a la Historia; motivar su interés por esta asignatura y potenciar la comunicación. A través de una investigación de campo, se siguió un enfoque metodológico mixto, durante los años de 2015 a 2018, bajo un estudio de caso, con carácter exploratorio y descriptivo. Se aplicó una encuesta, acerca de la utilidad del grupo, a los estudiantes que conformaron la población; y una rúbrica que evaluó el desempeño de cada alumno. Los resultados de la investigación mostraron que los estudiantes se acercaron a la Historia de diferentes maneras: publicando documentales, noticias, tráilers de películas y juegos favoritos, con trasfondo histórico; desarrollando habilidades de investigación y colaboración, al seleccionar la información a compartir en el grupo, y comentar otras publicaciones. Por otro lado, el grupo de Facebook mejoró la comunicación entre los alumnos y con el profesor. Los estudiantes se sintieron cómodos en este espacio digital; llegando a compartir memes graciosos relacionados con la Historia.
Tecnologías en el aprendizaje

12:55-13:40	**PARALLEL SESSIONS**

Motivación de logro en universitarios con alto desempeño académico y estudiantes con aptitud intelectual sobresaliente: Una aproximación de elementos de la motivación de logro académico

Diana Irasema Cervantes Arreola, Profesora e Investigadora, Universidad Autónoma de Ciudad Juárez, Ciudad Juárez, México

Edsua Marena Olvera Carranza, Universidad Autónoma de Ciudad Juárez, Ciudad Juárez, México

El estudio realizado presenta la primera fase de los resultados preliminares, sobre elementos de la motivación de logro, que aparecen en jóvenes estudiantes universitarios con alto desempeño académico y con aptitud intelectual sobresaliente. La muestra fue no probabilística por conveniencia, y se tomó a través de la nominación de profesores sobre participantes con probable aptitud intelectual sobresaliente y/o alto desempeño académico. Se les aplicó la Escala Breve de Inteligencia Shipley2, para poder detectar su Cociente Intelectual (CI), y se obtuvo el promedio general que llevan hasta el semestre anterior. De los casos de nominación, se trabajó con 21 estudiantes que respondieron a la participación voluntaria del estudio, en el cual respondieron a una escala de motivación de logro académico, la cual agrupa dos factores: maestría y competitividad. Se obtuvo que el CI tiene una relación significativa con la competitividad en cuanto a que otros obtengan mejores calificaciones (r = 0, 521) y cuando su trabajo es mejor que el de los demás (r=0,474). Sin embargo, el rendimiento académico (promedio general) no tiene relación significativa con ninguno de los dos factores de la Escala de Motivación de Logro. Se concluye que la motivación de logro de los estudiantes con alto desempeño académico y aptitud intelectual sobresaliente, no permite establecer una relación significativa con el desempeño académico y el CI con el factor de maestría, que tiene que ver con aspectos de enfrentar tareas académicas difíciles y buscar la perfección en su realización.
Educación superior

Cociente intelectual y reconocimiento de emociones faciales en la adolescencia

Alberto Nolasco Hernández, Profesor asociado, Universidad de Zaragoza, Zaragoza, España

Las emociones son las que determinan la calidad de nuestra existencia. Los sentimientos, las emociones y las reacciones emocionales son necesarios para sobrevivir y para nuestra vida cotidiana con el resto de las personas. La comprensión de las emociones forma parte de los principios básicos de la vida personal. Son un conjunto innato de sistemas de adaptación al medio que han supuesto un extraordinario valor de supervivencia para la humanidad. El desarrollo emocional de las personas durante la adolescencia sufre diferentes cambios que nos proporcionan patrones disímiles de conducta e información relevante para el estudio que realizamos. Es por ello que hemos seleccionado este grupo para el desarrollo de nuestra investigación. En este sentido, consideramos que debemos profundizar en la comprensión de la vida emocional de nuestros alumnos para mejorarla. El procedimiento —y posterior entrenamiento— que se planteó en este trabajo está fundamentado en determinar, en un grupo de 300 adolescentes de ambos sexos y edades entre 12 y 17 años, el grado de relación del cociente intelectual con la capacidad de identificación de emociones faciales y, bajo un enfoque descriptivo, correlacional y cuantitativo, se pudo comprobar, entre otras hipótesis, que el entrenamiento en identificación de emociones faciales en adolescentes es estadísticamente significativo para potenciar la capacidad de reconocimiento de emociones faciales; también, que la diferencia de edad, en la etapa de la adolescencia, no es estadísticamente significativa en el reconocimiento de emociones faciales. Asimismo, un mayor cociente intelectual no resultó estadísticamente significativo en el reconocimiento de emociones faciales.
Pedagogía y currículo

Bookzinga y Bociga: Blogs, posmodernidad y nuevas literacidades

Azul Kikey Castelli Olvera, Docente, Universidad Autónoma del Estado de Hidalgo, Hidalgo, México
Rosa María Valles Ruiz, Docente, Universidad Autónoma del Estado de Hidalgo, Hidalgo, México

En este trabajo se sostiene que bookzinga y bociga, blogs especializados en la difusión de productos culturales, son una representación de la irrupción de las nuevas tecnologías en el cotidiano de generaciones actuales e involucra un cambio en el acceso a la literatura permeado por la posmodernidad, lo que implica el consumo de narrativas de otros países y nuevos formatos de acercamiento a la lectura como lo son los audiolibros, los podcasts y las adaptaciones cinematográficas, las cuales se encuentra a un click de distancia, alojadas en blogs cuya estructura promueve la interactividad y al mismo tiempo la efimeridad. Esto se observa directamente en la arquitectura de estos blogs y en sus contenidos, los cuales inciden directamente en la modificación de las literacidades entre jóvenes lectores, sin por ello dejar de lado los textos impresos, sino más bien creando un nuevo tipo de relación entre el lector y el texto, que se ve mediada por redes sociales y medios tecnológicos y las amalgamas culturales. Lo anterior se sostiene a partir de estadísticas internacionales, nacionales, así como estudios de académicos como los realizados por Delors, Coll, Barton y Lee, Montero, Rizvi y Lingard, Lankshear y Knobel y Kress, quienes apuntan que las nuevas tecnologías vinculados con un mundo globalizado derivan en nuevas formas de creación y transmisión del conocimiento.
Tecnologías en el aprendizaje

Los estilos de enseñanza y de aprendizaje de docentes universitarios, una oportunidad para mejorar el espacio educativo y social: Caso Liceo UPG

Patricia Antonio Pérez, Profesora, Investigadora, Universidad Pedro de Gante, Texcoco, México
Brenda Mariana Aguilar Antonio, Doctoranda, Universidad Autónoma Chapingo, Texcoco, México

El objetivo de este estudio fue identificar los estilos de enseñanza (EdE) frente a los estilos de aprendizaje (EdA) de los profesores que imparten clase en las diez licenciaturas que ofrece el Liceo Universidad Pedro de Gante (LUPG), Campus Texcoco. Lo anterior se hace destacando que los contextos educativos son una oportunidad para mejorar los procesos de los espacios educativos y sociales, ya que por medio de los EdE y EdA es posible identificar la diversidad existente entre estos y el proceso cognitivo que desempeñan los profesores durante sus procesos de enseñanza y formación académica. La investigación fue un estudio de caso, descriptivo y correlacional. La población son profesores que conforman el claustro docente del LUPG. Se aplicaron instrumentos como CHAEA de Alonso-Honey-Gallego y el CEE de Martínez Geijo y datos socioacadémicos. Se analizaron los datos según los baremos de los autores y con estadísticos descriptivos, análisis de correlación y análisis de conglomerados. En los resultados se resalta la relación entre los cuatro EdE: Abierto, Formal, Estructurado y Funcional, relacionados con los EdA identificados, esto es, Activo, Reflexivo, Teórico y Pragmático. En las conclusiones se resalta que los datos sirven para la propuesta de formación docente y capacitación dentro del proyecto académico y de gestión a nivel de licenciatura de los profesores de LUPG, para alcanzar una mejorar de los procesos educativos y sociales de la vida institucional.
Educación superior

Thursday, 25 July	
12:55-13:40	**PARALLEL SESSIONS**
Room 11 **03/011 cont.**	**¿Conceden la misma importancia los maestros en formación y los libros de texto de Educación Primaria a los contenidos de lengua española?** Ángela Gómez López, Universidad de Valencia, Valencia, España Maria Teresa Muedra Peris, Estudiante, Universidad de Valencia, Valencia, España Eva Morón Olivares, Universidad de Valencia, Valencia, España El presente trabajo tiene como objetivo hacer una comparación entre el peso relativo que presentan los contenidos de lengua española de los libros de texto de Educación Primaria, de las principales editoriales españolas, con la consideración que estos contenidos reciben por parte de los maestros en formación. Se recogieron datos de cuatro colecciones completas; de 1º a 6º de Primaria. Para ello, se validaron por expertos unas categorías de conocimiento disciplinar para clasificar las actividades de los libros. Por otra parte, se confeccionó un cuestionario en el que dos grupos de maestros en formación debían poner en orden de importancia estos mismos contenidos. Los resultados mostraron que hay una alta correlación entre las distintas editoriales en cuanto a la importancia otorgada a los contenidos, siendo "procesos de comprensión", "tipología textual" y "fonética, fonología y ortografía" los más importantes. Por su parte, las correlaciones entre alumnos son más dispares; en cualquier caso, los sujetos concedían más importancia a "procesos de expresión", "fonética, fonología y ortografía" y "procesos de comprensión". Las mayores divergencias entre editoriales y alumnado se encontraron en "pragmática" y "tipología textual". Esta falta de convergencia, en cuanto a la importancia de los bloques de contenido, podría revelar que la formación inicial de los maestros hace hincapié en aspectos de la materia que son menos atendidos en los libros de texto. Ser conscientes de este hecho ayudaría a los maestros a mejorar sus prácticas didácticas. *Educación superior* **Análisis de materiales didácticos desde la perspectiva de la educación literaria** Anna M. Devís Arbona, Universidad de Valencia, Valencia, España Silvia María Chireac, Lecturer, Universidad de Valencia, Valencia, España El presente trabajo tiene como objetivo hacer una comparación entre el peso relativo que presentan los contenidos de lengua española de los libros de texto de Educación Primaria de las principales editoriales españolas, con la consideración que estos contenidos reciben por parte de los maestros en formación. A tal efecto, se han recogido datos de una colección de primaria y una muestra de los tres ciclos; concretamente de segundo, cuarto y sexto. En nuestro caso, hemos analizado las competencias en educación literaria presentes en estos materiales a partir de una serie de indicadores. Los resultados provisionales nos aportan datos tanto en lo relativo a la coincidencia entre el desarrollo de las competencias literarias que se proponen y las del currículum como en lo relativo a las metodologías de aprendizaje, los discursos literarios que aparecen, el tipo de estrategias y las actividades que se abordan. En ulteriores estudios se pretende validar estos datos y ampliarlos desde la educación lingüística y literaria, tanto a otros cursos y colecciones como a otros ámbitos y lenguas. *Educación superior* **Reflexiones teóricas sobre la diversidad familiar en el aula de educación primaria** Manuela Avilés Hernández, Profesora, Universidad de Murcia, Murcia, España Durante las últimas décadas, las sociedades occidentales han ido experimentando una serie de cambios en todos los niveles(sociales, económicos, culturales, etc.), que han afectado a la institución familiar. Estos cambios han provocado, entre otros, el paso de una realidad social caracterizada por un único tipo de familia (la familia nuclear biparental compuesta por el padre, la madre y sus hijos comunes) a otra en la que existen diversos tipos de formas familiares (como las familias reconstituidas, monoparentales, homoparentales, mixtas, trasnacionales, cohabitantes, etc.) Todas estas estructuras familiares han quedado recogidas, desde una perspectiva sociológica, bajo la categoría de "nuevas formas familiares". Esta etiqueta representa un grupo amplio y variado, que lo será aún más con el paso del tiempo, pues la familia es una realidad dinámica que se encuentra en un constante proceso de transformación. De ahí que puedan surgir, en el futuro y de la mano de cambios venideros, nuevas formas familiares hasta ahora inexistentes o apenas extendidas en el contexto social. La familia es un factor determinante para los alumnos, ya que es el primer agente de socialización con el que se encuentran en su vida y, posiblemente, uno de los más poderosos. En esta ponencia se va a reflexionar, desde un enfoque teórico, sobre la diversidad de estructuras familiares que pueden darse en el aula, y sobre cómo esto puede afectar al alumno e influir en su aprendizaje y rendimiento escolar. *Identidad y diversidad de los estudiantes*

| 12:55-13:40 | **PARALLEL SESSIONS** |
| Room 12 - 03/017 | **Focused Discussions IV**
For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended "roundtable" conversation between an author and a small group of interested colleagues. Summaries of the author's key ideas, or points of discussion, are used to stimulate and guide the discourse. |

Mathematics Education Innovation: A Look at Developmental Mathematics Practice and Pre-Calculus Redesign

Hongde Hu, Department Chair and Professor, Mathematics and Statistics, California State University, Monterey Bay, Seaside, CA, United States
Alysia Goyer, Lecturer, Math, California State University, Monterey Bay, CA, United States

The California State University (CSU) system announced in the summer of 2017 that non-credit bearing remediation will be phased out and replaced with co-requisite approaches. In response to the CSU's policy change and to improve the success-rate of the entry-level mathematics courses, especially Pre-Calculus for the STEM major students, we develop an innovative model pairs an existing parent course with a one-unit supplemental course to provide a variety of interventions and practices to support students at California State University, Monterey Bay. In this discussion, we will discuss the model, which divides instruction among faculty, teaching assistants, and tutors, that actively moves students from classroom work, to group work, to homework, to exams.

Science, Mathematics and Technology Learning

English Language Education Policies Reform in China and the Effects of Confucianism

Xue Zi Han, Researcher, Second Language Aquisition, Queen's University Belfast, United Kingdom

English Language Education policies in China have been discussed and studied for decades. Meanwhile, Confucianism functions as the key term as it affects learners and teachers in China while it is rarely considered together with policy reform. By reviewing previous English language reform policies in China by following the timeline, this paper also develops its own three-layer framework to assist the illustration. To consider the impact of sociocultural values and understand the details of the recent educational reforms, this paper aims to be more inspiring and to seek hidden answers by digging deep into the routes of traditional, cultural habits and historical development.

Pedagogy and Curriculum

Cultural and Conceptual Change: Evolution in the United States as a Model for Impacting Science Literacy Worldwide

Amanda Glaze, Assistant Professor, Department of Middle Grades & Secondary Education, Georgia Southern University, Statesboro, United States

What does it say about classroom learning when a majority of the United States populace does not accept evolution? Somewhere between university studies and entry into the classroom, something is influencing teacher decisions about evolution, something that determines what they teach their students and how. Understanding this process is the key to designing pre-service teacher curriculum that enhances understanding, encourages teaching of evolution, and provides support to do so confidently and accurately. This study sought to examine the lived experiences of pre-service science teachers as they prepared to enter the classroom as teachers. To do so, interviews were conducted among individuals who were sorted based on their levels of acceptance of evolution. These interviews provided insight into the cultural and personal experiences that shape ideas about evolution, teaching evolution, and the nature of science itself among students in a rural teaching college in the Southeastern United States, a region where evolution controversy is openly contentious. While the United States stands at the opposite of many other first tier nations in this position, what we have learned about culturally responsive approaches to teaching, learning, and teacher education applies across fields to all areas where there is public misconception, including climate change, science and religion, and cultural divergence from scientific positions.

Science, Mathematics and Technology Learning

The Benefits of Combining Visual Mapping Techniques with the Principles of Excellent Teaching and Learning

Hanna Miller, Assistant Headteacher, Teaching and Learning, Thinking Schools Academy Trust, Rochester, United Kingdom

Visual mapping techniques are nothing new in education. We have long used them to explain, model, demonstrate teacher thinking and check student understanding. We use specific "thinking maps," each underpinned by their own thinking process to drive improvements in teaching and learning across all phases and curriculum areas within our Trust. Despite the differing contexts, the shared language of 'thinking maps' across each school has provided students of all ages with a language to communicate and develop their thinking and understanding and has allowed teachers to show clearer relationships between concepts and topics. There have been clear avenues to use the maps to improve metacognition and memory in the classroom, link mapping to quality questioning and engage students in difficult subject knowledge. This session would share the best practice but also the pitfalls and how they were overcome.

Pedagogy and Curriculum

Personal Narrative as a Scaffolding Tool for Professional Learning and Performance Improvement

Vera Leykina, Clara Barton High School for Health Professions, New York City Department of Education, Yonkers, NY, United States

This session introduces the concept of a personal narrative as a scaffolding tool for collaborative professional learning. This approach may be applied to a group of teachers, nurses, social workers, or other professionals working with people which they have no previous experience of servicing. Often, well-trained specialists encounter groups of population with unknown needs. The training approach presented here is an application of Sociocultural Learning Theory to professional adult learning. Session participants will be able to identify possibilities for scaffolding of professional learning and will begin constructing personal narratives as scaffolds applicable to professional learning and growth in their areas of expertise. The approach to be presented is based on the Sociocultural learning theory. The participants will learn about personal narratives as scaffolding tools by experiencing, analyzing, and constructing them.

2019 Special Focus: "Learning to Make a Social Difference"

Thursday, 25 July	
12:55-13:40	**PARALLEL SESSIONS**
Room 12 - 03/017 cont.	**Social Difference in Digital Spaces** Ebony Perez, Instructor, Saint Leo University, Saint Leo, FL, United States Alexandra Kanellis, Teacher, Curriculum Development, Saint Leo University, Saint Leo, FL, United States Nancy Wood, Assistant Professor of Human Services, Saint Leo University, Saint Leo, FL, United States Holly Atkins, Saint Leo University, Saint Leo, FL, United States Digital spaces can be utilized in a myriad of ways to engage students in learning how to engage and advance social issues in their chosen field of study. Technology allows faculty to develop innovative pedagogical strategies to foster a deeper understanding of the mechanisms of oppression and marginalization that exist. Furthermore, digital spaces provide the opportunity to expose students to simulated experiences, provide resources, and live feedback and consultation. In this discussion, participants will be introduced to some of the unique approaches faculty in three different disciplines maneuver digital spaces to help students foster critical self-awareness, manage personal values to engage in ethical praxis, and develop knowledge and skills to promote social justice in their respective fields of study. *2019 Special Focus: "Learning to Make a Social Difference"*
Room 13 02/008	**Discusiones enfocadas (en español)** **La formación de los psicólogos en Uruguay: Significaciones atribuidas a la formación universitaria en estudiantes ingresantes a Psicología** María Pimienta, Profesora titular, Universidad de la República, Montevideo, Uruguay Se presentan resultados de un estudio desarrollado en Uruguay orientado a conocer las ideas previas y significaciones atribuidas a la formación universitaria en estudiantes matriculados a Psicología, así como precisar si se atribuyen diferencias entre la educación secundaria y la universitaria. En tanto el estudio releva construcciones representacionales con fuerte arraigo en el tránsito escolar pre-universitario, se entendió oportuna la novedad de articular conceptualmente el concepto de ideas previas con el de significados subjetivos (que siempre tienen un anclaje socio-colectivo y son evidenciables mediante investigación cualitativa). La estrategia metodológica: integración de técnicas cuantitativas y cualitativas, encuesta y grupos de discusión. Resultados: Aspectos vinculados a lo académico asociado a un mayor status y prestigio profesional-laboral. Incidencia de la procedencia geográfica de los ingresantes a la Universidad, con marcada división entre Montevideo e interior. El ingreso a la Universidad implica un cambio abismal para el estudiante. Factores personales que se constatan en el análisis del contenido del discurso. Se evidencia las ideas previas acerca de la formación universitaria, las cuales articulan complejamente significados y percepciones que condensan la sinergia entre biografía personal y representaciones disponibles en el imaginario social, sobre el universo de la educación en general. Se trata de ideas previas, percepciones y significados referidos a la educación formal, por tanto producidos por los actores en el espacio educativo -entre otros componentes- mediante el análisis de las representaciones que dan significado a sus prácticas cotidianas. Se identificaron significados que se presentan como muy consistentes en los datos recogidos. *Educación superior*
13:40-13:55	**Coffee Break / Pausa para el café**
13:55-15:35	**PARALLEL SESSIONS**

Thursday, 25 July	
13:55-15:35	**PARALLEL SESSIONS**
Room 1 - 0G/007	**Innovation Showcase** **Researchers and innovators present products or research and development. All presentations should be grounded in the presenter's research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.** **One Size Does Not Fit All: Designing Measurable Program and Individual Goals to Track Learner Success** Jessika Kleen, Partner, Professional Development, Machado Law Group, Springfield, IL, United States This showcase will begin with an overview of school-based intervention practices, which include the four essential components of Universal Screening, Progress Monitoring, Multi-Level Interventions, and Data-based Decision Making. Participants will then be given a student profile and led through several exercises aimed at strengthening their practical evaluation skills. Exercises will require the identification of student needs, both behavioral and academic, developing programming based upon pre-selected options, and crafting measurable goals and objectives aligned to known data sets. A wrap-up discussion will close the session. *Assessment and Evaluation* **Engaging the Learner in Graduate Education: Teaching Highly Participative Courses Online** Judith Scully Callahan, Senior Lecturer, Management, University of Florida, College of Business, Gainesville, FL, United States The proliferation of online learning challenges educators when creating highly participative courses. Two courses have presented particular challenges: Negotiations and Creativity in Business. After years of developing and executing these courses, I have cultivated strategies that have enriched learner experience. These include selecting secondary software to support pedagogical goals, adopting exercises that deliver a clear lesson, and clarifying expectations through the use of a rubric. The courses are demanding as students participate in numerous activities, share work and offer feedback to one another, and complete traditional examinations. Both informal and formal feedback demonstrates the effectiveness of these strategies. *Learning in Higher Education* **An Interactive Way of Reading: Electronic Readings** Mayra Diaz De La Cruz, Teacher, Languages, Universidad del Norte, Barranquilla, Colombia Heydy Robles, Teacher, Universidad del Norte, Colombia Online texts have been gradually replacing paper-based readings, shaping the way how contemporary readers access information. Electronic texts in education enable students to actively engage knowledge and learning strategies, and much greater if it is fun and games. Ralli App is as game-based reading comprehension resource for foreign language students at Universidad del Norte. It aims to enhance students reading practices such as skimming, scanning, and surveying. Given the nature of the app, in which users must read and solve clues to unlock reading activities, students are prompted to use reading techniques. Users are given a set of time to complete the reading comprehension race, and score the highest among participants. Survey comments and interviews on students' perception of the app as reading mediator revealed that students are actively engaged in the task, focus on understanding questions to answer accurately, and retrieve pre-acquire knowledge to solve tasks. Consequently, reading techniques can be taught and practice in outdoors environments. It not only enables students to autonomously use them, but also allows instructors to monitor from a far students' progress. *Technologies in Learning* **Digitised Issuing and Replacement of Certificates** Louis Fourie, Logistics Coordinator, University of Johannesburg, South Africa Tinus Van Zyl, Director, Central Academic Administration, University of Johannesburg, South Africa The University of Johannesburg has implemented a Digital Certificate platform that allows Alumni to order copies of their degree certificates, transcripts, and academic records as well as share their qualifications with employers and or third parties. Employers/ Third parties also have the option to verify Alumni degrees at no cost to the employer or Alumni. *Technologies in Learning*

Thursday, 25 July

13:55-15:35	**PARALLEL SESSIONS**
Room 2 - 02/011	**STEM and STEAM Integrations**

Elementary Students' Group Decision-making for Science and Engineering Design Problem-solving

Elaine Silva Mangiante, Associate Professor, Education Department, Salve Regina University, Newport, RI, United States
A current shift in national curriculum frameworks for elementary and secondary schools is the integration of science and engineering design education (DfE 2013; Ministry of Education 2007; the NGSS Lead States 2013; QCAA 2016). The intent is that students observe patterns, discover explanations for natural phenomena, and generate science knowledge from scientific investigations and, then, apply this knowledge in solving engineering design problems that address human needs. To achieve this goal, teachers of grades K-12 are now expected to promote scientific and engineering habits of mind, such as collaboration and communication, as essential 21st-century skills. These habits are implicit in the epistemic practice of working well in teams to solve engineering problems (Cunningham & Kelly, 2017). Using Jin and Geslin's (2009) conceptual framework that defines components of team negotiation for collaborative engineering design, the study examined students' speech-acts when working in teams during an integrated science/engineering design unit in thirteen U.S. elementary classes (3rd and 4th grade). The results indicated students most frequently engaged in speech-acts that involved proposing or refining their own solutions. Less frequently, the students defended proposals, critiqued proposals of others, or provided counter-proposals. Their least frequent speech-acts included compromise and acquiring information to inform a design proposal. The study also identified factors that impacted student teamwork. Findings showed that teachers scaffolded for students' discourse in sharing ideas; however, they did not provide skill-building in compromise before students engaged in problem-solving. Recommendations are provided for teachers to develop students' social skills for group decision-making in science/engineering problem-solving.
Science, Mathematics and Technology Learning

Empirical Rules the World: Promoting Graphic Novels and Information Literacy in the STEM Classroom

Mitzi Fulwood, Assistant Professor, Mathematics, Broward College, Coconut Creek, FL, United States
Elena Lazovskaia-Hall, Faculty Librarian, STEM, Broward College, Coconut Creek, FL, United States
Reading a graphic novel, learning information literacy, conducting research, creating posters and practicing communication skills are all possible in a college statistics course. Showing underprepared students that the power of education opens doors to the professional world continues to be our objective. In this paper, we will discuss what went into the preparation and implementation of this innovative lesson. We are hoping to empower the attendees of this Learning Conference to bring these ideas and strategies back to their institutions. The collaboration between academic librarians and professors can be a powerful tool for student success.
Literacies Learning

Informal STEM Learning: Cultivating Curiosity

Cheryl Lindeman, Assistant Professor of Education, Education, Randolph College, Lynchburg, VA, United States
What are the opportunities for cultivating children's curiosity during informal after-school programs? How can this approach augment children's formal science, technology, engineering and mathematics (STEM) learning? Using mixed-methods this action research study was developed with the assistance of a family development center over a two-year cycle. The intent was to identify best practices to spark and amplify children's curiosity using STEM knowledge and skills driven by their own questions. Preservice teachers and college volunteers were involved in assisting the creation of Curiosity Club with the mission: To observe, to ask questions & to share curiosity with others. Participants were females in second to fifth grade. Various approaches to elevating curiosity were implemented. These included introducing curiosity blocks created from scanning electron microscope images captured by high school student researchers, developing projects based on children's questions, playing science-based challenges and games, and providing informal ways for children-driven discussions resulting in mapping their own research skills. An analysis of the instructional methods, student-generated questions, comments & projects will be shared. Implications about student self-efficacy toward inquiry learning, mentor and teacher roles for encouraging children to share curiosity expressions and best practices to help strengthen children's habits of mind in informal settings will be discussed.
Science, Mathematics and Technology Learning

Staging STEAM: How Theatre Creates a Hypothesizing Brain

Philip Valle, Lecturer, Theatre, California Polytechnic State University, San Luis Obispo, CA, United States
The current trend of "devised theatre" and its earlier predecessor creative dramatics share a common aesthetic: in eschewing fixed/normative solutions, each ponders how a group of participants might navigate and, subsequently, reflect upon entirely theoretical realms of being. That is, each poses hypothetical and sometimes radical experiments in the notion of possibility. Most importantly, each in its own way scratches out these proposals on the theatrical chalkboard, test-drives them and then, gloriously, erases the discoveries for the next experiment. This paper, drawing upon recent studies in neuropsychology and comparative neuroscience, proposes a connection between the theatrical "devising brain" and the cognitive process of the scientific method. Moreover, the work examines STEAM pedagogy and suggests not methodologies but rather invaluable neuro-evidence for why cross-disciplinary education plants the seeds for human creativity.
Science, Mathematics and Technology Learning

13:55-15:35	**PARALLEL SESSIONS**
Room 3 - 02/013	**Socio-emotional Pedagogies**

Epistemological, Pedagogical and Disciplinary Conceptions of Chilean Primary School Mathematics Teachers

Anmarie Beyer, Associate Researcher, Universidad de Chile, Santiago, Chile
Claudia García, Associate Researcher, Universidad de Chile, Santiago, Chile
Edith Pinto, Associate Researcher, Universidad de Chile, Santiago, Chile
Yenny Assael, Co-Investigator, Universidad de Chile, Santiago, Chile
Ricardo Abarca, Co-Investigator, Universidad de Chile, Santiago, Chile
Sebastian Molina, Graduate Student, Education Department, Universidad de Chile, Santiago, Chile
Marcelo Arancibia, Universidad de Chile, Santiago, Chile
Christian Miranda Jaña, Universidad de Chile, Santiago, Chile

This work analyses the epistemological, pedagogical and disciplinary conceptions of primary school mathematics teachers. The theory of teacher conceptions is used as a basis. It is a qualitative study, using an ex post facto interpretative-comprehensive design. Individual interviews and a focus group were held with eight teachers from the cities of Concepción, Temuco, and Santiago. The analysis was based on Grounded Theory and included information triangulation. The results reveal that the epistemological, disciplinary and pedagogical conceptions of mathematics are central to meeting the teachers' expectations about their specialization and that disciplinary autonomy and the teaching and evaluative aspects are relevant to the teaching conceptions of how to transfer the learned subject matter to the classroom.
Pedagogy and Curriculum

The Indian Social and Emotional Learning Framework: Empirical Research on developing SEL Standards for Schools in India

Maya Menon, Director, School Well-being, The Teacher Foundation, Bangalore, Karnataka, India

The National Curriculum Framework (NCF, 2005) in India, recognises that emotions, values and attitudes are critical aspects of the learning process. It states "Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/refusal skills, decision making/problem solving skills and coping and self management skills, are ...very critical for dealing with the demands and challenges of everyday life." However no guidelines are provided on how to nurture these skills in an age appropriate manner amongst children who represent 39% of India's total population! (Census of India 2010-11). In 2012, The Teacher Foundation embarked on a first-of-its-kind nation-wide exploratory research to examine the perspectives of teachers and students on social and emotional learning. Data was gathered in 10 different languages, from 15 locations - urban and rural. The respondents included 850 teachers and 3300 students from state-run and private schools. The data analysis reveals the neglect of and need for key SEL competencies amongst school-going children in India. The findings have subsequently led to the development of the Indian Social and Emotional Learning Framework (ISELF) for ages 6–18 years that can be used as an age-banded tool to nurture SEL Competencies. ISELF has been conceived as a practical framework that can be utilised by schools & teachers to build social-emotional competencies in their students. The ISELF is currently being pilot-tested in a range of Indian schools to assess its effectiveness. This paper will share the key findings from the research and provide an overview of the ISELF post-pilot.
2019 Special Focus: "Learning to Make a Social Difference"

Self-advocacy for Youth in Care

Kathryn Levine, Associate Professor, Faculty of Social Work, University of Manitoba, Winnipeg, Canada
Melanie Janzen, Associate Professor, University of Manitoba, Winnipeg, Canada
Dawn Sutherland Sutherland, Professor, Faculty of Education, University of Winnipeg, Canada

The United Nations Convention on the Rights of the Child (UNCRC), of which Canada is a signatory, identifies access to primary and mental health, spiritual, and educational "institutions, facilities and services" as categorical rights of children and youth. Consequently, ensuring that children's rights are upheld within these systems becomes the primary obligation of parents and legal guardians. In contrast to youth whose parents assume this responsibility, youth in care of child welfare authorities depend upon a range of professionals to advocate on their behalf to ensure these rights are upheld, and that youth have access to information that supports their best interests. Despite the responsibility of child welfare authorities to act in loco parentis, many youth in care do not have equitable access to legal, financial, mental health, or educational support services, nor are they sufficiently knowledgeable to fully understand their rights in order to hold the child welfare agency accountable. Providing self-advocacy skill development for youth in care of may be one mechanism by which youth can contribute to changes in child welfare policies and practices that will address the acute disadvantages experienced by youth in care. This paper describes the development, implementation, and evaluation of a self-advocacy course for youth in care in Manitoba, Canada. Working within the framework of the UNCRC, Pillars of Learning is a five-month curriculum composed of a variety of modules that explore self- advocacy knowledge, skill development, and critically, how the self-identity of youth in care can be reclaimed through rights-based self-advocacy practice.
Learner Diversity and Identities

Exploring the Lived Experience with Emotional Labor of Female Health Champions: Implementing Comprehensive School Health Reforms

Astrid Kendrick, Adjunct Professor, Undergraduate Programs in Education, University of Calgary, Calgary, Canada

This hermeneutic phenomenological study explored the lived experience of five female Health Champions as they navigated through periods of flux and systemic instability while implementing Comprehensive School Health initiatives. The purpose of this study was to discover the immediate emotional and embodied experiences identified by five change agents having horizontal differentiation of roles including: pre-service student teacher, educational assistant, teacher, school leader, and system leader while undertaking educational reforms introduced between 2009 and 2016 in Alberta, Canada. This study uncovered insights into their common understanding of emotional labor as they experienced this phenomenon while implementing the Comprehensive School Health framework, a reform to Physical and Health Education that coincided with the Inspiring Education movement. The findings of the study define the unique nature of the emotional work of change agents in educational settings, create a storied common lived experience, and suggest some implications and areas of future study for leaders interested in implementing Comprehensive School Health initiatives.
Educational Organization and Leadership

| 13:55-15:35 | **PARALLEL SESSIONS** |
| Room 4 - 02/017 | **The Responsive Classroom** |

Removing Barriers: Using Photovoice to Explore Social Change in Schools

Keya Mukherjee, Assistant Professor, Graduate Education, Saint Leo University, St. Leo, FL, United States

This paper will discuss the premise and use of Photovoice, a community-based participatory research methodology, which was used with graduate students to engage them in action research to establish meaningful connections between course curriculum and experiential learning. Photovoice methodology according to Wang and Burris (1997), provides a process by which people can "identify, represent, and enhance their community through a specific photographic technique" (p. 369). The methodology draws from the fields of feminist theory, the works of Paulo Freire's problem-posing education teachings, documentary photography, and from practical photographic traditions. Finding unique ways to engage students in their education through a deeper level of critical thinking is a continual challenge. In this project the premise was about engaging students in a doctoral course in Educational Leadership on Diversity and Leadership to use Photovoice methodology to engage with critical consciousness about diverse students in their school and understand the forces that shape decisions related to these students. The objective was to use photography to engage with critical reflection about places where they saw social injustice in their school context and to discuss these experiences and share their feelings to bring about social action to remove barriers for diverse learners. The paper will describe how the methodology provided students with opportunities to examine, reflect, and identify opportunities for social change in their schools. Additionally, student testimonials on the power of using visual images, associated meanings, and the ensuing narratives that helped raise social awareness to bring about social action will also be shared.

2019 Special Focus: "Learning to Make a Social Difference"

Project Based Learning: A Case Study on Campus Engagement through the Lens of Diffusion of Innovations Theory

Kelly McBride, Assistant Professor of PR and Business Communication, English, Kutztown University of Pennsylvania, Lancaster, PA, United States

Project based learning (PBL) is more than a methodology, it is an opportunity for college students to foster intellectual and emotional maturation through direct interaction with a real-world client, utilizing strategic cogitating and interpersonal competencies. Students can represent the PBL project on resumes, and display collateral materials within portfolios that reveal to both the client, as well as future employers, the scope of scholarship. This mixed-methodology case study investigates the benefits of PBL utilizing cognitive, social, and motivational strategies in a junior public relation's class at a private college in the northeast. Meaningful learning in conjunction with active involvement is key to PBL. The experienced utilized one of three general models stated by Morgan (1983) known as the project component, whereby, the "project is interdisciplinary in nature, and often related to 'real world' issues." (p. 289) PBL is crucial in the field of public relations so that students may develop field-based knowledge and skills so that teaching-learning is effective in understanding the issue or opportunity. This study additionally utilizes the Diffusion of Innovation theory by Roger (1962), whereby adoption of a new behavior or idea develops overtime through five adopter categories that are detailed herein (Behavioral Change Models, 2018).

Pedagogy and Curriculum

A Cooperative Learning Approach in a Teaching English Classroom

Samual Amponsah, Lecturer, Adult Education and Human Resource Studies, University of Ghana, Accra, Ghana

The paradigmatic shift from teacher-centred to learner-centred approaches to teaching has been appreciated over the past decades. To effectively ensure this change, teachers need to be trained to understand and apply approaches that enforce learner-centeredness in their classrooms. To explore the training high school English teachers in South Africa and Ghana received in the use of the cooperative learning approach and establish how they apply it, this qualitative study was necessitated. The study findings indicated that teachers from both countries had received training either formally or through self-study. Based on their orientation the Ghanaian teachers mostly referred to the approach as group learning while their South African counterparts referred to it as the cooperative learning approach. It was also clear that some teachers applied the approach though they did not make deliberate plans and preparations for it. In spite of that, it was evident that teachers from both countries were not applying the approach based on its five principles. It is in this light that the researchers aimed at a proposed constructive alignment framework for the use of cooperative learning in the English classroom. The proposed framework will be used as a futuristic empowerment initiative for teacher education training in both countries.

Pedagogy and Curriculum

Teachers' Voices Matter: Cooperative Learning across Multigraded Classes

Micheal M Van Wyk, Professor and Chair of Department, Curriculum and Instructional Studies, University of South Africa, Pretoria, Gauteng, South Africa

Scholars conceptualize multigrade teaching (MG) as an approach used by a single teacher teaching learners from different curriculum grades (for example grades 4 to 6) within the same class period. An integrated social constructivist theoretical frame underpins the multi-graded teaching for optimal learning. This article explores MG teachers' views on cooperative learning as a pedagogical approach and examines how they implemented the different cooperative learning approaches in the MG class. A qualitative research approach was employed with telephonic interviews and open-ended e-mail responses as data collection instruments. Findings revealed that participants were trained in and knew how to use cooperative learning approaches to teaching. They were confident, positive, and eager to plan cooperative learning approaches for MG classes. Some drawbacks emerged because of a lack of sufficient resources. Further research is needed to explore teaching multigrade and planning multigrade lessons quarterly, as stipulated in the new curriculum policy.

Pedagogy and Curriculum

Thursday, 25 July

13:55-15:35	**PARALLEL SESSIONS**

Room 5 - 02/018	**The Teacher Self**

The Teacher Self: An Investigation of the Professional Beliefs of Elementary Classroom Teachers

Jeff Mc Laughlin, Assistant Professor, Educational Foundations and Policy Studies, West Chester University of Pennsylvania, West Chester, PA, United States

What do teachers believe? A quantitative survey instrument called the Teacher Self Inventory (McLaughlin, 1989/2018) was used to assess elementary classroom teachers' beliefs about their instructional roles and teaching personalities. Volunteer subjects were asked to complete the online survey using a desktop computer, laptop computer, tablet, or smart phone. Follow-up interviews were also conducted to further explore these factors. The same procedure was repeated with pre-service teachers at the researcher's institution. Pre-service teachers responded to the same survey items as practicing teachers but with slightly different directions. While classroom teachers were asked to reflect on their current practice, the pre-service teachers were asked to respond based upon predictions of their roles in the classroom and their teaching personalities. Survey responses and interview data were then analyzed and synthesized to create a profile of both classroom teachers' beliefs and the beliefs of pre-service elementary education majors. The conference presentation will include the following three elements: An introduction (including online access) to the Teacher Self Inventory, as well as a brief overview of the instrument development process; a summary of the quantitative results of the study comparing elementary classroom teachers' survey responses to those of pre-service teachers; a description of the related qualitative data analysis process; a group discussion of the implications of the study and directions for future research; an invitation for participants to consider using the Teacher Self Inventory for additional research investigations.
Pedagogy and Curriculum

EFL Teachers' Professional Identity: Conceptualisation and Influencing Factors

Elisa Pérez Gracia, Professor, Communication & Education, Universidad Loyola Andalucía, Spain

Rocio Serrano, Docente, Universidad de Córdoba, Spain

Teachers' Professional Identity (TPI) continues being a relevant research area in which a wide range of scholars and teacher educators have focused their attention. English as a foreign language teachers mean a sensitive group in this regard due to the fact that sometimes they feel threatened by native speakers and it affects the development of their TPI, and consequently, their careers. This study aims to know how pre-service English Secondary Education teachers build and develop their TPI along their initial teacher training as well as the diverse factors that may affect it. An 'S-TPI' questionnaire, measured using a Likert scale, was used to obtain the opinions of 133 future teachers (83,5% women and 16,5% men) in the 2014-2019 academic years. Results show an important relationship between the global view of professional identity and the development of educational skills linked to socio-educative and methodological aspects. Some of the implications derived from this research point to the need to take into account the results obtained when designing the initial training programs for pre-service Secondary Education teachers with the objective of considering the construction of TPI as a central and necessary element to get more competent and committed teachers and, therefore, improve the teaching-learning process quality and Secondary Education students' performance.
Learning in Higher Education

Gender Issues in Arab Female Teachers' Stories: A Narrative Study

Orly Sela, Oranim Academic College of Education, Kiryat-Tivon, Israel

The teaching profession is considered, both in Israel and elsewhere, to be a "feminine" profession. Studies which have examined the work and life stories of women teachers sometimes deal with this aspect, when it seems to be a meaningful element in the study. The present study is a narrative study examining 23 educational autobiographies written by female Arab graduate students as a course requirement at an academic college of education. The texts were analyzed using the Narrative Based Theory approach, with Gender being the central analysis and discussion category. The analysis discovered four sub-categories: choosing the teaching profession for gender-related reasons, dealing with male authority, gender-based discrimination, and family vs. career. The findings show that in Israel Arab women in general and Arab female teachers specifically suffer from different kinds of gender-based discrimination, at home, within their families, at work, and in society in general. The stories included indications of change, but the situation in general is not encouraging. It seems that Arab women in Israel have a long way to go in order to overcome the double discrimination they suffer from, as women in a conservative-patriarchal society and as belonging to an ethnic minority in the state of Israel.
Learner Diversity and Identities

An Exploratory Phenomenology Study of Educators' Bullying Experiences in the Workplace

Ronda Gregg Gregg, Professor, University of Phoenix, School of Advanced Studies, Phoenix, AZ, United States

Cheryl Burleigh Burleigh, Faculty, Research Fellow, University of Phoenix, School of Advanced Studies, Danville, United States

Bullying behaviors in the workplace are marked by repeated events of intimidation that creates a pattern of humiliation and fear in the victim. School staff are not immune to this behavior. Although studies have been conducted on student to student bullying behavior, little research has been done concerning adult to adult bullying in the educational workplace. A qualitative exploratory phenomenological study was completed to determine the relevance of the issue of bullying among adults in schools and to explore the effects that adult bullying has on staff members and the school organization. Organizational cultural theory, emotional intelligence and humiliation theory were used to understand the phenomenon of adult bullying in the educational workplace setting. Two research questions guided the study: What are the personal and professional experiences of educators in the K-12 school systems as targets of bullying behavior in the workplace? What were the personal and professional repercussions of educators in the K-12 school systems who experienced workplace bullying? Implications for the study include potential policy additions, training for administrators and staff members, and how to mitigate the effects that can hinder educational progress because of adult bullying.
2019 Special Focus: "Learning to Make a Social Difference"

Thursday, 25 July

13:55-15:35	**PARALLEL SESSIONS**
Room 6 - 02/025	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]** **Intercultural Consciousness and Education in Study Abroad Programs: Realizing the Intercultural Dimension of International Educational Exchange** Flavia Laviosa, Senior Lecturer, Italian Studies, Wellesley College, Wellesley, MA, United States In this workshop, I will illustrate how institutions of higher education can prepare directors and students prior to study abroad experiences so that students develop intercultural awareness when in the host country. I will also provide directors with practical strategies to ensure a transformative experience for students. Many of the most common incidents experienced by students overseas are behavior-induced and therefore preventable. In reminding students to behave appropriately, while reflecting on and discussing with them the culture of the host country, study abroad directors aim to prevent incidents of cross-cultural miscommunication and conflict. Their responsibility is to assist students to explore and understand what defines socially acceptable behavior and what describes culturally inappropriate conduct. In their mentoring, directors take students through two critical stages: educating them to transition from being comfortable in their own ways to feel uncomfortable before acknowledging and adopting new ways when abroad. Directors' duty during a study abroad program is to lead students to acquire intercultural citizenship. In this workshop, I will refer to the Development Model of Intercultural Sensitivity which theorizes how students acquire intercultural sensitivity moving from denial to integration through a series of steps (Cushner, K., McClelland, A., & Safford, P. 2012). Each stage describes a cognitive and psychological structure that is communicated through attitudes and behaviors (Bennett, M. J., 2011). Intercultural consciousness is fundamental in education to address current issues such as migration and cultural identity, diversity and inclusion, and social justice. *2019 Special Focus: "Learning to Make a Social Difference"* **Learning Preferences: How We Perceive and How We Decide** Bridget Connor, PhD, University of San Francisco, CA, United States Sean Coyne, Professor, Notre Dame of Maryland University, United States Learning can be enhanced by understanding natural tendencies and processes of the brain. Kosslyn has identified and described four cognitive modes of brain functions. Personality types differ in what they perceive and how they make decisions. This session will detail the various personality types, their preferences for perceiving and making judgments and compare similarities to the four cognitive modes of the brain. Participants will experience, in small group format, exercises in perceiving and judging activities that highlight differences in types and modes of cognitive processing. A practical work-related small group exercise will further demonstrate the differences in type. *Learner Diversity and Identities*

Thursday, 25 July

13:55-15:35	**PARALLEL SESSIONS**
Room 7 - 02/026	**Colloquium** Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion. **How Intuitive Thinking Impacts Formal Science Education** John Coley, Associate Professor, Psychology, Northeastern University, Boston, MA, United States Nicole Betz, Doctoral Student, Northeastern University, Boston, MA, United States Emily Dahlgaard Thor, Doctoral Student, Northeastern University, Boston, MA, United Statess Michal Fux, Postdoctoral Fellow, Northeastern University, Boston, MA, United States Lauren Swiney, Research Career Development Fellow, Warwick Integrative Synthetic Biology Center, United Kingdom Sarah Pickett, Postdoctoral Fellow, San Francisco State University, CA, United States Kimberly Tanner, Professor of Biology, San Francisco State University, CA, United States Kristin De Nesnera, Assistant Professor of Biology, Utah Valley University, UT, United States It is increasingly clear that students enter educational settings with complex and well-established conceptual understandings of the world around them. These intuitive understandings can have important educational consequences; new knowledge does not merely replace existing conceptions, but interacts with them in complex and unexpected ways. The goal of this colloquium is to communicate findings from a set of related projects that integrate research in cognitive science and science education to illuminate how intuitive thinking facilitates and/or impedes the acquisition of formal scientific understanding. We will present evidence that misconceptions common among students may not stem solely from the complexity or opacity of the scientific concepts themselves, but also from the fact that concepts may clash with informal, intuitive, and deeply held ways of understanding the world. We will also argue that intuitive thinking can scaffold learning of formal science concepts. The colloquium will include the following talks: Relations Between Intuitive Thinking and Misconceptions in University Biology Students; Intuitive Thinking Impacts Understanding of Global Climate Change; Investigating the Influence of an Intuitive Thinking Intervention on Misconceptions about Antibiotic Resistance; Intuitive Thinking Scaffolds Deeper Understanding of Health Concepts in High School Students; Cognitive Constraints Shape Risk Perception of Synthetic Biology. Discussion will center around implications of these findings for teaching and learning in STEM classrooms at all levels. By elucidating relations between intuitive thought and formal science learning, we hope to establish a new theoretical framework for understanding the acquisition of expertise in the sciences, thereby changing the way science is taught. *Science, Mathematics and Technology Learning*

| 13:55-15:35 | **PARALLEL SESSIONS** |

| Room 8 - 03/005 | **Postsecondary Knowledge Ecologies** |

Learning Experiences in Higher Education for Students Who Are Hard of Hearing : A Case Study of a South African University

Diane Bell, Manager: Strategic Initiatives and Projects, Faculty of Business & Management Sciences, Cape Peninsula University of Technology, Cape Town, South Africa

Students who are hard of hearing (HOH) are being granted access to university increasingly, yet they remain significantly under-represented and under-supported, often resulting in poor academic outcomes with elevated levels of attrition. This situation places a growing obligation on universities to improve the support provided to these students in order to have a positive influence on their overall academic experience and eventual economic independence. This trend is relevant to South Africa, where Higher Education Institutions (HEIs) are accepting and registering students with a hearing loss but are not providing adequate, academic support and inclusive curricula. Furthermore, in South Africa, almost no research has been conducted concerning students who are HOH in higher education regarding their teaching and learning needs or the coping strategies which they use to survive academically. However, what is known is that, of those HOH students who do enter higher education, many do not graduate successfully (up to 75%) and, of those that do graduate, many continue to be excluded from professions. The aims of this article were to report on the teaching and learning experiences of students who are HOH at a South African university, who prefer to make use of spoken language, to share the daily barriers with which they are faced, and to provide recommendations for teaching and learning, as well as curricula transformation. This study adds to the existing body of knowledge on this topic in South Africa and could be relevant in similar contexts.

Learning in Higher Education

Exploring Blended Learning for Teaching Educational Statistics at Arabian Gulf University

Alajab Ismail, Associate Professor, Department of Distance Learning, Arabian Gulf University, Manama, Bahrain

Many postgraduate students face difficulties in learning of educational statistics topics because of the mathematical nature of these topics. Adopting innovative learning technologies has opened up a whole range of options to extend the learning strategies in higher education and support students` learning outcomes. The current study aimed to assess the effectiveness of adopting a blended learning approach with 18 masters' students who enrolled in two postgraduate courses in statistics taught at the Arabian Gulf University Distance Teaching & Training Master Program in Bahrain. The courses were enrolled as Blended Learning with the CGS Moodle Learning Management System during the second semester of the Academic Year 2018/2019. Participants were assessed using online quizzes, 2 written tests, two assignments; one in descriptive and other inferential statistics, one open book exam and final examination. Data analysis revealed that the blended learning approach helped the student to learn the course content i.e. (students grades ranged from B+ to A). Learning a stratification survey administered at the end of the course revealed a high degree of satisfaction with the course material and the teaching approach used for teaching the course cont. In conclusion, blended learning is feasible for statistics courses and is beneficial to both students and instructors.

Learning in Higher Education

Measuring the Level and Cost of Medical Students' Attrition in Nigerian Universities

Wlifred Iguodala, Director, Academic Planning Division, University of Benin, Benin, Edo, Nigeria

Nigeria desires increased medical education for the production of medical personnel for the nation's hospitals. Government and other proprietors of medical schools have in the recent past made remarkable efforts to expand access to medical schools. One of such efforts is to increase the carrying capacities of medical schools in universities across the country. This notwithstanding, several students soon after enrollment in the schools withdraw from the programme. A high attrition rate can affect the academic reputation of a medical school, staff morale and even have unwholesome consequences on both the dropout and society. The study is to ascertain the rate of attrition and determine the cost implication in the University of Benin. The descriptive survey research design was adopted for the study that included quantitative analysis of completed cohorts in addition to qualitative analysis of ten-year data. Data were collected from individual students' files, examination and admission records. Statistical analysis was carried out on six (6) successive cohorts. Quantitative data from the student files were transcribed and independently analysed. Based on data analysis, the attrition rate was 37.2% in 6 completed cohorts. Male students had the highest attrition rate (48.6%) compared to females (26.3%). The study recommended among others that the university management should formulate workable policies and ensure proper implementation to encourage retention of students in the medical school.

Learning in Higher Education

Investigating College of Law Students Attitudes towards Learning English as a Second Language

Ameera Hussein, Assistant Professor, College of Law, Kingdom University, Manama, Bahrain

The aim of the present study is to assess the attitudes of Kingdom University College of Law students towards the English language. The study utilized a survey quantitative research methodology. The population of the study consists of students who majored in law and study English as a foreign language at a private university in Bahrain. The sample consists of 50 students (29 male and 21 female) students determined by purposive sampling method. The study collected the needed data using attitudes towards the English language scale developed by the author. Data analysis revealed that law students at Kingdom University possessed positive attitudes towards English as a second language, i.e.(their average attitudes found to be above average with a mean of 3.55 out of 5.00); it was also found that no statistical differences in attitudes towards English langue due to students' gender (female, male). It was found that female students' attitudes towards the English Language found to be less compared to male students. A notable result is that there is a strong correlation between student's GPA and attitudes towards the English language; students with a high GPA possess positive attitudes towards the English language. Based on these results, the study recommended developing enrichment programs and workshops to enhance kingdom University law student's attitudes and redeveloping the English language at Kingdom University based on subject and students needs.

Learning in Higher Education

Thursday, 25 July

13:55-15:35	**PARALLEL SESSIONS**

| Room 9 03/006A | **Diversidad e inclusividad**

Cuando lo que queremos enseñar es un modo complejo de pensar: Una propuesta teórico-práctica para promover el desarrollo del pensamiento epistémico en estudiantes de pedagogía
Christian Sebastián Balmaceda, Profesor asistente, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
Martín Vergara, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
Macarena Sanhueza, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
María Josefa Smart, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
María Rosa Lissi Adamo, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
La formación universitaria busca el desarrollo de formas de pensamiento complejo (de alto nivel o crítico) en los estudiantes. Sin embargo, no siempre está claro que las prácticas de enseñanza de los docentes universitarios incidan positivamente en dicho desarrollo. En el marco de la formación de estudiantes de pedagogía, una dimensión muy relevante en que se verifica lo anterior es la del pensamiento epistémico. Clásicamente estudiado como "creencias epistemológicas", se refiere a los entendimientos, premisas o proposiciones sobre el conocimiento y el proceso de conocer que todas las personas sostienen de manera más o menos implícita. Profesores que operan con un pensamiento epistémico más desarrollado tienden a obtener mejores resultados de aprendizaje en sus estudiantes, especialmente cuando se trata de que los estudiantes aprendan modos flexibles de abordar los complejos problemas medioambientales y sociales. Diversas investigaciones han mostrado que las facultades de educación no logran promover consistentemente el desarrollo del pensamiento epistémico en los futuros profesores. Sostenemos que esto se debería a un modo de conceptualizar el pensamiento epistémico, predominante en psicología, en el que se pierde la dimensión procesual y relacional del fenómeno. En esta ponencia presentaremos una propuesta de conceptualización alternativa, en la que, gracias a una integración de los enfoques piagetano y vygotskiano, ha sido posible diseñar e implementar un taller de formación de profesores en que se articula una enseñanza diseñada especialmente para el desarrollo del pensamiento epistémico con la investigación empírica de dicho proceso. Se discutirán los resultados obtenidos y sus proyecciones.
Educación superior

Enseñar y aprender en diversidad: Una experiencia transdisciplinar en Ciencias de la Salud
Carmen Enrique Mirón, Profesor, Universidad de Granada, Granada, España

En la presente comunicación se abordan tres aspectos planteados como retos en el Espacio Europeo de Educación Superior y que han suscitado importantes cambios metodológicos: coordinación docente, diversidad e interdisciplinariedad en el ámbito universitario. La experiencia de innovación docente presentada se articula en la práctica docente de distintas asignaturas (un total de siete), de diferentes cursos (primero, segundo y tercero), del Grado en Enfermería de la Universidad de Granada en el Campus de Melilla desde el principio de interdisciplinariedad y transversalidad, innovación que ha exigido la planificación y coordinación del profesorado a fin de organizar los conocimientos, actitudes y capacidades que el alumnado debe adquirir desde las competencias transversales y básicas con la intención de realizar una adecuada actuación profesional. Cabe destacar, entre los principales resultados, la coordinación del profesorado de distintas disciplinas y áreas de conocimiento, originando una cultura de trabajo en equipos docentes donde la reflexión sobre la práctica profesional es clave, así como la mejora de la consecución de determinadas competencias profesionales en el alumnado, incidiendo en el paso de la multidisciplinaridad a la interdisciplinaridad y diversidad. El número de asignaturas y áreas de conocimiento dificultan la realización de experiencias de este tipo, pero quizás es mayor la dificultad planteada por la falta de cultura de coordinación entre el profesorado universitario. Si queremos mejorar la realidad de nuestra docencia universitaria debemos ser arriesgados y emprendedores en la innovación que siempre lleva a la motivación tanto de los docentes como de los discentes en ámbitos de diversidad.
Educación superior

Creación de piezas visuales inclusivas: Una estrategia para reafirmar el sentido de identidad y pertenencia con especies endémicas de Colombia
Laura Lucía Serrano, University Teacher, UNAB - Universidad Autónoma de Bucaramanga, Bucaramanga, Colombia
Colombia es el segundo país más biodiverso del mundo. No obstante, las piezas visuales que poseen animales salvajes en ellas, usadas para propósitos decorativos, de diseño, o de educación, poseen animales de otros territorios, como elefantes, jirafas, cebras, etc. Como resultado, conocemos no solamente su apariencia física, sino también sus hábitos, la forma como se relacionan con los humanos, e incluso si se encuentran en riesgo de extinción. Sin embargo, sabemos muy poco acerca de los animales de nuestro territorio. Teniendo en cuenta lo anterior, surge la pregunta: ¿Tendríamos un mayor sentido de pertenencia e identidad con animales de nuestro territorio, si tuviésemos mayor información visual y experiencias con las imágenes de ellos, a lo largo de nuestras vidas? Este proyecto busca crear contenidos visuales y táctiles inclusivos, que procuren una experiencia memorable para el usuario y generar un mayor sentido de pertenencia con los animales endémicos de Colombia. Para ello, se generarán imágenes y estrategias de creación de objetos, que podrán ser usados como piezas decorativas, educativas o de entretenimiento. Así, el conocimiento y aprendizaje acerca de nuestras especies sale del marco del aula de clase para convertirse en un aprendizaje a través de la experiencia con la imagen para ambos tipos de usuarios, videntes y personas con discapacidad visual. Los productos generados en este proyecto serán descargables y de uso libre.
Tema destacado 2019: Aprendizaje para la diferencia social

Niño eso no se dice, eso no se hace, eso no se toca...: Relato desde mi territorio cercano (la escuela que me afecta y conmueve)
Claudia Barrera, Profesora, Escuela Rural Nº 215, Río Negro, Argentina
Básicamente este es un relato de experiencia. Según Duschatzky S. y Aguirre Elina "¿Qué buscamos con el relato? (…) la cuestión no es exponer biografías sino preguntarnos qué disparan, qué abren, a qué invitan. El relato no termina en la descripción de una escena. Escribimos en torno de una historia, una situación, pero en el devenir de la escritura brotan ideas, interrogantes, ondulaciones que escapan de la anécdota. La escritura puede ser un acto de pensamiento, en la medida en que toca percepciones, en la medida que empuja a una torsión de las cosas". Los hechos transcurren en la Escuela Rural Nº 215 ubicada en la Isla Grande de Choele Choel en Luis Beltrán, Río Negro (Argentina) y me propongo compartir y poner en discusión este relato de la trayectoria escolar de Emilio, la cual ha tenido un impacto gratificante y enriquecedor en nuestra comunidad educativa. Me interesa plantear fundamentalmente este trabajo como un desafío personal por "pasar a limpio" una serie de preocupaciones respecto de algunas problemáticas que tratamos de abordar en nuestras prácticas diarias y aportar al análisis desde mi lugar de trabajo, además de considerarla como una importante oportunidad de formación.
Tema destacado 2019: Aprendizaje para la diferencia social |

13:55-15:35	**PARALLEL SESSIONS**

Room 10 03/006B

Acceso a la universidad

Evaluación del saber nacional histórico para acceder a la universidad en España

Judit Ruiz Lázaro, Estudiante, Universidad Complutense de Madrid, Madrid, España
Coral González Barbera, Profesor, Universidad Complutense de Madrid, Madrid, España

Los estudiantes que quieren estudiar enseñanzas superiores en España tienen que superar, desde el 2017, la nueva evaluación que da acceso a la universidad (EVAU). Una de las pruebas comunes a todos los aspirantes es la de Historia de España. Sin embargo, su estructura, así como los bloques de contenidos que la configuran no es la misma en todo el territorio nacional. Es por ello que, el objetivo general de este estudio es analizar la prueba de Historia de España en función de la comunidad autónoma en la que se aplique. Se trata de un estudio de tipo ex post-facto, englobado en un marco metodológico cualitativo y descriptivo. Utilizándose el curso 2016/2017 como referencia, se llevó a cabo un análisis de 17 pruebas, así como de los promedios del rendimiento obtenidos por comunidad autónoma. Los resultados arrojan diferencias sustanciales en la estructura, en los criterios de corrección y en los bloques de contenidos. Asimismo, se observan diferencias en los resultados promedios. A la vista de estos resultados, se hace necesaria una profunda reflexión sobre el diseño de pruebas homogéneas en todo el territorio nacional que cumplan con los objetivos establecidos en la normativa: objetivar y homogeneizar los resultados de los aspirantes.
Educación superior

Proceso de adaptación del estudiantado indígena a la Universidad Nacional: Factores que intervienen y retos para el acompañamiento académico institucional

Cristina Arrieta, Asesora, Vicerrectoría Docencia, Universidad Nacional de Costa Rica, Heredia, Costa Rica

En el marco del Plan de Mejoramiento de la Educación Superior en Costa Rica, las universidades estatales y representantes de las comunidades indígenas acordaron en 2013 la creación del Plan para Pueblos Indígenas Quinquenal (PPIQ) con el objetivo de fomentar que estudiantes de los diferentes territorios indígenas ingresaran y permanecieran de manera exitosa en la educación superior (CONARE, 2013). La Universidad Nacional (UNA) ha implementado el PPIQ desde su creación. Esto ha conllevado a la realización de esfuerzos para la admisión de personas indígenas, que han derivado en un ingreso anual de alrededor de 300 estudiantes provenientes de distintos pueblos indígenas del país. Aunado a esto, otras acciones se han dirigido a favorecer la permanencia de este estudiantado indígena. Dentro de este marco, se ha llevado a cabo un estudio para describir, desde la perspectiva del estudiantado indígena, los aspectos académicos e institucionales, tales como las metas académicas, el bagaje académico, la motivación, los apoyos que brinda la UNA, entre otros, que favorecen o dificultan el proceso de adaptación y permanencia en la universidad. El estudio se realizó a partir del interés por conocer la realidad del estudiantado indígena que ingresa por primera vez a la Universidad, lo que permitiese generar acciones más pertinentes y efectivas. Por lo tanto, en esta contribución se destacan los factores a los que la población indígena hizo referencia, pero también se proponen algunas estrategias para fortalecer el acompañamiento académico del estudiantado indígena desde el ámbito institucional.
Identidad y diversidad de los estudiantes

Transitando al sistema universitario: Construcción e implementación de la plataforma de nivelación virtual de la Universidad Nacional de Costa Rica

Kattia Salas Pérez, Asesora Vicerrectoría de Docencia, Universidad Nacional de Costa Rica, Heredia, Costa Rica

La construcción e implementación de la plataforma de nivelación virtual de la Universidad Nacional de Costa Rica se enmarca en los esfuerzos institucionales de la Vicerrectoría de Docencia - Éxito Académico y Enlace Profesional, por desarrollar estrategias curriculares y co-curriculares pertinentes y acordes a las necesidades académicas que presenta el estudiantado al ingresar al sistema universitario. Esta estrategia es un espacio académico que favorece el éxito de la población estudiantil, no solamente como profesionales, sino en lo relacionado con valores y actitudes humanas, desde una percepción de éxito académico compleja, donde se pretende que de manera conjunta las instancias universitarias se comprometan con la visión y la misión institucional. El principal objetivo es facilitar a las personas en condición de elegibles en el proceso de admisión y posteriormente a toda la población de estudiantes de primer ingreso a la UNA, la oportunidad de participar en procesos de diagnóstico y módulos de nivelación para el reforzamiento en competencias básicas en áreas de conocimiento y en habilidades cognitivas, considerando que se contribuye a la construcción y desarrollo de un proyecto académico que favorece la transición a la universidad. La metodología implementada considera las características y necesidades detectadas en diferentes diagnósticos académicos, sesiones de asesoramiento individual y colectivo, cifras de reprobación de cursos y de deserción durante el primer año universitario, y otros factores, por lo que la estrategia de nivelación virtual se plantea como respuesta para favorecer la articulación del proceso de adaptación académica del estudiantado.
Tecnologías en el aprendizaje

"11 Mirrors": Un programa de orientación universitaria

Alberto Quílez Robres, Maestro, Colegio Sagrado Corazón Moncayo, Zaragoza, España
Pilar Alejandra Cortés Pascual, Universidad de Zaragoza, Zaragoza, España
Manuel Lizalde Gil, Universidad de Zaragoza, Zaragoza, España

"11 Mirrors" es un programa de orientación universitaria, llevado a cabo por la Facultad de Educación de la Universidad de Zaragoza, para los estudiantes de los últimos cursos del Grado en Magisterio de Educación Primaria y de Educación Infantil. Desde el curso 2017-2018, se ha implementado un sistema de acompañamiento y mentoría —para el desarrollo formativo, vocacional y profesional, de los estudiantes de último curso de Magisterio—, mediante la tutela de profesionales jubilados de reconocida trayectoria profesional. Participaron, en la primera edición de este programa, 57 estudiantes, y 10 docentes mentores que realizaron diversas sesiones presenciales sobre: a) la profesión de maestro y su vocación, b) la formación complementaria y la empleabilidad y c) la carrera docente. De las diferentes sesiones se recogieron, mediante la implementación de cuestionarios, información sobre motivaciones para participar en el programa, preocupaciones sobre el futuro laboral, preferencias sobre formación, perfil docente deseado, etc. En el curso actual (2018-2019), se siguió la línea metodológica anterior, pero, además, el número de participantes se amplió hasta los 80 individuos; creando un grupo control y un grupo experimental. Este hecho permitió establecer comparaciones sobre los beneficios que este programa ofrece a los estudiantes del Grado de Magisterio. Además, se validó un cuestionario sobre valores y motivaciones laborales —que fue implementado por todos los participantes—, recogiéndose, entre ambos grupos de estudio, diferencias de carácter motivacional, de carácter formativo y de perfil docente deseado.
Educación superior

Thursday, 25 July

13:55-15:35	**PARALLEL SESSIONS**

Room 11 03/011	**Investigación sobre idiomas**

Evaluación del aprendizaje del inglés como lengua extranjera: Aproximación a los resultados en educación secundaria pública

Laura Emilia Fierro López, Profesora e Investigadora, Universidad Autónoma de Baja California, Mexicali, México

Liliana Vizcarra, Codirectora, ELS Certification, Mexicali, México

El aprendizaje del inglés adquiere relevancia en México a partir de las reformas curriculares realizadas en este siglo. En los planes de estudio se implementa una asignatura para este propósito en todo el trayecto de educación básica, desde preescolar hasta secundaria. Se espera que los estudiantes egresen con un nivel de competencia comunicativa B1 en inglés como lengua extranjera, conforme al Marco Común Europeo de Referencia para las Lenguas (MCER). Se presenta un estudio de caso que aborda los resultados del aprendizaje de la lengua inglesa. Se realizó un examen de competencia comunicativa a una muestra de 319 estudiantes en el último año de secundaria, en tres municipios de Baja California. Los resultados generales arrojan que únicamente el 17% de los estudiantes cuentan con un nivel B1 o mayor. Esto puede ser derivado por diversos factores identificados en otros estudios en la enseñanza del inglés en educación básica. Entre ellos se encuentran insuficiente cobertura para que todos los alumnos cursen inglés en la primaria; inadecuados libros y materiales; falta de formación docente inicial y continua en la didáctica de lenguas que permitan incorporar enfoques centrados en el alumno, con actividades situadas en entornos auténticos, entre otras dimensiones que se abordan en este trabajo.

Tema destacado 2019: Aprendizaje para la diferencia social

Hacia una pedagogía de la literacidad: Entre cuestiones pedagógicas de complejidad

Enrico Bocciolesi, Director, International eLiteracy Institute, Milán, Italia

Madalina Cristina Marculescu, Investigadora, IELIT (Ro), Romania

Literacidad es una palabra de fundamentación compleja, rehabilitada en Guadalajara, Mexico, donde su forma se está diseñando desde hace años. Los objetivos de este gran macrotema son los de dar a cada ser humano la posibilidad de entender y leer el mundo de forma autónoma, conseguir contarlo y a la vez reescribirlo. Los niveles de criticidad de un trabajo similar se manifiestan en cada rincón del conocimiento. Existen problemas profundos de alfabetización que entre el IELIT (International eLiteracy Institute), desarrolla conjuntamente con la Universidad de Guadalajara y la Maestría en Literacidad.

Tema destacado 2019: Aprendizaje para la diferencia social

| 13:55-15:35 | **PARALLEL SESSIONS** |

Room 12 03/017

Ingenierías

Implementación de aprendizaje basado en problemas de la formación en ingeniería estructural

Gustavo Balbastro, Profesor Titular, Universidad Tecnológica Nacional - UTN, Paraná, Argentina

En el marco del proceso de actualización de los estándares de acreditación de carreras de ingeniería en la República Argentina se implementa la metodología de aprendizaje basado en problemas (ABP) en dos cursos del área de ingeniería estructural. Partiendo de la experiencia de años anteriores, se realizaron algunas adecuaciones al esquema clásico del ABP, tendientes a viabilizar su aplicación para las características particulares del campo del conocimiento tratado y cursos relativamente numerosos. Se presentan las características de las adaptaciones realizadas, la respuesta obtenida en los estudiantes y los resultados preliminares.

Educación superior

Aprendizaje ubicuo en la formación investigativa de los bachilleres de ingeniería industrial

Violeta Leonor Romero Carrión, Profesora e Investigadora, Universidad Nacional Federico Villarreal, Lima, Perú
Arminda Tirado Rengifo, Profesora, Universidad Nacional Federico Villarreal, Lima, Perú

El objetivo de esta investigación fue determinar los efectos del aprendizaje ubicuo en la formación investigativa de los bachilleres de Ingeniería Industrial. Se trata de una investigación aplicada, de nivel explicativo y diseño cuasi-experimental, cuyo tratamiento fue el aprendizaje ubicuo, que consideró el uso del teléfono móvil, computadoras portátiles, tabletas, etc., para abordar cinco dimensiones de la metodología de la investigación científica, búsqueda de antecedentes, aplicación de instrumentos para recolección de datos, análisis estadístico, normas APA y difusión de los resultados. Se realizó durante las sesiones de clase con los bachilleres que siguieron el curso de actualización que mediante la sustentación de una monografía posibilita la titulación profesional. Se aplicó un cuestionario de 20 preguntas antes y después del tratamiento. El estadístico empleado para la contrastación de la hipótesis fue "T" de Student, previa comprobación de la normalidad. Los resultados de las hipótesis específicas en base a las cinco dimensiones fueron altamente significativos, lo que demuestra la efectividad del aprendizaje ubicuo, que brinda flexibilidad de tiempo y ubicación. Asimismo el ritmo de aprendizaje es personalizado, potenciando la interacción de las competencias investigativas, mediante las TICs y la tecnología actual.

Educación superior

Implementación de unidad didáctica STEAM para estudiantes de ingeniería: Un estudio de caso

María Amparo Oliveros Ruiz, Profesora e Investigadora, Universidad Autónoma de Baja California, Mexicali, México

Benjamin Valdez, Profesor, UABC, Mexicali, México
Helena Valdez, Universidad Autónoma de Baja California, Mexicali, México
Lidia Vargas, Profesor, Universidad Autonoma de Baja California, Mexicali, México

La enseñanza de la ingeniería en México se enfrenta al reto de la Cuarta Revolución Industrial, por tal motivo es necesaria la implementación metodologías novedosas con el fin de detonar las competencias necesarias en el ambiente laboral del siglo XXI. Para el logro de este objetivo se desarrolló y aplicó una unidad didáctica con una visión constructivista del aprendizaje basada en un modelo STEAM (Ciencia, tecnología, ingeniería, arte y matemáticas, según sus siglas en inglés), a los alumnos de Ingeniería Aeroespacial, en la asignatura de Ciencia de los Materiales. La validación de los resultados obtenidos en la etapa inicial del estudio permite identificar una ligera mejora en las opiniones de los estudiantes sobre los aspectos STEAM evaluados. Al concluir esta etapa, se propone la aplicación de la unidad didáctica para el desarrollo de los demás estudiantes que cursan la asignatura en distintos grupos de la Facultad de Ingeniería la Universidad Autónoma de Baja California.

Tecnologías en el aprendizaje

Impacto en la enseñanza de las ciencias a través de una feria STEAM en estudiantes de ingeniería de una universidad pública de México: Impacto en la enseñanza de las ciencias a través de una feria STEAM en estudiantes de ingeniería de una universidad pública de México

Lidia Vargas, Profesor, Universidad Autonoma de Baja California, Mexicali, Mexico
Eduardo Cabrera, Profesor, UABC, Mexicali, Mexico
Virginia García, Profesor, Universidad Autónoma de Baja California, Mexicali, Mexico
María Amparo Oliveros Ruiz, Profesora e Investigadora, Universidad Autónoma de Baja California, Mexicali, Mexico
Benjamin Valdez, Profesor, UABC, Mexicali, Mexico
Roberto Ibarra, UABC, Mexicali, Mexico

La enseñanza de las ciencias en la ingeniería para el siglo XXI representa a nivel global el papel central del desarrollo de competencias necesarias para la Revolución Industrial 4.0. Para dar respuesta a los requerimientos de la sociedad del conocimiento en un país emergente como México, se presentan las experiencias obtenidas de los estudiantes de ingeniería de la Universidad Autónoma de Baja California (UABC) en una feria de ciencias realizada a través de la Red STEM+A, en colaboración con empresas de alta tecnología y el Centro Estatal de las Artes del Instituto de Cultura de Baja California (ICBC-CEART). Los estudiantes participan como mentores de alumnos de educación básica provenientes, principalmente, de grupos sociales desfavorecidos y vulnerables en aspectos académicos, económicos y población migrante.

Tema destacado 2019: Aprendizaje para la diferencia social

Thursday, 25 July

15:35-15:45	**Transition Break / Pausa**
15:45-16:30	**Talking Circles II / Mesas redondas II**

A second Talking Circle is held at the end of the second day for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the network.

Al final del día se procede a una segunda mesa redonda con el grupo original para revisar y discutir los diferentes cambios en las perspectivas y comprensiones, fruto de la experiencia del congreso. Los delegados se autoincluyen en grupos basados en áreas temáticas generales y participan en una detallada conversación sobre los temas y cuestiones que consideran de mayor importancia.

Room 2 (02/011) - Early Childhood Learning
Room 3 (02/013) - Literacies Learning
Room 4 (02/017) - Learning in Higher Education / Adult, Community, and Professional Learning
Room 5 (02/018) - Tema destacado 2019: Aprendizaje para la diferencia social
Room 6 (02/025) - Pedagogy and Curriculum / Assessment and Evaluation
Room 8 (03/005) - Pedagogía y currículo
Room 9 (03/006A) - 2019 Special Focus: Learning to Make a Social Difference
Room 10 (03/006B) - Science, Mathematics, and Technology Learning / Technologies in Learning
Room 11 (03/011) - Educación superior
Room 12 (03/017) - Educational Organization and Leadership / Learner Diversity and Identities

Friday, 26 July	
08:30-09:00	**Conference Registration Desk Open / Mesa de inscripción abierta**
09:00-09:10	**Daily Update / Noticias del día—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, IL, United States, President, Common Ground Research Networks, Champaign, IL, United States; Dr. José Luis Ortega Martín, Professor, University of Granada, Granada, Spain**
09:10-09:45	**Plenary Session / Sesión plenaria—Dr. Joanne Hughes, Director, Centre for Shared Education, School of Education, Queen's University Belfast, Belfast, United Kingdom**
Room 1 - 0G/007	**"Shared Education: Building Social Cohesion through Learning Together"** Joanne Hughes is the director of the Centre for Shared Education in the School of Education at Queen's University Belfast. Her main research interests are in the role of education in divided societies and inequalities in education. She has led numerous research projects on these themes and has been awarded research grants from the EU, ESRC, British Council, Nuffield, UNICEF, Atlantic Philanthropies, and a range of other sources. Current research projects explore longitudinally the effect of inter-group contact between Protestant and Catholic pupils in Northern Ireland as well as the development and effectiveness of shared education interventions locally and in international settings. In recognition of her international work, in 2016 she was appointed to a prestigious UNESCO Chair on Globalising a Shared Education Model for Improving Intergroup Relations in Divided Societies. She has advised government officials and ministers nationally and internationally on the development of policies and interventions to promote good relations in schools. Her research in Northern Ireland informed the Shared Education Act (2016), and in the Republic of Macedonia, the establishment of a state-wide Interethnic Integration in Education Programme. In Israel, Kosovo, Bosnia and Herzegovina, and Croatia, she is working with local NGOs and officials to develop shared education interventions. Relating to research impact, her work is one of nineteen Signature Projects supported in Queen's Social Charter (2017). Recent (2016-present) expert advisor roles include: British Academy, 'Education in Conflict and Protracted Crises'; Academy of Social Sciences, 'Making the Case for Education in the UK'- subsequently launched in the House of Lords (2017); Salzburg Global Session 605, 'Climate Change, Conflict, Health and Education'; and Research Review of mid-Sweden University - Chair of the Education Panel. From 2010-2014 she was editor of the prestigious British Educational Research Journal. She is also an appointed member of the Executive Council of the British Educational Research Association.
09:45-10:15	**Garden Conversation / Charlas de jardín**
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors. Las charlas de jardín son sesiones informales no estructuradas que permiten reunirse con ponentes plenarios y conversar tranquilamente sobre temas derivados de su ponencia. Cuando el lugar y el clima lo permiten, se realizan en el exterior.
10:15-10:25	**Transition Break / Pausa**
10:25-12:05	**PARALLEL SESSIONS**

Friday, 26 July

10:25-12:05	**PARALLEL SESSIONS**

| Room 1 -
0G/007 | **Innovations in Preservice Education**

Building the Plane as You Fly: Using a Design-based Research Approach to Explore Teacher Preparation Reform
Megan Mackey, Assistant Professor of Special Education, Special Education and Interventions, Central Connecticut State University, New Britain, CT, United States
Laura Jacobson, Assistant Professor of Special Education, Central Connecticut State University, CT, United States
Sally Drew, Associate Professor of Special Education, Central Connecticut State University, CT, United States
Joan Nicoll-Senft, Professor of Special Education, Central Connecticut State University, CT, United States
Presenters will share a research framework for investigating the efficacy of a teacher preparation program redesign and describe a design-based research approach to examining multiple data sources as a means of measuring the effectiveness of a revised teacher preparation program. A conceptual framework matrix, based on Kirkpatrick's model of evaluation (Kirkpatrick & Kayser-Kirkpatrick, 2014), was created by faculty to examine four levels of teacher preparation (candidate content knowledge, candidate skill acquisition, candidate skill application, and impact on K-12 student learning).
Learning in Higher Education

Learning-design in Pre-Service Teacher Training Programs in Denmark: Agentialities and Entanglements
Hasse Møller, Assistant Professor, Pre and In-service Teacher Training, University College Copenhagen, Copenhagen, Denmark
This study is based on a situational and intra-active approach to studying design-based teaching in higher education in Denmark. Based on agential realism (Barad, 2008, Plauborg, 2016), the learning design Learning Through Play (ltP) is investigated as part of complex networks of agentialities. In this way, practice is re-, and co-constituted in relational networks (Latour, 2005) and the empirical analysis shows how playful learning design and teaching practice are entangled into a wide range of human and non-human agentialities, which affects and counteracts each other. Through situational, relational and positional analyzes (Clarke, 2018) we look at a teaching practice that can not be understood as an outcome of the concrete design, but rather as a result of complex intra-actions, in which LtP, communication, learning objectives, content, time, space and more act as strong agents. This raises questions on how do we approach learning design in higher education. Based on the notion of material-discursivity, we further discuss how we as teacher educators can teach design-based in such a way that we maintain a complex and nuanced perspective on both plays and learning in higher education.
Learning in Higher Education

New Innovative Curricula Proposal based on Expanded Education: Applying Multiple Contexts Learning to Foreign Language Teaching
Catalina Cheng-Lin, Asistencia al Congreso, La Escuela de Doctorado de Humanidades, Universidad de Granada, Granada, Spain
These learning processes are acquired through exploration and active interaction among users of a social community where the 'soft skills' are used to achieve both, the interpersonal daily survival and/or professional purposes. Likewise, the educational system for language teaching neither seems to be prepared to recognise and/or validate these skills inherent to any linguistic community permeated with its specific sociocultural nuances. So far, this learning have been assigned with new concepts such as permanent, Ubiquitous or informal, etc., and have proved to be essential for understanding the new form of education and the new teaching values. As well as the new learning styles have found their unlimited possibilities with technological progress and communication advances, which allow the opening to new horizons and forms of learning that should also be validated in the curricula.
Pedagogy and Curriculum |

Friday, 26 July

10:25-12:05	**PARALLEL SESSIONS**

| Room 2 - 02/011 | **Experimental Curricula** |

The Rhetoric Class in Special Collections: Experiential Learning of Social Issues

Laura Poladian, Rhetorical Arts Fellow, College of Communication and Fine Arts, Loyola Marymount University, Los Angeles, CA, United States
Rachel Wen-Paloutzian, Archives and Special Collections Instruction Librarian, William H. Hannon Library, Loyola Marymount University, Los Angeles, CA, United States

A university's holdings in archives and special collections offer unique opportunities for students and instructors to learn through spatial and physical experiences. As embodiment continues to emerge as an active learning strategy, Loyola Marymount University's first-year rhetoric course in collaboration with Archives and Special Collections provides students with experiential learning of social justice topics. Engaging students hands-on with physical artifacts as products of social issues promotes affective, cognitive, and reflective learning of multiple cultural perspectives. This paper focuses on a specialized instruction that integrates object-based inquiry in special collections with learning outcomes for rhetorical skills that enhance transferable, foundational awareness of social justice in context. As an instructor in undergraduate rhetoric and a special collections instruction librarian, we collaborated on designing and implementing a lesson plan with two-parts: a visual, rhetorical exercise in the special collections exhibition gallery and an exploration and analysis of rare objects in the classroom. In an immediate and personal encounter, first-year students, as primary learners, investigate text-objects as socially situated not only through conceptual knowledge but also by experiencing social issues through direct contact with physical materials. Ultimately, we designed these activities for potential adaptations in other courses using a variety of special collections objects to promote learning and teaching in an embodied, experiential environment.

Pedagogy and Curriculum

A Multi-tiered Approach to Teaching Writing and Research: Using an Undergraduate Seminar on Women and Music as a Model

Julie Hedges Brown, Associate Professor of Musicology, School of Music, Northern Arizona University, Flagstaff, Arizona, United States

Using a Women-and-Music course as a model, this praper offers strategies for student success in an undergraduate writing-and-research seminar. Three papers of different types and topics offer more variety than a semester-long research project and provide a platform for increasingly independent thinking: a short paper that guides both content and structure by having students address questions related to assigned reading; here students learn about socio-cultural influences that forced Fanny Mendelssohn Hensel to remain an amateur musician despite her obvious talents; a short position paper that evaluates comments made by Vienna Philharmonic players regarding the addition of women to the ensemble; students discern the players' concerns, provide supporting quotations, then evaluate their merit; while the structure is still guided, students have more freedom with content; a longer research paper on a contemporary female composer chosen by the student, allowing freedom with both content and structure. Preparatory assignments for each paper also teach cumulative research skills, from "structured notes" to outline assignments, to multi-tiered bibliography assignments related to the research paper. Assignments become refined through in-class discussions and individual consultations with the instructor.

Pedagogy and Curriculum

Lecturer Activities Driven by Lecture Guided Worksheets

Thanida Sujarittham, PhD, Bansomdejchaopraya Rajabhat University, Thailand
Manjula Sharma, Lecturer, School of Physics, University of Sydney, Sydney, Australia
Narumon Emarat, Assistant Professor, Applied Physics, The University of Edinburgh, United Kingdom
Kwan Arayathanitkul, Lecturer, Science, Mahidol University, Thailand
Ian Johnston, Senior researcher, Physics, Mahidol University, Thailand
Jintawat Tanamatayarat, Lecturer, Industrial Physics and Medical Instrumentation, King Mongkut's University of Technology North Bangkok, Thailand

As active learning has been disseminated to physics faculties, many papers often reported that it could support student engagement and provide better improvements to university courses comparing with the traditional lecture format. However, it still is low embraced in large lecture classes. In this study, the attention is not in the path of comparing between two groups—traditional lecture and active lecture styles as former research studies. Based on the fact of our classes, in every year guided worksheets-based lectures have been used in the introductory calculus based physics course aiming to encourage students interactive engagement together with to improve student learning outcomes. Therefore, in this study we focus on to investigate how much guided worksheets could help to facilitate active learning in the classes across 3 years and their effectiveness on student understanding of electrostatics. We analyzed time that lecturer devoted to carry out classes' activities by using video-recording and measured student learning gains by pre- and post-tests. With the different effort of developing the course in every year, these contributed the different lecturer activities. We noted the guided notes provided interactivity in classes about 20-35%. The result shows that the last two years mainly taught with the developed worksheets called new worksheets were devoted more time to interactivity having the higher average normalized gains than the year conducted the old worksheets. Additionally, we found that the more time of last two year devoted to the interactivity had higher time allocated to the areas of students' learning difficulties on electrostatics.

Science, Mathematics and Technology Learning

Pre-graduate Physics Teacher Education at the Faculty of Science in Olomouc, CZ

Renata Holubova Holubova, Palacky University, Olomouc, Czech Republic

The aim of the paper is to present our model of the pre-graduate physics teacher education at the Faculty of Science, Palacky University, Olomouc. Teachers need a wide range of skills, but which of them are the most important for a successful education of learners in the 21 st century? To answer this question is not easy. To define the content knowledge and the pedagogical knowledge is the task of projects, that are solved at the Faculty of Science. The Z generation of learners is not easy to educate. According to our previous findings, the model is based on active teaching methods - IBSE, pedagogical practice and its reflection and the cooperation with the Science center (informal type of education). Typical activities and their evaluation from the students´ point of view will be presented.

Learning in Higher Education

Friday, 26 July	
10:25-12:05	**PARALLEL SESSIONS**
Room 3 - 02/013	**Diversity Challenges** **Historical Representations of and Prospective History Teachers' Beliefs on Religious Diversity** Van Nieuwenhuyse Karel, Associate Professor in History Didactics, History, University of Leuven, Leuven, Belgium Due to globalization and increasing migration flows, classrooms become increasingly diverse, which poses huge challenges to educators: how to deal with diversity? This paper focuses particularly on religious diversity. In many countries, heated debates take place on the role of religion in society/education, and on the value/dangers of religious diversity. In those debates, however, historical dimensions of religious diversity and the voices of religious people are often being neglected. This situation risks to oversimplify debates on religion, to exclude and marginalize religious people, and hence to disturb their belonging. Education might be a place to counter those risks, by offering nuanced (historical) representations of religious diversity and by making religion and religious identities debatable. This contribution, being part of a bigger research project on "religious toleration and peace," therefore focuses on two main stakeholders in education. The representation of religious diversity in history textbooks influences its perception among learners in the present. And ultimately, (history) teachers determine how religion and religious identity are being approached in the classroom. Via a content, discourse and narrative analysis, the way how religious diversity and coexistence throughout the past are being represented in current European history textbooks for secondary education is being examined. Via semi-structured focus group interviews, the beliefs and perceptions of (prospective) (history) teachers on religious diversity and on how to address religion and religious coexistence in the classroom are analyzed. Analysis results will be reflected upon, with regard to identifying fruitful ways in dealing with learners' religious diversity in education/teacher training. *Learner Diversity and Identities* **Some Crowned Themselves, Others Stayed behind: The Problem with Independent Learning in the Art School** Lois Rowe, Programme Director Fine Art, Fine Art, University of the Arts London, London, United Kingdom From the moment an applicant arrives at an open day, the Art School presents itself as an opportunity. It is an opportunity that reaches beyond the potential of the creative processes that might make you a better artist. It is an opportunity to fundamentally change you and your habits, and to prepare you for a wonderful and often daunting and competitive future in the creative industries. This will be liberating and this will be transformative, in many cases even creating who you will go on to become. Something therefore about the 'self' will be developed through the experience of your degree. You will be changed. How? Through teaching you how to cultivate an "independent practice." This paper interrogates how factors of esteem impact on attainment within the art school. It identifies and problematises independent learning as a significant area in which inequality is foregrounded. In the recent higher education white paper 'The Future of Higher Education', lifelong independent learners are highlighted as the solution to meeting the needs of the economy and to addressing the 'productivity gap' at a time of rapid social and technological change. This paper asks: Who is able to self-crown and who stays behind? The author suggests a rethinking of the individual focus within independent learning to instead focus on networks and communities: dependencies, in other words, that can support rather than isolate the student. It draws on the relevant theorists in this area: Morwenna Griffiths, bell hooks and Carole Leathwood. *Learner Diversity and Identities*

Friday, 26 July
10:25-12:05   **PARALLEL SESSIONS**

| Room 4 - 02/017 | **Workshops**
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]

OER Resources and How They Were Created and Implemented
Liana Stepanyan, Associate Professor of Teaching, Spanish and Portuguese, University of Southern California, Los Angeles, CA, United States
In April of 2018, the Department of Spanish and Portuguese at the University of Southern California launched a digital OER (Open Educational Resources) journal named Revista CeDE. The educational resources contained in this journal integrate ACTFL´s modes of communication in L2 Spanish classes. This workshop will discuss the reasons why these OER resources were created, how they are being implemented, and the positive outcomes of using such materials in order to improve learners' cultural competency and their perception of the overall learning experience. It will also explore the ways to integrate such OER resources in your coursework, and the impact of using these resources to encourage critical thinking and to facilitate the understanding of the various socio-cultural aspects of the Hispanic world. The best practices identified at USC's Department of Spanish and Portuguese will be presented, along with sample syllabi, activities and evaluation rubrics. Participants will be invited to design a syllabus that integrates OER resources, based on the provided templates, and reflect on strategies to evaluate such content. They will also be invited to share their own experience in integrating existing OER resources in their curriculum, as well as creating OER resources.
Learning in Higher Education

Bloom's Taxonomy and Cooperative Learning through Group Storytelling: Ways to Scaffold Learning and Maximize Engagement
Eng Hai Tan, Assoicate Professor, Center for Liberal Arts Education, Meio University, Nago, Japan
Classroom learning environments can be classified generally into three social categories: competitive, individualistic, or cooperative. Cooperative learning is often associated with higher level of reasoning, greater generation of new ideas and transfer of learning as compared to competitive or individualistic learning. This workshop is a condensed version of a 12-lesson project on story making in an English immersion primary school in Japan. Students worked in small groups to create stories and tell them using magic flashcards. The group storytelling project was divided into 3 stages. Stage 1. Each group of three students were given six telltale picture cards and they were required to use at least three of them in their stories. Using graphic organizers, they discussed the setting, characters, problem and resolution. Stage 2. Students transferred their ideas from the graphic organizers onto storyboards. They also decided on the 6-frame illustrations they wanted for their stories. Stage 3. Students created magic flashcards with the main scenes of their stories and practiced presenting them to the class. In this workshop, participants will be guided through the abbreviated process of their 3 stages in the making of their stores as they experience the five elements of cooperative learning, positive interdependence, individual and group accountability, interpersonal and small group skills, face-to-face interaction and group processing. Bloom's taxonomy will also be explored as participants engage from lower to higher order thinking tasks, from remembering, understanding, applying, analyzing, evaluating and finally creating their original story as a group.
Pedagogy and Curriculum |

Friday, 26 July

10:25-12:05	**PARALLEL SESSIONS**

| Room 5 - 02/018 | **Engaged Pedagogies**

Engaged Pedagogical Action: Teachers on Twitter
Ronna Mosher, Assistant Professor, Werklund School of Education, University of Calgary, Calgary, Alberta, Canada
This paper will describe the results of research that examined images of classroom practice posted by teachers on the social media platform Twitter. Online classroom images were examined for the theorizing they represent and produce in order to better understand how teaching and learning are conceptualized in contemporary practice. The images of classroom work within this study are seen not just as technological acts but as acts of ontological and epistemological significance, not just reflections of classroom practice but as constructions of social meaning. Using a combination of visual thematic and interpretive discourse analysis, teachers' postings are interpreted as moments in which good practice and the teaching self are made visible within currently available vocabularies and as an ongoing project of self-understanding and engaged pedagogical action with others. The presentation will highlight ways that teachers' curricular thinking is connected to contemporary public and political discourses and how social media practices can engage teachers in the social reconstruction of the public sphere.
Pedagogy and Curriculum

Playing with Language: Digital Language Acquisition and Community Engagement
Andrea Fieler, Lecturer, World Languages and Literatures, Northern Kentucky University, Highland Heights, KT, United States
The paper discusses how the foreign language classroom can serve as a connecting link between the pedagogy of experiential philanthropy, a form of service learning, and second language acquisition through positive engagement with the digital environment. Through linguistic immersion in an online game, students in an upper level German class expanded upon their second language skills while conducting a fundraiser and participating in the Mayerson Student Philanthropy Project. The paper offers student learning outcomes, the framework of the course as well as observations and student feedback.
Learning in Higher Education

The Application of Real-time Avatars in Business School Sales Training
John Lax, Assistant Professor, Marketing, Saint Leo University, Saint Leo, FL, United States
Professional selling, despite its often negative perception in academia, is a fundamental part of business and revenue generation. While the technologies employed by sales practitioners have changed radically in the last few decades the fundamental skills remain much the same and the manner in which universities teach this crucial skill to business students has scarcely evolved since spice merchants traveled the Silk Road. We might speculate that wine merchants tutored their young apprentices in the art of closing a deal in Constantinople much the same as a software vendor coaches hers in closing the deal in a Manhattan high rise. The traditional approach to teaching sales in business schools has been some variation of role-playing, most often with other students, resulting in what is, at best, a poor approximation of the real world. At Saint Leo University, we are breaking new ground in the use of technology-based, situation-specific avatars to simulate a real-world selling experience. This paper offers both academic and practitioner perspectives on this emerging technology and its application in the classroom. This technology has the potential to be extended to other professional development and career preparation courses throughout our universities.
Technologies in Learning

Becoming Agents of Change: A Participatory Action Research Study with Language Teachers
Ansurie Pillay, Senior Lecturer, School of Education, University of KwaZulu-Natal, Durban, KwaZulu-Natal, South Africa
This paper reports on a participatory action research study that aimed to enable teacher agency. The study, which worked with 14 language teachers, was underpinned by critical pedagogy and shaped by a critical paradigm. Within three participatory action research cycles, interventions were used to facilitate the teachers' understanding and enactment of agency. After each cycle, data was generated using visual representations, opinion pieces, open-ended questionnaires, and written pieces. It was found that explicit teaching about agency is required to enable understanding of the concept. In addition, as the teachers worked within the study, they reflected increased independence in thought, words and action. Further, they recognised the need to be a life-long learner and a reflexive teacher-practitioner, mindful of the possible transformations within their professional identities.
Educational Organization and Leadership |

10:25-12:05	**PARALLEL SESSIONS**
Room 6 - 02/025	**Conscious Assessment** **Decoding Self-regulated Learning: There Is No Teaching without Learning** Dan German, Senior Lecturer of Computer Science, Computer Science, Indiana University Bloomington, Bloomington, IN, United States Santiago Salmeron, Student, University of Indiana, IN, United States Most students start the semester eager to learn. But in spite of everybody's efforts this genuine desire to learn soon fades away: learning is hard work. A 2007 study found that 88% of New Year Resolutions fail, in spite of 52% of the participants being certain of success at the beginning. If all students are inherently motivated to learn, they quickly learn to be unmotivated when they fail repeatedly. All students have the basic need to belong, be competent and influence what happens to them; motivation to learn usually exists when these conditions are met. Decoding of Disciplines is a process in seven steps designed to help instructors and educational consultants find new ways to increase student learning. Though clearly a learner centered process, Decoding's emphasis is on transforming teaching for the benefit of learning. We present a very effective (in our experience) enhancement to Decoding, in four steps, to empower students with responsibility while effectively teaching them to become accountable to themselves and to others. The use of self-assessment in Decoding (although not at all straightforward) gives students a measure of accountable responsibility while also allowing the instructors to track and examine their students' thinking as it actually develops. Studies show that inaccurate self-assessment is associated with poor self-regulation, and poor performance. Self-regulated learning is a series of practices that virtually every learner can understand and develop; however, these practices need to be taught, rehearsed and honed. Our data indicates that self-assessment effectively opens the door to self-regulated learning. *Learning in Higher Education* **Using Authentic Assessment of Learning in Graduate Student Teaching Development** Kimberley Grant, Educational Development Consultant, Taylor Institute for Teaching and Learning, University of Calgary, Calgary, AB, Canada Glory Ovie, PhD Candidate, Werklund School of Education, University of Calgary, Calgary, AB, Canada In the past few decades, graduate student teaching development (GSTD) programs have proliferated on university campuses as both credit and non-credit offerings. In non-credit programs, certification is often based on attendance and self-reported learning gains, and there have been calls for more robust assessment strategies. One Canadian research university recently developed a non-credit certificate in university teaching and learning based on the principles of authentic assessment. This case study reviews the authentic learning tasks in the program, feedback participants receive, and participants' understanding of how they have met the program-level learning outcomes. Initial findings indicate that authentic assessment in a GSTD program provides graduate students with meaningful opportunities to develop teaching competencies and also provides program facilitators with clear evidence of participant learning. Incorporating authentic assessment in non-credit teaching development programs may provide more robust assessment of both individual participant learning and program effectiveness. *Learning in Higher Education* **Institutional Effectiveness in Promoting Student Retention and Success: The Value of Early Assessments** Naziema Begum Jappie, Director, 4th Level Hoerikwaggo, Upper Campus, Center for Higher Education and Development, University of Cape Town, Cape Town, South Africa The aims of higher education in South Africa are clearly set out in Education White Paper 3: A Programme for the Transformation of Higher Education (1997), which states that higher education must meet the learning needs and aspirations of individuals, address the needs of society and provide for the labor market. However, these aims and their realization are continuously challenged by the equal opportunity for access to higher education at universities in South Africa. Higher education institutions in South Africa share a common past but have dissimilar characteristics related to their local contexts, the communities they serve, their staff profiles, and their access to resources and culture. Accordingly, institutions face both common and specific challenges. Ideally, an equitable and effective educational system facilitates social mobility and leads to the growth, development, and increased prosperity of societies. While great strides have been made in South Africa in providing greater access for learners to quality higher education, substantial gaps remain in retention and success. The objective of this paper is to briefly examine the relationship between university readiness characteristics as indicated by proficiency levels on generic and domain-specific knowledge and skills reflected on national benchmark test scores (NBT), in-class interventions and learning outcomes assessment scores. The paper will highlight the debates about how higher education invest in education, guaranteeing equal opportunity for access, support for success and providing strong professional and technical skills to ensure a competitive edge for the nation in a globalizing world. *Assessment and Evaluation* **Do Pre-Service Teacher Assessments Matter?** Stephen Hernandez, Assistant Professor, Specialized Programs in Education, Hofstra University, Hempstead, NY, United States Most per-service teachers need to pass at least one if not several examinations that profess to measure their ability to teach prior to the teacher candidate being allowed to enter the profession. One such assessment in the United States, the Educative Teacher Performance Assessment (edTPA), is a multiple-measure performance assessment system, designed to determine the readiness level of pre-service teachers entering the education profession, evaluates their competence on the cycle of effective teaching including planning, instruction and assessment. The developers of edTPA, The Stanford Center for Assessment, Learning and Equity (SCALE), contend that edTPA promotes essential teaching skills that improve student learning. However, there is no research that connects this pre-service requirement with actual working teachers' implementation. The presenter is engaged in a study to uncover the generalization of the edTPA effective teaching elements by novice working teachers through surveys and focus groups to address central research questions: To what extent do novice working teachers, who participated in the pre-service edTPA assessment process? How do scores on edTPA correlate with novice working teachers' implementation of edTPA elements? Understanding the extent to which the edTPA skills are generalized into practice can reinforce the edTPA process or inform change. The results of this suburban based study will serve to inform future research on the veracity of other similiar teacher certification exams. *Adult, Community, and Professional Learning*

Friday, 26 July

10:25-12:05	**PARALLEL SESSIONS**

| Room 7 - 02/026 | **Organizational Leadership Impacts** |

Islamic Work Ethics in an Ethnically and Culturally Diverse Context: The Case of Arab High School Teachers in Israel

Afnan Haj Ali, Graduate student, Ben-Gurion University of the Negev, Israel
Ismael Abu-Saad, Professor, Education, Ben-Gurion University of the Negev, Beersheba, Israel

Islamic work ethics refer to work-related behaviors and relations that are shaped by Islamic principles and values, such as individual effort, tolerance, dedication, commitment, social relations, creativity, and responsibility. Professionals should prioritize public interest when they have to choose between self-interest and public interest. The purpose of this study is to identify work value scales among teachers in Arab high schools in Israel. The indigenous Arab community is an ethnic and cultural minority in a Western-oriented, Jewish majority country. The school system is based on western educational and ethical paradigms. The work values of Arab high school teachers were measured using the Islamic Work Ethic (IWE) scales. The sample included 162 Arab high school teachers from northern Israel. The data were subjected to principal component factor analysis. Eight significant dimensions emerged: Tolerance, cooperation and consultation; Perfectionism and self-discipline; Competence and integrity; Personal responsibility and forgiveness; Industriousness; Trustworthiness; Fulfillment of commitments; and, Competitiveness. The eight dimensions together explained 48% of the total variance and were found to be reliable and practical measures for understanding the work-related values of Arab high school teachers. Further analysis showed that Arab high school teachers had relatively high mean scores on all eight Islamic work ethics dimensions. The study findings indicate that Arab high school teachers in Israel exhibit Islamic work values despite working in a Western-oriented educational system.
Educational Organization and Leadership

Reframing Context to Support Turnaround in a High Need Urban K8 School

Mette Baran, Associate Professor, Doctoral Leadership Department, Cardinal Stritch University, WI, United States
Glady Van Harpen, Assistant Professor, University of Wisconsin, WI, United States

The purpose of this study was to reveal how school contexts (internal and external) impact individual and organizational performance in an urban high need K-8 charter school, located in a large Midwestern city, serving a high percentage of impoverished African American students. Due to the unique leadership structure and focus on creating a learning culture, the school has made a remarkable turnaround in a very short amount of time. The researchers are members of the International School Leadership Development Network (ISLDN), a collaborative project that includes over 40 researchers from over 20 countries world-wide. This qualitative case study was completed using the ISLDN interview protocol to delve into how internal and external contexts impact individual and organizational performance in the school. The authors conducted individual and small group interviews with the School CEO, the principal, the Academic Dean, three teachers, and three parents, one of which was the president of the Parent Leadership Council for the four MCP schools. The specific research question was: How do internal and external school contexts impact individual and organizational performance at Lloyd Street Campus? The findings reveal that several themes repeatedly emerged in response to the research question: Mission-Driven Culture, Character Building and Celebrating Students, Daily Testing and Detailed Lesson Plans, Resources and Support, Establishing Expectations and Relationships with External Partners, and a Strong Commitment to Celebrating the Culture and the Community Surrounding the School.
Educational Organization and Leadership

Creative and Compassionate Leadership: A Model for Education Administrators

Andrew Svedlow, Teacher, University of Northern Colorado, Greeley, CO, United States

Education institutional administrators and their professional staff require enhanced leadership and management tools to help them successfully navigate the multi- faceted and often precarious pathways of the future. Creative and Compassionate Leadership: A Model for Education Administrators is a practical guide to assist seasoned and entering professionals to the education administration field in becoming more fluent in the traditions of and approaches to the action of leadership. The focus of the paper is on the elements and traits of compassionate and creative leaders compiled from interviews with effective education administrators. The symmetry, complexity, sturdiness, artificiality, outgoingness, systematic, and at times frenetic activities of education administration are balanced in this paper with an approach to the creative side of the human condition - the informal, sublime, natural, profound freedom and unconventionality of the creative education administrator.
Educational Organization and Leadership

Leadership Development Experiences of Department Chairs at a Midwestern Postsecondary Institution in Canada

Leda Stawnychko, Senior Consultant, Faculty of Nursing, University of Calgary, Calgary, Alberta, Canada

The study explores how faculty members in the role of department chair at a publicly funded midwestern Canadian university experience leadership development. It also examines department heads' perceptions about the efficacy of leadership development programs available to them. The epistemological stance that guides the study is constructionism, which recognizes that knowledge is uniquely constructed by each individual and that learning is contextual and occurs through creative experimentation. A case study design is being used and interviews with faculty members who are currently in the role of department chair will be conducted until saturation is reached. The findings of the study will inform the kinds of leadership development programs that would be most helpful to faculty aspiring to accept future department chair appointments. The research also seeks to gain insights and offer a top five set of recommendations for new leadership development programs, or adjustments to programs already available. The study will contribute to academic leadership literature by exploring the leadership development experiences of department chairs in a postsecondary context in a midwestern Canadian university.
Educational Organization and Leadership

Friday, 26 July	
10:25-12:05	**PARALLEL SESSIONS**
Room 8 - 03/005	**Workshops**

Workshops
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]

Community-based Art Education across the Lifespan

Pamela Lawton, Associate Professor, Art Education, Virginia Commonwealth University, Richmond, VA, United States
This workshop for K-16 educators uses the community-based art education (CBAE) framework developed by the presenter to connect educational institutions with their local communities and build sustainable partnerships through arts-based intergenerational and transformative learning. 5 min—introduction to community-based art education, and how it can be used to develop sustainable asset-focused relationships between institutions and communities around ideas that matter. Participants will be introduced to the C.A.L.L. concept and E.R.E.C.T framework for using art to foster intergenerational and transformative learning. 2 min—Participants create an 8 page booklet. 10 min—Big idea collaborative brainstorming on the term "belonging" (demonstrates the relevancy of big ideas in designing curriculum for all ages). Facilitator writes down all responses on a large sheet of paper or board. Participants review all the ideas connected to "belonging" and create several like word groupings (no more than 5). 3 min—participants select one of the word groupings to work with. The whole group divides into smaller collaborative groups based on the word groupings selected. Facilitator asks participants to write down the words in their booklets. Facilitator explains the envisioning process—turning ideas into visual forms. Participants make preliminary sketches in their booklets for the words selected. 15 min—participants work in their small groups creating a unified visual illustrating their ideas about 'belonging' on a larger sheet of paper. 10—small groups report on their process. Discussion about the learning process and how this method can be used to connect various communities around shared goals.
Adult, Community, and Professional Learning

From "What's Wrong with You?" to "What Happened to You?" : Leading Trauma Informed Schools

Deborah Lynch, Associate Professor, Graduate Programs in Education, Chicago State University, Chicago, IL, United States
Research suggests that perhaps 25% of children experience or witness violence in their lives. Such exposure is associated with a wide range of psychological, emotional, behavioral, social and academic problems, even causing post-traumatic stress. Such problems present huge challenges to educators in schools and classrooms, particularly in high poverty, urban schools. Most educators have had no training on the topic of dealing with student trauma stemming from such exposure. Yet understanding the underlying causes of emotional and behavior disorders stemming from exposure to trauma, as well as its effects on learning, brain development and behavior, can help educators tailor the most successful interventions to student needs. Research has provided some proven strategies, approaches and models that school leaders can turn to for help in creating the kind of supportive environments to assist such struggling students. This workshop will include: a lecturette on the research on the effects of trauma on children; viewing a 7-minute video clip and reflecting on take-aways; n analysis of a mini-case study of a traumatized student: and an examination of an interactive survey instrument to assess a school's trauma preparedness in the areas of school-wide, classroom and family community involvement. At the end of the session participants will be able to: Define trauma; Explain how trauma may impact child/teen behavior and learning; Identify characteristics of trauma-informed practices in classroom/ school settings; Identify strategies and specific school-wide models and approaches for school leaders interested in leading trauma informed schools.
Educational Organization and Leadership

| 10:25-12:05 | **PARALLEL SESSIONS** |

Room 9
03/006A

Aulas: Nuevas perspectivas

Fomentar la motivación autónoma a través de la reflexión y la investigación en el aula

Katharina Glas, Lecturer, Instituto de Literatura y Ciencias del Lenguaje, Pontificia Universidad Católica de Valparaíso, Viña del Mar, Chile

El apoyo a la motivación autónoma estudiantil produce efectos positivos sobre el aprendizaje, más que las estrategias de enseñanza que pretenden incentivar la participación estudiantil de forma extrínseca. Aun así, en Chile, los profesores noveles de inglés generalmente son socializados en culturas escolares donde existe un sistema de control motivacional. Esta presentación explora el efecto pernicioso de los incentivos extrínsecos en la motivación desde la perspectiva de profesores de inglés noveles y propone enfoques alternativos. Se presentarán los resultados de un proyecto de investigación cualitativa que involucra entrevistas con diecisiete profesores, incluyendo un estudio de caso de un profesor que implementó una investigación exploratoria a pequeña escala. El marco principal usado para este estudio es la Teoría de la Autodeterminación por Deci & Ryan. Al ubicar tres necesidades psicológicas básicas (autonomía, relación y competencia) en el foco principal, los profesores aprenden a nutrir los recursos motivacionales internos de los estudiantes para así dirigirlos al aprendizaje, incluyendo la autorregulación (cooperativa), curiosidad, y exploración creativa, y así contribuyen a su crecimiento, vitalidad, y bienestar. Nuestros resultados sugieren que la teoría de Deci & Ryan es una herramienta reflexiva válida para el desarrollo profesional inicial, que ayuda a analizar situaciones motivacionales en las aulas y a planificar acciones específicas para apoyar de mejor manera la motivación autónoma de los estudiantes.

Aprendizaje en adultos, comunitario y profesional

Los bienes relacionales de la familia como entorno fundamental para el desarrollo afectivo, intelectual y social de los niños: Una lectura desde P. P. Donati

Daniela Salgado, Dean, Universidad Panamericana, Ciudad de México, México

Concepción Naval, Catedrátic, Decana de la Facultad de Educación y Psicología, Universidad de Navarra, Pamplona, España

El aprendizaje, habitualmente se ubica en un contexto educativo escolar, debido a sus procesos formales y estandarizados; sin embargo, otros ámbitos no formales como la familia, resultan de un alto impacto en su crecimiento integral. La familia como relación fundante, es el espacio inmediato para el crecimiento de los seres humanos, en virtud de los bienes relacionales que a partir de ella se generan. Estos inciden en su desarrollo afectivo, social e intelectual como condicionantes y potenciadores del mismo. La educación, al ser un proceso de ayuda encaminado al perfeccionamiento de las dimensiones humanas, surge en relación con el otro a partir del mismo instante en que el ser humano llega a la vida, dicha relación primigenia la constituye la familia, no como contexto sino como realidad viva que genera frutos que permanecen y se expanden a todos los ámbitos de crecimiento de los miembros de la relación. La metodología utilizada en este trabajo, es el análisis de los bienes relacionales de la familia a partir de la Teoría sociológica relacional de Donati y su incidencia en las primeras etapas de la vida. Para ello se hace una revisión de literatura de los principales estudios que vinculan el desarrollo socio-afectivo al aprendizaje y crecimiento humanos, para contrastarse con la Teoría relacional. Concluyendo que el crecimiento del ser humano en un sentido bio-psico-social, está altamente influenciado por los bienes o males relacionales derivados de la relación familiar de origen y por ello, la educación no puede ser indiferente a ésta.

Pedagogía y currículo

El docente actual como un profesional que se enfrenta a distintas problemáticas con responsabilidad, reflexionando su práctica: El trabajo de los maestros, los roles y las responsabilidades

Yamily Mendoza Olivera, Docente, Secretaría de Educación del Estado de México, Secretaría de Educación Pública, Ecatepec de Morelos, México

Cosme Esparza, Escuela Normal de Ecatepec Investigacion, Ecatepec de Morelos, México

El presente documento es el resultado de un primer avance de investigación. Se basa en la temática "organización educativa y liderazgo, delimitando el área de estudio a la docencia: el trabajo de los maestros, los roles y las responsabilidades". Actualmente, la labor del docente se ha reforzado por medio de programas, teorías de enseñanza y aprendizaje, que aumentan el grado de responsabilidad que el docente debe asumir frente a su profesión. Desde la formación profesional inicial hasta la formación continua, el docente se enfrenta a invariables problemáticas dentro de su contexto; las cuales demandan un liderazgo reflexivo en torno a los alumnos, los compañeros de trabajo y la comunidad. El trabajo de los docentes, dentro de las aulas, merece ser reconocido como una actividad invaluable, aportando distintas visiones acerca de las responsabilidades que, diariamente, enfrentan los maestros en las instituciones. Las cinco responsabilidades de docentes y futuros docentes, modificadas por los autores del presente escrito a partir del documento perfil —parámetros e indicadores para el ingreso a las funciones docentes (y técnicos docentes) en la educación básica y media superior en México— son: conocer a sus alumnos (saber cómo aprenden y lo que deben aprender); organizar y evaluar el trabajo educativo para realizar una intervención didáctica; mejorar continuamente para apoyar a los alumnos (construyendo ambientes de aprendizajes autónomos y colaborativos); asumir responsabilidades legales y éticas inherentes a su profesión para el bienestar de sus alumnos, y participar en el funcionamiento eficaz de la escuela y comunidad.

Organización educativa y liderazgo

Una propuesta para el fortalecimiento de los estudiantes normalistas en la escuela normal superior federalizada del Estado de Puebla: Trabajo colaborativo

Chiara Magdalena Águila Arriaga, Docente, Escuela Normal Superior Federalizada del Estado de Puebla, Puebla de Zaragoza, México

Rosendo Edgar Gómez Bonilla, Miembro del Sistema Nacional de Investigadores, Benemérita Universidad de Puebla, Puebla, México

El presente trabajo es producto de la investigación llevada a cabo en la Escuela Normal Superior Federalizada del Estado de Puebla. El trabajo colaborativo es una opción favorable para generar un buen aprendizaje dentro del contexto educativo en el que estamos y que está en crisis, especialmente en las Escuelas Normales, buscando no sólo educar al individuo, sino transformarlo en todo su ser. Si éste se aplica correctamente, se puede llegar a la interacción y así vincular las dimensiones del ser humano. Este artículo está dividido en cuatro apartados. El primero hace mención sobre el motivo y la importancia del trabajo colaborativo, el segundo expone algunas teorías o enfoques sobre el trabajo colaborativo, el tercer apartado explica la metodología que se empleó y los sujetos de la investigación; para finalizar, se describen brevemente los resultados de la aplicación del instrumento diagnóstico. A través del trabajo colaborativo se busca promover que los estudiantes logren metas comunes recalcando que no siempre trabajar en equipo se puede dar entre los integrantes del salón de clases o la interdependencia de los integrantes del mismo equipo, generando al mismo tiempo, un buen clima de aprendizaje, trabajar la motivación y establecer normas claras para todos los estudiantes.

Educación superior

Friday, 26 July

10:25-12:05	**PARALLEL SESSIONS**
Room 10	**Interacción digital e imágenes**

El meme en la educación superior: Una estrategia pedagógica para la enseñanza de la escritura básica

Sandra Oróstegui, Profesor, Departamento de Estudios Sociohumanísticos, Universidad Autónoma de Bucaramanga, Bucaramanga, Colombia

Una de las dificultades más corrientes de los estudiantes de primer semestre es escribir respetando los elementos básicos: la ortografía, la puntuación y la sintaxis elemental. También, una de las mayores dificultades para los profesores universitarios es explicar estos temas de manera que resulten útiles, comprensibles y recordables por parte de los estudiantes. De ahí que, desde hace 4 años, he desarrollado una estrategia pedagógica que consiste en el uso de los memes como objeto de aprendizaje para comprender los temas puntuales de la escritura, y también como una invitación a leer con criterio en las redes sociales. De ahí que la investigación conste de tres partes: 1) Una breve introducción sobre la metodología de la didáctica de la lectura y la escritura en la educación superior, haciendo énfasis en las innovaciones que vi necesarias en mi curso. 2) Una descripción de la evolución que ha tenido la estrategia. 3) Un análisis de las conclusiones que he sacado hasta el momento. El objetivo es presentar una estrategia exitosa para que la repliquen quienes quieran o para que sirva de ejemplo y se creen más y nuevas estrategias acordes con el mundo y el público que tenemos en la educación superior.
Educación superior

Proyecto Luz, Cámara e Inclusión: Educación y nuevas tecnologías

Gonzalo Peña Martín, Director, Escuela José Vicente Zapata, Mendoza, Argentina

El presente proyecto es una experiencia que se lleva a cabo en Argentina. Este dispositivo fomenta la utilización de las nuevas tecnologías para la producción de campañas de propaganda o de difusión sobre diferentes temáticas. El formato seleccionado consiste en un concurso de cortos a partir de una investigación realizada por alumnos y docentes y está dirigido a estudiantes de educación secundaria. El proyecto intenta escuchar que están tratando de decir nuestros alumnos a través de sus historias, sus relatos, sus vivencias respecto a la importancia de estudiar en la actualidad, utilizando la comunicación audiovisual. Con este proyecto nos proponemos que la utilización de las Tics facilite la tarea pedagógica, mejorando la calidad de la educación y ampliando las oportunidades de acceso al conocimiento. Se propone la utilización de la comunicación audiovisual como herramienta para la producción en forma colaborativa. Los objetivos generales del proyecto son diseñar e implementar proyectos educativos con las nuevas tecnologías (fotografías, cortos,) a partir de una temática específica, así como promover la interacción entre estudiantes y docentes de diferentes instituciones educativas. Los objetivos específicos son incentivar y fortalecer la capacidad y creatividad de docentes y alumnos. Teniendo en cuenta que el uso de las nuevas tecnologías en las prácticas pedagógicas, se trata de un recurso indispensable para trabajar las competencias que los alumnos necesitan en la sociedad actual, por lo que se incentiva la producción audiovisual en el ámbito del aula taller.
Tecnologías en el aprendizaje

Motion Graphics y Edpuzzle como recurso didáctico en Aula Invertida: Una experiencia en la enseñanza aprendizaje de asignaturas de carácter teórico en Diseño Industrial

Soledad Quezada, Académico, Universidad del Bío Bío, Bío Bío, Chile

Este trabajo muestra una propuesta de aula invertida en la asignatura Infografía del Producto, impartida en la carrera de Diseño Industrial de la Universidad del Bío Bío (Chile); utilizando el tiempo fuera de clases para identificar contenidos teóricos y destinar el tiempo de clase a la práctica creativa. Para ello, se implementó una serie de vídeos "motion graphic" (implementados en plataforma "Edpuzzle"), que permitió el registro de participación de los estudiantes con los vídeos y la retroalimentación individualizada del avance. Participaron un total de 30 estudiantes, quienes respondieron una encuesta de percepción —compuesta de 18 preguntas con escala Likert y 1 pregunta abierta sobre la experiencia—. Se evaluaron 5 constructos: utilidad metodológica; retroalimentación recibida; diseño de contenidos —referido al diseño de la información en vídeo "motion graphics" y plataforma—; diseño técnico —referido al desarrollo de las gráficas— , y grado de participación de la experiencia. Los resultados muestran que utilizar vídeos "motion graphics" es un recurso práctico y atractivo; altamente valorado por los estudiantes. De igual forma, el uso de plataforma "Edpuzzle", para generar la interacción docente-estudiante. Aunque la metodología de aula "invertida" se valora de forma positiva, debe cuidarse la sistematización de su implementación, puesto que un pequeño porcentaje de estudiantes aún prefiere el modelo tradicional de enseñanza en el aula; una respuesta que puede explicar esta preferencia es la necesidad de retroalimentación instantánea sobre el estado de avance del estudiante, al no obtener esta respuesta, puede provocar una negación en la participación de esta metodología.
Tecnologías en el aprendizaje

| 10:25-12:05 | **PARALLEL SESSIONS** |

Room 11
03/011

Formación docente

Desarrollo Profesional Docente y Formación de Profesores
Érica Cavalcante, Universidade de Brasilia, Brasilia, Brasil
Nuestro objetivo de trabajo es discutir la formación de profesores considerando las relaciones que los docentes construyen con los individuos en la institución escolar, con el contexto en que la escuela está inserta, con la comunidad local y la red educativa a la que pertenece. Además, queremos mirar al profesor como un ser humano que, en su entereza, experimenta situaciones profesionales, personales, culturales, sociales, entre otras que se entrelazan y se afectan recursivamente. Utilizaremos el método constructivo-interpretativo, dentro de la epistemología cualitativa, creada por González Rey para el estudio de la subjetividad histórico-cultural. El concepto de desarrollo profesional docente será nuestra clave interpretativa. Los ejes discutidos serán compartir información, política educativa, desarrollo organizacional de la escuela y de la red educativa, relación singular entre facetas de tiempo objetivo y tiempos subjetivos, socialización, recepción de profesores, desprivatización de la práctica, seminarios de dicusión, unidad entre teoría y práctica. La conclusión es que la formación de profesores necesita ser construida de modo que el docente sea sujeto de su aprendizaje, reflejando constantemente sobre las demandas profesionales en las que necesita desarrollarse.
Aprendizaje en adultos, comunitario y profesional

Perfiles lectores del profesorado de escuelas públicas desaventajadas de la Araucanía, Chile: Construcción de sus concepciones sobre la lectura
Liliana Fuentes Monsalves, Profesora, Universidad de Chile, Santiago de Chile, Chile
Omar Davison, Profesor, Universidad San Sebastián, Santiago de Chile, Chile
María Constanza Errázuriz, Profesora e Investigadora, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
Los niveles de lectura en los estudiantes de educación básica son aún deficientes en Chile y, en particular, en la región de la Araucanía. Asimismo, la evidencia disponible sugiere que las prácticas docentes de lectura del profesorado son poco diversas y que sus hábitos lectores impactan sobre el fomento lector en el alumnado. Por tanto, el objetivo de la presente investigación fue analizar las concepciones sobre la lectura de profesores en ejercicio de la región de la Araucanía, Chile. Respecto a la metodología, el diseño fue descriptivo y cualitativo, y los participantes fueron 20 docentes de 18 escuelas públicas urbanas desaventajadas de las comunas más pobladas de la región, a quienes se les aplicaron entrevistas semiestructuradas, las cuales se analizaron desde el paradigma fenomenográfico. Entre los resultados, se identificó que los docentes presentan concepciones reproductivas y epistémicas con predominio de uno de ambos perfiles y que esta relación es definida por el propósito de lectura. Así, los docentes más reproductivos manifiestan fines pragmáticos relacionados con situaciones específicas y estrategias apegadas al texto, mientras que aquellos más epistémicos vinculan esta actividad con el placer y su identidad, despliegan estrategias de enseñanza más sofisticadas, conforman comunidades de prácticas y son más inclusivos.
Alfabetización y aprendizaje de idiomas

Cooperación entre escuela y universidad en la formación de maestros: Modelo de evaluación
Montserrat Alguacil, Profesora titular, Universidad Ramon Llull, Barcelona, España
Maria Carmen Boque, Profesora Titular, Universidad Ramon Llull, Barcelona, España
La Declaración de Bolonia de 1999 impulsa un cambio en la concepción de la enseñanza universitaria que, entre otros aspectos, intensifica la relación entre la universidad y los centros profesionales. En este sentido, la apuesta por incrementar la cooperación entre las universidades que forman maestros y las escuelas ha ido creciendo en los últimos años. Para valorar esta relación creemos necesario contemplar las prácticas evaluadoras como elemento formativo que se integrará en el proceso de aprendizaje. En esta línea, la evaluación supone propiciar formas de feedback que asignan al estudiante un papel en la generación de retroalimentación a partir de la evaluación. El cuestionario sobre la tutoría del Practicum en la escuela desde la perspectiva de los estudiantes en educación, está diseñado para que los estudiantes de los grados en Educación Infantil y Educación Primaria valoren la tutoría recibida en los centros de prácticas durante los períodos de formación que se llevan a cabo en estas escuelas. Se ha aplicado a una muestra de 379 estudiantes. Los resultados muestran una elevada satisfacción por parte de los estudiantes en todas las dimensiones, lo que nos anima a seguir fortaleciendo la cooperación entre la universidad y las escuelas y a considerar en la planificación de los modelos del Practicum, las aportaciones de los agentes implicados en este proceso, especialmente los alumnos, como principales destinatarios dentro del desarrollo de la cultura de la evaluación.
Organización educativa y liderazgo

Capacitación integral del profesor de bachillerato en México: Estudio diagnóstico
Nadia Rosa Chaviano Rodríguez, Doctoranda, Universidad Autónoma Chapingo, Ciudad de México, México
Jesús Soriano Fonseca, Universidad Autónoma Chapingo, Ciudad de México, México
José Cruz Jorge Cortés Carreño, Profesor e Investigador, Universidad Autónoma Chapingo, Ciudad de México, México
La capacitación del docente en el mundo actual constituye un proceso pertinente y necesario para actualizar sus conocimientos a lo largo de la vida. El sistema educativo mexicano adolece de un programa de capacitación integral que complemente la formación de los profesores en los diferentes niveles educativos. El trabajo presenta los resultados del diagnóstico de una investigación que propone un programa de capacitación integral para los docentes de educación media superior (EMS) en México. La investigación tiene un enfoque cualitativo y descriptivo. La muestra está conformada por docentes de bachillerato a quienes se les aplicó una encuesta con preguntas cerradas. Los principales resultados son: la totalidad de la muestra considera necesario participar en un programa de capacitación integral, debe impartirse en una modalidad mixta donde destaquen cursos sobre educación emocional, creatividad y educación artística, cultura de paz y trabajo colaborativo, entre otros.
Aprendizaje en adultos, comunitario y profesional

Friday, 26 July

10:25-12:05	**PARALLEL SESSIONS**
Room 13 - 02/008	**Colloquium** **Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion.** **Learning in Higher Education: Conceptions of University Teachers** Marília Casto Cid, Full Professor, Universidade de Évora, Portugal Paulo Quaresma, Full Professor, University of Évora, Portugal Fátima Leal, Investigator, CIEP-UE, Universidade de Évora, Evora, Portugal Elisa Chaleta, Full Professor, Department of Psychology, University of Évora, Portugal Luís Rato, Full Professor, University of Évora, Portugal António Diniz, Full Professor, University of Évora, Portugal Luis Sebastião, Professor, Education, Universidade de Évora, Evora, Portugal Isabel José Fialho, Professora Auxiliar, Pedagogia e Educação, Universidade de Évora, Portugal We propose the presentation of four communications with results of the project L & T - Learning and Teaching at the University: 1- "Learning in higher education: conceptions of university teachers" Elisa Chaleta, Luís Sebastião, Isabel Fialho, Paulo Quaresma, Luís Rato & António Diniz. Abstract: The qualitative study we performed indicates, in a first analysis, that teachers conceptualize learning as extending and enriching knowledge and as growth and evolution over time and in different situations. 2 – "Teaching in higher education: conceptions of university teachers", Marília Cid, Elisa Chaleta, Isabel Fialho*, Fátima Leal, Luís Sebastião & Margarida Saraiva. Abstract: Teachers conceptualize teaching as a constant challenge, as a permanent revisiting of acquired knowledge and sharing of knowledge with students. 3 – "Student's conceptions of learning at the university" Fátima Leal**, Elisa Chaleta*, Paulo Quaresma, António Diniz, Luís Rato & Margarida Saraiva. Abstract: Students conceptualize learning predominantly as increased knowledge, memorization, and understanding. We found statistically significant differences in relation to the scientific area of the courses and gender. 4 – "The university and the future: university teachers' perception" Luís Sebastião, Elisa Chaleta, Isabel Fialho, Marília Cid, Fátima Leal & António Borralho. Abstract: Teachers see the university centred, particularly, in the production and diffusion of knowledge for society, as a space of creative and critical thinking, as an interdisciplinary space and as a system teaching and research. The study also found that teachers consider that today's University has an excessive hierarchization, bureaucratization, competitiveness, dehumanization, and overvaluation of bibliometrics. *Learning in Higher Education*
12:05-12:55	**Lunch / Almuerzo**
12:55-14:35	**PARALLEL SESSIONS**

Friday, 26 July

12:55-14:35	**PARALLEL SESSIONS**
Room 1 - 0G/007	**Colloquium** **Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion.** **Leadership and Pedagogical Momentum: Design-based Professional Learning and Research** Ronna Mosher, Assistant Professor, Werklund School of Education, University of Calgary, Calgary, Alberta, Canada Brenda Gladstone, COO, Galileo Educational Network, Werklund School of Education, University of Calgary, Calgary, Canada Candace Saar, Director of Professional Learning Galileo Educational Network, University of Calgary, Canada Barbara Brown, Director of Professional Graduate Programs in Education & Partner Research Schools; Director of Research, Galileo Educational Network Lori Pamplin, Project Lead, Leadership Curriculum Development, Werklund School of Education; Consultant, Galileo Educational Network, Werklund School of Education, University of Calgary, Calgary, Canada This five-part presentation provides a holographic look into an ambitious plan to improve student learning through design-based research and design-based professional learning cycles focused on middle level school-based leaders. In this colloquium, the collaboration between a Canadian university, a professional learning network, and a large urban school will be shared. The following talks will be presented: The necessity and complexity of instructional leadership: A district response; Design-based professional learning for improved leadership and instructional practice; Research practice partnerships; Findings from a study involving a group of mid-level school-based learning leaders participating in a design-based learning series; and 5. Findings from a study involving leadership teams. Discussion will center around the implications of this collaboration on leadership and pedagogical momentum to impact learning. *Educational Organization and Leadership*

| 12:55-14:35 | **PARALLEL SESSIONS** |

| Room 2 - 02/011 | |

Ubiquitous Learning for Undergraduate Education

Multi-Touch iTextbook for an Animation Foundation Course in Higher Education

Jing Zhang, Professor, University of Texas Rio Grande Valley, TX, United States

According to a 2018 study on traditional textbook industry-- Total value of the industry is $7-10 billion; Since 2006, textbook costs increased 4 times faster than inflation; 30% of post-secondary students use financial aid money to buy textbooks, and the average cost textbooks per student per year is $1,168. iTextbook is a digital publication of scholarly work in the iBook format, which could be used within an iPad- and iTunesU-enabled curriculum. It contains rich elements and widgets to enhance the learning experience, such as interactive image, scrolling side bar, pop-over image, timelines, quizzes and vocabulary puzzles, before & after image, multimedia and image galleries, video & intro media, and infographics, etc. iTextbook can be distributed to course-registered students freely, dramatically relieving students with any financial burden and preparing them to be successful in our evolving digital world. Animation foundation course has been listed in many associate, under/graduate degrees' curricula in art, media, communication, or film. A faculty-authored iTextbook is specifically for college students, so the content and tone are tailored for their community, rather than the general public.

Technologies in Learning

ePortfolio: A Catalyst in Undergraduate Education

Lingma Acheson, Senior Lecturer, Computer and Information Science, Indiana University-Purdue University Indianapolis, Indianapolis, IN, United States

Synthesizing, integrating and assessing student learning both inside and outside of the classroom is often a marker yet also a challenge for high-quality undergraduate education in USA. ePortfolio, when integrated into the curriculum, can serve as a powerful vehicle to undertake part of this task. Besides being a collection of electronic evidences that showcase students signature work, it is also a process of summarizing students' learning experience. ePortfolio has been listed as one of the High Impact Practices by American Association of Colleges and Universities since 2016. This proposal provides a practical framework and concrete examples to show how ePortfolios can tie teaching, learning, reflection, research, co-curricular experience and assessment together. It demonstrates how ePortfolios encourage deep learning and serve as a catalyst for students' intellectual growth and personal development throughout their four years of undergraduate study. This proposal demonstrates the theoretical backgrounds of how ePortfolio practice is used as a reflective pedagogy and provides practical guidance to institution administrators in assisting learning outcome assessment through a quantifiable rubric, instructors through sample portfolios and approaches of integrating ePortfolios into various courses such as first year seminar, junior/senior level classes and capstone projects.

Learning in Higher Education

Online Student Engagement through Service Learning Photovoice Project

Robert Lucio, Associate Professor, Social Work, Saint Leo University, Saint Leo, FL, United States
Courtney Wiest, Associate Director, Saint Leo University, Saint Leo, FL, United States
Rhondda Waddell, Associate Dean, Saint Leo University, Saint Leo, FL, United States

Student engagement refers to the quality time students devote to educationally purposeful activities that contribute to a desired educational outcome. Finding unique ways to engage students in their own education through a deeper level of critical thinking is a continual challenge. The use of photo voice is one method for engaging students in critical consciousness, or the discussion and reflection on choice of subject and the economic, social, psychological, and political forces that shape decisions. The purpose of this study was to explore the impact of photo voice on social work student's engagement in their volunteer experience, their connection to the social work program, and their perceptions of veterans. Participants were asked to take photographs of four specific questions during an annual event connecting veterans to needed resources and services. The social work student participants took photographs which answered: What motivated you to volunteer for the veteran's stand down event? How has volunteering at the veteran's stand down event enhanced your social work skills? How has volunteering at the veteran's stand down event developed your connection to the social work student community? How has this event influenced your perceptions of veterans? Participants were then interviewed and asked to describe each picture and how it related to each of the questions. This paper will explore emerging trends from the data around the key constructs of student engagement, the impact of volunteering impact on social work skills and connection to the community, and perception of veterans.

Pedagogy and Curriculum

Open Educational Resources in the Learning by Design Language Classroom

Alessandra Ribota, PhD Student, Language Program, Texas A&M, TX, United States

The paper describes the development and implementation of Open Educational Resources (OER) material grounded in the pedagogical framework of Learning by Design for the teaching of L2 Spanish to Intermediate-Mid college students in a public American university. The implementation of the newly-developed resources was investigated in a study that involved the participation of 75 students, and that examined the effects of the OER materials versus that of textbooks on the development of participants' performance in the three modes of communication: Interpersonal, interpretive, and presentational. The presentation will discuss the effects of OER material versus that of textbooks in the participants' performance. Also, we will focus on the importance of OER materials for L2 learning, and important issues that can affect their successful implementation. Recommendations for the development and implementation of open instructional resources will also be offered.

Learning in Higher Education

12:55-14:35	**PARALLEL SESSIONS**
Room 3 - 02/013	**Changes in K-12 Curricula**

Potential Implications of Predictive Analytics in K-12 Classrooms

Janine Arantes, PhD Candidate, Education and Arts, The University of Newcastle, Callaghan, Australia

With recent advances in technology, apps and platforms that provide predictive analytics are being used in many Australian K-12 classrooms. Teachers are using free apps such language learning app Duolingo and social learning platform Edmodo, to garner insights on student learning and obtain student or teacher recommendations. Dependent on the algorithmic analysis of big data, the use of such apps also brings with it implications related to algorithmic bias and platform capitalism. Implications include the potential for discrimination, inequity and prejudice in the insights and reocmmendations. There is a notable inadequacy in the existing literature relating to such topics. This presentation aims to unpack the socio-technical assemblage formed between teachers and free commercial apps in relation to some of the implications that have been widely discussed in broader transdisciplinary literature. This exploration also utilises findings from a recent pilot study of teacher perceptions of apps and platforms in primary and secondary schools settings. The theory and evidence provided in this session is echoed by numerous calls for greater discussion and debate about algorithmic bias, including the Australian Human Rights Commission who as of July 2018 began a major project on the relationship between human rights and technology. Given the increasing studies linking ethics with predictive analytics, this presentation also aims to empower teachers to consider how they use free apps in the classroom. Therefore, teachers armed with knowledge and understanding of potential implications, can contribute to the greater debate surrounding the growing use of predictive analytics in Australian classrooms.

2019 Special Focus: "Learning to Make a Social Difference"

Impact of Community-pioneered Interventions to Improve Learning in Rural Primary Schools

Dominic Bagenda, Associate Professor, Media Architecture, Future University, Hakodate City, Hokkaido, Japan
Malcolm Field, Professor, Faculty of Social Sciences, Kyorin University, Mitaka, Tokyo, Japan
Wataru Okazaki, Manager, Lawson Inc., Japan

The World Bank believes 90% of children in sub-Saharan African schools are not learning (Hodal, 2018). Myriad reasons may account for this statistic; educational capacity development (CD) would be prominent. The Education for All Fast track Initiative (2008) refers to CD as "the ability of people, organisations and society to manage their affairs successfully." Environments influence the behavior of institutions and individuals by defining the rules, the structures, the outputs, and the interactions between them. CD is the purview of local institutions, organizations, and individuals, "a process undertaken jointly…in collaborative partnerships (Vallejo and When, 2016)." By CD "individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives (UNDP, 2009)." In Uganda, enrollment for primary education is 94%; however, only 32% complete primary school (UWEZO, 2015). For many remote rural schools, learners rely on their communities rather than districts authorities or education service providers to improve learning environments. We evaluate the effects of education interventions pioneered by parents at a primary school in a hard-to-reach rural district in eastern Uganda between 2015 and 2018. Our emphasis focuses on how the community-pioneered interventions influenced enrollment, literacy and numeracy. Methodologies developed by UWEZO (2012) were used to evaluate literacy assessments. The results have facilitated confidence in the community and the district authorities to enable students take National Primary Leaving Examinations. The approaches, achievements and lessons described in this study may inform efforts of rural communities seeking to improve learning environments in primary schools.

2019 Special Focus: "Learning to Make a Social Difference"

Teaching for Social Difference through Metacognition: Addressing Psycho-/socio-economic Discrepancies in the Classroom by Teaching for Metacognition

Susan Rene Nightingale, Head of Department, English and Structured Dialogue, Somerset College, Cape Town, Western Cape, South Africa

The paper presents action research investigating the impact of explicitly teaching for metacognition in two schools and compares the transfer of skills in students from a low socio-economic environment to the transfer of skills in students from a socio-economically privileged environment. Participants in both schools were 14-17 years old, completing their (South African NSC) Grade 9-11 years. Students were schooled in the theory and application of nine different metacognitive strategies as their primary learning focus and curriculum-based skills and content learning was introduced to them afterwards or approached through the application of said taught strategies. Results suggest that students from lower socio-economic environments and schools benefit greatly from teaching for metacognition as their results shifted significantly over two years (27%), that students from privileged environments can also benefit from teaching for metacognition and improve academic results (5%), that teaching for metacognition helps redress the gaps in learning from formative years in the learning of students from lower socio-economic environments, that the most successful uptake in students of teaching such strategies requires teacher cooperation. Results are discussed in terms of implications for the curriculum design and pedagogical approach for teachers in schools serving socio-economically disadvantaged areas.

Pedagogy and Curriculum

Friday, 26 July

12:55-14:35	**PARALLEL SESSIONS**

| Room 4 - 02/017 | **Workshops**
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]

Engaged Citizenship: The Ohio Fellows as a Model for Non-traditional Scholars Programs
Chris Fowler, Director of the Ohio Fellows Program, Ohio University, OH, United States
Lori Marchese, Management Information Systems, Ohio University, OH, United States
DeMarius Rodgers,
Greg Kessler, Professor, Education, Ohio University, OH, United States
Peter Mathers, Professor, Education, Ohio University, OH, United States
Jerry L. Miller, Teacher, Ohio State University, Athens, OH, United States
The Ohio Fellows program utilizes mentorship, professional networking, interdisciplinary and place-based learning strategies to reveal and advance the inherent potential of all students. Introduced in the 1960s and revitalized in 2012, the Ohio Fellows of Ohio University (Athens, Ohio, U.S.A.) strive to connect current undergraduate students with community and professional leaders to promote engaged citizenship. The fellows meet on a regular basis throughout the academic term to discuss topics of relevance. While some of the topics are pre-determined by faculty fellows, a goal is to provide the fellows with a space to identify and assess topics or events that they deem important for their community. With the guidance of faculty fellows/mentors community connections are forged students may embark on meaningful community engagement, service and research. A diverse cohort of fellows is important. This diversity enables students to learn from each other and explore the systematic connections among diverse academic disciplines, lived experiences, and community and place. Using the Ohio Fellows as a model, workshop participants will create a plan of action to help establish, implement and assess similar programs in their home institutions. Consequently, using their home communities as a lived classroom for learning, workshop participants will work toward the following outcomes: To identify places/spaces of tension within their own community; To explore the systemic social, political, economic, and environmental connections surrounding place; and, To develop plans for active learning to foster a life-long awareness of place and how we are dynamic participants within place.
2019 Special Focus: "Learning to Make a Social Difference"

Toward a Critical-inclusive Assessment Practice in Higher Education
Lyda Mc Cartin, Professor; Head of Information Literacy & Undergraduate Support, University Libraries, University of Northern Colorado, Greeley, CO, United States
Rachel Dineen, Assistant Professor, University of Northern Colorado, Greeley, CO, United States
Critical pedagogy requires dedication to flexible and responsive teaching, reflective practice, and engaging in dialogue. While there is extensive literature on critical pedagogy, there is limited discussion in education literature on using critical pedagogy values in the assessment of student learning. This workshop is focused on the development of a critical-inclusive assessment practice to assess student learning based on Dr. Saran Stewart's Critical-Inclusive Pedagogical Framework (CIPF). This Framework emphasizes sharing power with students, activating student voice, and engaging in dialogue with students. Participants will be introduced to the CIPF and learn how the presenters use the Framework to guide their own practice. Participants will then engage in a self-reflection to discover how their own practice currently maps to the CIPF. This self-reflection will inform participants about how they already engage in critical-inclusive practice and indicate areas for growth. Participants will use the CIPF Toolkit, designed by the presenters, to develop an assessment based on the tenets of the Framework. After developing their assessments participants will share in small groups and get feedback from colleagues and the presenters to refine their assessment. Through discussion and hands-on participation, attendees will gain a better understanding of how critical ideals can inform classroom assessment and allow for more flexible and responsive teaching.
Assessment and Evaluation |

Friday, 26 July

12:55-14:35	**PARALLEL SESSIONS**

| Room 5 - 02/018 | **Critical Learning in Higher Education**

Critical Thinking in Pre-Service Teachers' Science Education Curriculum in a University of Technology

Zanele Masuku, Lecturer, School of Education, Durban University of Technology, Durban, South Africa

Science curricula in an initial teacher education aim to prepare pre-service science teachers on how to make sense of the world and how to teach Physical sciences effectively in their classrooms. Teaching students to become problem solvers and critical thinkers is one of the attributes that any university needs to instill to students. However, various research studies based on critical thinking reveal lack of critical thinking skills amongst teachers in schools. My belief is that if science pre-service teachers are equipped with critical thinking skills during initial teacher training, they can begin, as early as possible in their profession, to model and teach these skills in their classrooms. This paper describes a research project that examined the improvement of critical thinking skills in pre-service science teachers' critical thinking skills during initial teacher training. The research question is: Do pre-service science teachers' critical thinking skills improve during initial teacher training? This is a qualitative case study, using the sequential mixed method design. The CT test was conducted from 2013 to 2015. Documents were analysed using Revised Bloom's Taxonomy. Focus group interviews were conducted in 2016. CT test results and document analysis revealed minimal improvement at level 1 to 3 and a decline in level 4. Focus group interviews revealed that there was no mention of critical thinking during lectures. If universities claim to produce critical thinkers, they need to be more explicit about what CT is, how it can be recognised and how it can be taught.
Learning in Higher Education

How Teaching Faculty Address Fake News in the Classroom and Beyond

Ahmed Alwan, Faculty, Library, California State University Northridge, Los Angeles, CA, United States
Eric Garcia, Faculty, California State University, Northridge, CA, United States
Andrew Weiss, Faculty, California State University, Northridge, CA, United States

Fake news is an increasingly popular topic of conversation in the public sphere and academia, due to the increasingly far-reaching impact of social media and the shifting political climate. Promoting information and media literacy by providing opportunities for students to evaluate issues and analyze the underlying factors that influence public perception, is necessary for the development of an informed citizenry. However, limited data exist on how teaching faculty deal with the issue of fake news in the classroom, as well as for their own research needs. In light of this, the researches designed and distributed an online mixed methods survey aimed at investigating how faculty at California State University, Northridge, deal with the phenomenon of fake news. In the survey, faculty were asked to define fake news, comment on the impact of fake news on their discipline, how they addressed it in their classroom and the various tools and techniques used to do so. The resulting data analysis demonstrated that teaching faculty take a variety of different approaches to confront this issue while revealing that there is little consensus on the best or most effective means to do so.
Learning in Higher Education

The ABCs of Impacts, Lessons Learned and Unexpected Discoveries of Collaboration Brenda

Mc Manus, Assistant Professor of Graphic Design, Art Department, Pace University-NYC, NY, United States
Ned Drew, Professor, Rutgers University - Newark, NJ, United States

"Tell me and I forget, teach me and I may remember, involve me and I learn." – Benjamin Franklin As professional designers, we intuitively rely upon our design skills to see and understand the visual world, yet as design educators we must also find ways to help students build those same skills. Our collaboration on a limited-edition letterpress book of ABCs began with the integrated goals: the challenge of using our diverse collection of letterpress type and images; and creating an educational opportunity in both the process and product. This paper focuses on the production of our letterpress book, a process in which we partnered with a cross section of novice and advance design students from two universities. Through this paper we will explore the educational value revealed in the project's intersection of contemporary digital technologies with historic production methods of making. We will expose and dissect the various means of creative thinking (linear, lateral, spatial, compositional) as well as analytical and logistical problem-solving that became essential to resolve the complex design challenges. And finally, we will explore some of the unexpected benefits that arise from engaging a broader community of creatives to work towards a time and labor-intensive shared goal.
Learning in Higher Education |

12:55-14:35	**PARALLEL SESSIONS**
Room 6 - 02/025	**Knowledge Ecologies**

Using Industry Councils to Create Workplace-ready Students

Diane Monahan, Department Chair and Associate Professor, Communication and Marketing, Saint Leo University, Saint Leo, FL, United States
Judy Holcomb, Professor, Hospitality Management, Saint Leo University, Saint Leo, FL, United States

To date, not much attention has been given to the use of industry councils in higher education by researchers. There has been research exploring community involvement as a scholarly activity. Pienaar-Steyn (2012) writes about South Africa's effort to better understand community engagement and the benefits to higher education. And, although, Pienaar-Steyn does not directly write of the use of industry to aid in universities reaching their goals of providing but one can see the connection between the two. There are decades of research examining the values of active learning practices in the classroom and the experiential learning of internships. As mentioned there is scarce research examining the role industry plays, outside of serving an internship site, in higher education. One of the goals of higher education is to produce highly functioning graduates that are prepared to talk their next step. The authors argue that for business schools the goal is to produce workplace-ready students. Industry professionals can serve an important part of linking higher education with business. Students can benefit from being immersed alongside their faculty with industry professionals. Faculty help model appropriate professional behaviors for students such as dress, networking, communication, etc. Also, students are eased into an uncertain territory as well as the role of young professional. Industry councils should be developed with intention and purpose. It is posited that a workplace-ready student has the sophisticated ability to navigate the complex environment via classroom experiences, internships and industry councils.

Learning in Higher Education

Social Learning through Critique: Arts Pedagogies as Social Justice Practice

Brian Harlan, PhD, University of Southern California, CA, United States

Learning feels to us like a process managed by the will. Based on observation it seems like an individual act, and appears largely the result of our individual cognitive ability. Yet, how much of what we know was actually achieved alone? I would argue that although it is mediated by our intellect, almost none of our knowledge is obtained through consciously-directed effort. We are awash in our social environment and therefore it is impossible to separate learning based on individual effort and social influence. A signature pedagogy within visual and performing arts, group critique, draws its effectiveness from this social nature of learning, and furthermore, is a process that can be exported to other disciplines once understood. In fact the social factor in learning is important as we contemplate all pedagogical approaches, curriculum developments, and instructional designs. And social learning is equally important as we reflect on what it says about human nature. If learning is predominately social, in other words, this must have an impact not only on how we interact in the classroom, but how we relate to one another in society as well.

Learning in Higher Education

Beyond the Classroom: Integrating Service--Learning in Designing for the Greater Good

Sooyun Im, Student, California State Polytechnic University, Pomona, CA, United States

This paper will present a case study of a service-learning project. Service-learning is a pedagogy that engages students in learning through active participation and organized community involvement. It enhances traditional learning by linking academic content and theory to real-world issues. Students are engaged directly in solving real-world problems. In the spring of 2018, a Cal Poly Pomona graphic design class worked with the non-profit organization, Sowing Seeds for Life. Sowing Seeds for Life is a food pantry non-profit organization whose mission is to eliminate hunger by providing food for those in need. The class projects included a rebranding for the organization, a business system, and the development of collateral graphic design products. Working with such a nonprofit organization, students gained an awareness of social issues and problems in the world around them. They learned to design for the greater good, and gained experience in client interaction. The course required students to reflect on a variety of real-world issues and ultimately to apply learned graphic design skills to serve one community-based organization. Through service learning, students experienced an awakening of civic competence and engagement while applying their critical thinking and design skills.

Pedagogy and Curriculum

Encouraging Active Learning

Jennifer Mather, Program Coordinator, Health, Torrens University, Australia

This project focused on transforming both the physical and virtual learning spaces into learning environments that encourage students to engage in active learning. Changes to the physical classroom layout and implementation of a wiki were introduced to encourage collaborative, independent learning. This paper will reference the issues, problem-solving and innovation processes employed. Stakeholders and the goal of the project were identified (Rastogi, 2017): at the completion of this project, students in Group October 18 in the Diploma of Nursing will embrace active learning and become more independent learners. Constructivist, collaborative and active learning currently used in the teaching, appears to be in contrast with the student's learning preferences. A brainstorming activity was completed with the students, asking them to note their expectations of both a student and an educator. The survey resulted in incongruent expectations between students and an educator. Students were consulted on proposed changes to previous teaching strategies: room layout, use of wikis and the proposed learning activities. Data collection included attendance records, observation, wiki participation, class discussion, and anonymous feedback. At the end of this project a significant increase in the engagement of these students was noted, although it was difficult to measure (Fuller et al., 2018). Does an increase in engagement translate to these students 'embracing' active learning? Future projects will work on the setting of project goals to ensure that all criteria of the S.M.A.R.T framework are met to help focus and improve the chances of achieving project goals (Kashyap, 2018).

Adult, Community, and Professional Learning

12:55-14:35	PARALLEL SESSIONS

Room 7 - 02/026

Teacher, Researcher, Professional

A Synthesis of Research, Inquiry and Practice: Teachers' Perspectives of Knowledge Development through Research

Niamh Mc Grogan, Senior Lecturer, Institute for Education, Bath Spa University, Bath, United Kingdom

In the past decade in the UK, the drive to implement changes to the role teachers assume in educational research has gathered momentum. This is, in part, evidenced in the establishment of a government-designated What Works Centre for Education to determine evidence of "what works" in education to inform practice (EEF, 2016), the designation of schools as 'Research Schools' responsible for bringing evidence into practice (DfE, 2016) and changes to the Teacher Professional Standards in Wales. This is not uncontested, particularly in terms of the assumptions underpinning the concept of what works in education (Biesta, 2014; Sheldon, 2016). Using responses to a mixed methods survey, this paper employs quantitative analysis to determine the evidence teachers currently use to inform practice and their perspectives on the value of research evidence to their practice, and a qualitative analysis of specific questions to understand their interpretations of some of the terms currently being used in this context. Initial analysis indicates that teachers currently engage with a range of evidence to inform practice and recognise the value of research informing practice. However, teachers' hold differing interpretations of the terms "research" and "inquiry," which are used interchangeably throughout the literature. This is an important distinction which has implications for the rhetoric focused on teachers becoming teacher-researchers.
Adult, Community, and Professional Learning

Learning to Make a Social Difference: Developing Senses of the Common Good

Sean O Connor, Professor Emeritus, Education, Washington College, Chestertown, MD, United States

"Contemporary society worships at the altar of functionalism. Concepts such as process, method, model and project have come to infiltrate our language and determine how we describe our relationships to the world." This judgment is one starting point to investigate the Conference Theme, "Learning to Make a Social Difference". Though learning occurs in all life circumstances, the principal social framework is found in the formal and informal processes of school and university education, and the explicit and implicit curricula (the latter hidden). The presentation, a communal act of discernment, will look at where we are and where we could be, mindful that education takes place within i) the context of a set of beliefs and values about the nature of the individual and his or her purposes and place in the universe, and ii) societal socio-economic, political, and cultural frames. It has been asked: "have we become abstractions to one another as citizens, living highly curated lives that minimize our chances of intersecting with anyone who differs from us?" This dilemma (in both secondary and tertiary education) will be first viewed through the lenses of Martin Buber's "I-It / I Thou" modes of engaging community and the world, asking whether contemporary pressures (divorced from the common good) encourage an abandonment or at least a downgrading of ""I-Thou". The presentation will finally look at dialogue and monologue, curricular imperatives, and their place in fostering personal and social transformation in the student-learner-citizen.
2019 Special Focus: "Learning to Make a Social Difference"

The Role of Teachers' Emotion Regulation on Teacher-Student Relationships

Sherri Franklin-Guy, Teacher, California State University, San Bernardino, CA, United States
Donna Schnorr, Co-Director, Educational Leadership Program, California State University, San Bernardino, CA, United States

Positive teacher-student relationships have long been implicated as contributors to the success of many students' in the educational setting. The degree to which teachers' emotion regulation impact such relationships is important to the continued discussion regarding best educational practices. The purpose of this study was to investigate the role of teachers' emotion regulation on teacher-student relationships. The authors of the investigation will discuss the results of the data analyses and implications for best practices.
Pedagogy and Curriculum

How Teachers Learn in Professional Conversation: None

Charity Okeke, PhD Student, Psychology of Education, University of South Africa, Pretoria, South Africa
Gert Van Der Westhuizen, Professor, University of Johannesburg, South Africa

This paper examined how teachers' learn in professional conversation. The purpose was to analyse teachers' conversation regarding classroom discipline to contribute to the understanding of how teachers learn. The study was a qualitative research that adopted an ethno-methodological research design. Purposive sampling was used to select six teachers from one primary school in the East London Education District who participated in the study. Video recorder was used to capture the conversation session after school hour for 31 minutes, 56 seconds in duration. The recording was viewed and transcribed verbatim. Three learning episodes were selected from the transcript and transcribed again using Jefferson notations for conversation analysis purposes. Clayman and Gill conversation analysis levels were used to analyse the selected episodes to establish how teachers learn in professional conversation. The findings show that teachers learn through requesting advice and testing idea. The teachers as well learn through sharing ideas. The teachers' further use response preferences, repairing/assisting one another in talk, nodding and laughing as learning strategies. Based on the findings, the study recommends that teachers should embrace professional conversation for exchanging knowledge and experiences for learning purposes. The study also encourages teachers to adopt conversational strategies discovered in this study to improve professional learning. It further recommends that research experts on teacher learning should be involved in school workshops to present their findings and recommendations to further enrich teacher learning.
Adult, Community, and Professional Learning

Friday, 26 July	
12:55-14:35	**PARALLEL SESSIONS**
Room 8 - 03/005	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue, or debate – all involving substantial interaction with the audience. [45 min. each]** **Leading for Innovation: Leadership Strategies Required for a New Era of Schooling** Peter Dry, Dean of Innovation and Academics, Principia, Saint Louis, United States It is essential that schools intentionally create opportunities for students to grow their innovative muscles by inviting students to tackle authentic and challenging problems. The goal of this session is for participants to learn how schools across the world are developing future-ready students who are prepared to make a positive difference in the world and the role of leaders in this shift. The session will examine how leaders wanting to break the 20th-century paradigms of schooling build a culture of innovation by leveraging the school's mission, creating a sense of urgency and bringing faculty, parents, and students on board through tackling the "why" of change. Insights will be given into what classes look like and the planning process for a truly minds-on, hands-on experience. Participants will leave with a variety of examples of student-centered products and place-based approaches that push students to think like innovators and change-makers with a deep awareness of social justice issues. This will be an engaging workshop run by an experienced educator with global experience. The interactive activities I will conduct with participants include provocative questions to stimulate small group discussions and the use of Kagan cooperative structures that enhance thinking and participation. Mini case studies and scenarios will be a key part of the activities. *Educational Organization and Leadership*

Friday, 26 July

Room 9 **03/006A**	**Diagnósticos y validaciones instrumentales**

Validación, y diseño de un instrumento de evaluación del desempeño clínico, en estudiantes de enfermería en Santiago de Chile: Evaluación del desempeño

Paola Carrasco, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
Noelia Rojas, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
Paula Vega, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile
M. Teresa Urrutia, Universidad Andrés Bello, Santiago de Chile, Chile
Alejandra Araya, Universidad Andrés Bello, Santiago de Chile, Chile

Existe la necesidad de elaborar instrumentos locales para evaluar el desempeño de los estudiantes de enfermería en su último año de formación y el logro de las competencias clínicas. Objetivo: Diseñar y validar el contenido del instrumento para evaluar desempeño clínico de estudiantes de Enfermería. Metodología: Estudio de construcción y validación de instrumentos en dos etapas: a) recolección de información, b) diseño y validación. Para la primera etapa se analizaron los instrumentos de evaluación existentes, se recolectó información de diferentes fuentes: grupos focales y cuestionario de recolección de información de profesionales, alumnos y exalumnos de enfermería; referencias bibliográficas y las competencias declaradas en el Perfil de Egreso de la carrera. En una segunda etapa se construyeron 66 indicadores de 9 dimensiones identificadas en la etapa previa. Se envió la propuesta final del instrumento a 12 expertos para validación de contenido (descripción y pertenencia de los indicadores a su respectiva dimensión). Para el análisis se utilizó la metodología propuesta por Lynn, quien establece como punto de corte, para eliminar o mantener el indicador, un índice de acuerdo 0,8. Resultados: En promedio los indicadores describen lo que se quiere evaluar y su pertenecía a la competencia, con un índice promedio de I-CVI=0,96 y I-CVI=0,97 respectivamente. Se eliminan dos indicadores con un índice inferior a 0.8 (I-CVI=0.75 cada uno). La validación del contenido resulta en 64 indicadores para las 9 dimensiones. Conclusión: Se cuenta con un instrumento local validado para evaluar las competencias clínicas de estudiantes de último año de enfermería.

Educación superior

Diagnóstico participativo de las prácticas de convivencia escolar: Observación directa en escuelas de educación media básica

Leticia Ancer Elizondo, Profesora, Investigadora, Universidad Autónoma de Nuevo León, Monterrey, Nuevo León, México
Manuel Guadalupe Muñiz García, Universidad Autónoma de Nuevo León, Monterrey, Nuevo León, México

El estudio es parte de la fase de diagnóstico participativo de la investigación "Construcción de convivencia escolar en enseñanza media. Estudio de casos multicéntrico". Una de los grandes problemáticas que presentan las instituciones educativas de educación media básica, situadas en áreas marginadas en un estado al norte de México, es que la escuela no está en posición de cumplir uno de sus cometidos: fomentar una convivencia pacífica, democrática y respetuosa entre sus miembros. Esta problemática tiene su origen en múltiples factores de diverso orden que inciden para que prevalezcan prácticas de convivencia escolar disruptivas y violentas. Se requiere una visión holística y el análisis de los múltiples factores que inciden en la problemática para comprender dichas conductas. Entendemos la convivencia escolar como las prácticas que llevan a cabo los agentes que constituyen la vida cotidiana de las escuelas, siendo parte importante de la esencia de la experiencia educativa. El objetivo es realizar un diagnóstico participativo de las prácticas de convivencia escolar desde la observación directa en escenarios escolares. Para ello se ha empleado el estudio de caso multicéntrico, con un enfoque de Investigación-Acción Participativa basada en el paradigma crítico y hermenéutico. Se realizaron observaciones en espacios escolares diversos; una vez obtenidos los datos, se llevó a cabo un análisis de contenido. Se presenta el análisis de las observaciones realizadas en función de las categorías establecidas: práctica inclusiva, práctica democrática y práctica pacífica.

Tema destacado 2019: Aprendizaje para la diferencia social

Diagnóstico participativo de las prácticas de convivencia escolar desde la perspectiva de docentes y directivos: Escuelas de educación media básica

Manuel Guadalupe Muñiz García, Profesor e Investigador, Universidad Autónoma de Nuevo León, Monterrey, Nuevo León, México
Leticia Ancer Elizondo, Profesora e Investigadora, Universidad Autónoma de Nuevo León, Monterrey, Nuevo León, México

El presente estudio forma parte de la fase de diagnóstico participativo de la investigación "Construcción de convivencia escolar en enseñanza media. Estudio de casos multicéntrico". En el área metropolitana de un estado al norte de México, las instituciones educativas de educación media básica enclavadas en zonas marginadas presentan problemáticas importantes. Una de ellas es la dificultad que presentan las escuelas para desempeñar una de las funciones fundamentales: fomentar una convivencia pacífica, democrática y respetuosa entre sus miembros. Lo que predomina en la realidad son las prácticas de convivencia escolar violentas y disruptivas como consecuencia de la coincidencia de una serie de factores de diversa índole. Para hacer frente a tal situación se necesita un análisis de todos los elementos que inciden en la problemática. Entendemos la convivencia escolar como las prácticas que llevan a cabo los agentes que constituyen la vida cotidiana de las escuelas, siendo parte importante de la esencia de la experiencia educativa. El objetivo del estudio es realizar un diagnóstico participativo desde la perspectiva de los docentes y directivos de escuelas de educación media básica. Se emplea un estudio de caso desde el enfoque de Investigación-Acción Participativa, fundamentado en el paradigma crítico y hermenéutico, así como la técnica de recolección de datos y entrevistas a profundidad a los maestros y directivos. Después de obtener el dato se realizó un análisis de contenido. Dicho análisis de las entrevistas se presenta en función de las categorías establecidas: práctica inclusiva, práctica democrática y práctica pacífica.

Tema destacado 2019: Aprendizaje para la diferencia social

Validación de un cuestionario de evaluación de asignaturas de pregrado

Alba Lucía Meneses Báez, Profesora titular, Universidad El Bosque, Bogotá, Colombia

Se realizó un estudio piloto para establecer indicadores psicométricos del Cuestionario de evaluación de asignaturas de pregrado de la Universidad El Bosque (Colombia), luego de que obtuvo validez de contenido. Las respuestas son tipo Likert (0 = no aplica; 1= completamente en desacuerdo hasta 5 = completamente de acuerdo), midiendo aprendizaje significativo (31 ítems), bilingüismo y tecnologías de la información y de la comunicación (8 ítems), evaluación y gestión académica (18 ítems). Previa firma de consentimiento 1260 estudiantes (59% hombres, 41% mujeres) de doce programas respondieron el cuestionario y el Course experience questionnaire (CEQ) validado en Chile y Colombia. Se realizó un análisis factorial exploratorio de ejes principales con rotación Varimax que obtuvo una varianza explicada de 70% y tres factores. Posteriormente se eliminaron 15 ítems con cargas factoriales >.30 en más de un factor o <.30 en todos los factores, luego repitieron las estimaciones obteniendo 74.71% de varianza explicada y tres factores con cargas factoriales >.5 con un factor, también estimaron la confiabilidad alpha de Cronbach obteniendo: aprendizaje significativo (23 ítems) r =.98, bilingüismo y tecnologías de la información y de la comunicación (5 items) r =.82) y evaluación y gestión académica del docente (14 items) r =.97), cuestionario total r =.97. Las puntuaciones totales de ambos cuestionarios no se ajustan a la curva normal, por lo que se estimó el coeficiente Spearman r = .80 (p<.05) como evidencia de validez concurrente. Los resultados indican que el cuestionario es válido y confiable para evaluar las asignaturas.

Medición y evaluación

Friday, 26 July

12:55-14:35	**PARALLEL SESSIONS**

| Room 10 03/006B | **Estudios superiores** |

Experiencias de la relación entre docencia e investigación de estudiantes, académicos y autoridades de dos carreras científicas: Implicaciones de la disciplina

Ruby Olivares, Profesora, Pontificia Universidad Católica de Chile, Santiago de Chile, Chile

En la literatura se ha documentado que existe una relación positiva entre docencia e investigación y que la participación de estudiantes de pregrado en experiencias de aprendizaje que incluyan investigación es beneficiosa para ellos. Sin embargo, en la práctica existiría una tensión entre ambas actividades por presiones externas e internas de las universidades ejercidas sobre los académicos. En este contexto, el objetivo de este estudio fue conocer cómo los estudiantes de pregrado, académicos y autoridades de dos carreras científicas experimentan la relación docencia-investigación. Para ello se entrevistaron 37 estudiantes de último año, 20 académicos y 7 autoridades de las carreras de Licenciatura en Ciencias Biológicas y Medicina. Los datos fueron analizados mediante análisis fenomenográfico y análisis temático. Los resultados muestran que existen similitudes y diferencias entre las carreras investigadas. Por una parte, en ambas carreras se percibe una relación entre docencia e investigación y se experimenta de formas similares; por otra, en Biología se percibe una tensión entre ambas actividades, que se evidencia, por ejemplo, en la percepción de un desinterés por la docencia, y una presión por hacer investigación. Lo anterior muestra que en Medicina, docencia e investigación se experimentan como actividades integradas; mientras que en Biología hay una tensión entre ambas actividades, donde la docencia se ve desfavorecida frente a la investigación, lo cual repercute directamente en los estudiantes. Estos resultados proveen información que puede ayudar a la comunidad educativa de las carreras investigadas a mejorar la forma en que se vincula docencia e investigación.

Educación superior

Necesidades de formación en competencia investigadora en estudiantes de postgrado de Atención Temprana

Covadonga Ruiz De Miguel, Titular Teacher, IPE, Universidad Complutense de Madrid, Madrid, España
Eva Exposito Casas, Teacher, UNED, España
Esther Lopez Martín, Teacher, UNED, España

La Atención Temprana (AT) es un área interdisciplinar donde es indispensable el desarrollo de competencias de investigación debido a la diversidad de áreas de intervención. Los profesionales de AT atienden una etapa evolutiva crucial, de 0 a 6 años, que marca enormemente el desarrollo del individuo. En este sentido la formación en metodologías de investigación supone un requisito fundamental para aquellos profesionales que quieren dedicarse a esta disciplina. Por tanto, el objetivo del presente trabajo es analizar las necesidades de formación en metodologías de investigación en estudiantes de postgrado de AT con el fin de mejorar su futuro desempeño profesional en las distintas áreas de intervención. Se trata de una investigación cualitativa, en las que ha participado siete profesionales del área sanitaria, social y educativa a través de entrevistas abiertas. El análisis cualitativo de los datos ha alcanzado el nivel de codificación abierta y axial y se ha llevado a cabo mediante el programa Atlas.ti Los resultados revelan la necesidad de que los futuros profesionales dominen de manera adecuada diferentes metodologías y técnicas de investigación como son revisiones sistemáticas, observación, elaboración y validación de instrumentos de medición, estadística descriptiva e inferencial, evaluación de programas e interpretación de resultados. Acorde con los hallazgos encontrados, se recomienda aumentar el número de créditos de la asignatura de métodos de investigación, ampliar las metodologías de investigación en las distintas áreas de intervención e invitar a profesionales del campo de la AT para compartir sus experiencias.

Aprendizaje en la educación preescolar

El proceso de admisión al doctorado: inglés e interacción semiótica

Blanca Estela Gutiérrez Barba, Instituto Politécnico Nacional, Ciudad de México, México
Luis Mauricio Rodríguez Salazar, Profesor, Instituto Politécnico Nacional, Ciudad de México, México

Desde un marco semiótico-epistemológico de base piagetiana, se elaboró una propuesta metodológica para el análisis de las entrevistas a aspirantes a posgrados. La metodología fue diseñada para entrevistar a aspirantes anglófonos nativos (L1); anglófonos no nativos, pero con inglés como lengua oficial (L2); e hispanohablantes nativos (L1'), y entrevistador hispanoparlante (L1') con el inglés como segunda lengua (L2'). Se plantean tres escenarios (L1-L2', L2-L2' y L1'-L1') y se analizó la inequidad, instrumentalidad, cosificación y aspectos formativos. Los procesos en L1-L2, L2-L2' y L1'-L1' no son equivalentes. En L1'-L1' se usa el arsenal retórico de mayor calibre para inquirir al entrevistado. En el escenario L2-L2' la diversidad intersubjetiva es la más grande. Las reflexiones se plantean respecto al emergente y necesario debate del papel del inglés en la formación de investigadores, la coexistencia dialéctica entre la formación global, el compromiso social local y universal de la ciencia, la oportunidad de legitimar el inglés mexicano, la valoración del inglés como lingua franca. Este acercamiento metodológico permitirá su generalización a los posgrados a países hispanohablantes nativos. Nuestra propuesta semiótico-epistemológica llena un vacío cognitivo respecto a la problemática del inglés más allá del dominio instrumental del idioma, de tal manera que se trasciende dicho nivel de dominio hacia el uso cognitivo del inglés como segunda lengua. Se debe tener cuidado de que la lengua no enmascare las competencias investigativas del entrevistado y la selección de aspirantes examinados en los diferentes escenarios no se realice desde una plataforma caracterizada por la inequidad.

Medición y evaluación

La formación de docentes de inglés en la Universidad de Guayaquil: Orientación Profesional Didáctico-comunicativa

Nadia Cantos, Universidad de Guayaquil, Guayaquil, Ecuador
Lorna Cruz, English Teacher, Universidad de Guayaquil, Guayaquil, Ecuador

Esta investigación parte de analizar los estudios realizados por importantes lingüistas, pedagogos y psicólogos para demostrar que los estudiantes de la Carrera de Licenciatura en Educación, con mención en Lengua y Lingüística Inglesa de la Universidad de Guayaquil, tienen la capacidad de aprender una lengua extranjera y lograr un desempeño didáctico-comunicativo en las cuatro habilidades de la lengua —pese a haber pasado el denominado periodo crítico, y a haber ingresado en la carrera sin una correcta orientación vocacional—, si se logra desarrollar la suficiente predisposición psicológica para aprender, a través de la correcta orientación profesional. La metodología incluyó el análisis-síntesis de fuentes teóricas y también empíricas —como una encuesta aplicada y la observación participante de las autoras— para llegar a la abstracción que permitió diseñar el sistema de tareas didáctico-comunicativas de orientación profesional para docentes de idioma inglés en formación. Este sistema puede ser aplicado en otros contextos de formación que enfrenten situaciones similares en cuanto a la desmotivación profesional causada por dificultades en la orientación vocacional y profesional de sus estudiantes.

Alfabetización y aprendizaje de idiomas

Friday, 26 July

12:55-14:35	**PARALLEL SESSIONS**

Room 11 03/011

Herramientas, metodologías y habilidades educativas

La importancia de materias de expresión oral y escrita dentro de las ingenierías

Grisel Guadalupe Gutiérrez Hernández, Docente, Universidad de León Plantel San Miguel de Allende, Guanajuato, México

El presente trabajo pretende demostrar cómo las asignaturas de comunicación oral y escrita son una herramienta fundamental para el desarrollo de habilidades educativas, personales y profesionales de los estudiantes de ingeniería. Por ser un trabajo realizado en la Universidad Tecnológica del Norte de Guanajuato (UTNG), en este estudio se toman en cuenta dos grupos de ingeniería mecatrónica. Dicho trabajo permite demostrar cómo la base de la expresión oral y escrita conforma un referente importante para el desarrollo de las actividades educativas y profesionales de los futuros ingenieros, incidiendo en que dichas actividades coadyuvan al logro de objetivos que requieren de una interacción para comunicar saberes y conocimientos científicos. Parte de la premisa de que los estudiantes que adquirieron la habilidad de comunicación tienen mayor facilidad para mejorar su interacción con otras personas. Además, las destrezas lingüísticas, tanto orales como escritas, en las ingenierías apoyan a los futuros ingenieros a sintetizar y comunicar sus ideas de forma asertiva. Se trata de una investigación basada en la metodología cualitativa, bajo la técnica de investigación-acción donde, quien la ejecuta, participa como profesora de la asignatura "Expresión oral y escrita", la cual se imparte a ingeniería mecatrónica. En dicha intervención-acción se han diseñado materiales y herramientas que facilitan el desarrollo de destrezas lingüísticas, tanto orales como escritas, que son base para el desarrollo profesional de los estudiantes de ingeniería de la UTNG.

Educación superior

La metodología de Lego Juego Serio como herramienta pedagógica: Escenarios educativos, empresariales y sociales

Manuel Méndez Pinzón, Docente, Politécnico Grancolombiano, Bogotá, Colombia
Linda Bustos, Docente, Universidad Militar, Colombia

El presente trabajo de investigación analiza el desarrollo de la metodología Lego Juego Serio como herramienta pedagógica en escenarios educativos, empresariales y sociales, fundamentando su uso con la teoría de aprendizaje significativo de David Ausubel y la corriente constructivista de Vigotsky. Este documento presenta el análisis de las habilidades cognitivas básicas y superiores. La investigación se desarrollo con estudiantes de los programas de Ingeniería Civil y Administración de Empresas, Medios Audiovisuales y Técnico en gestión de aerolíneas de las instituciones de educación superior, Universidad Militar Nueva Granada y el Politécnico Grancolombiano. Se puso de relieve que la implementación de la metodología de Lego promueve procesos cognitivos básicos y superiores y fortalece el trabajo colaborativo.

Educación superior

La tutoría y las inteligencias múltiples en Ingeniería Mecánica Agrícola

José Ramón Soca Cabrera, Profesor e Investigador, Universidad Autónoma Chapingo, Texcoco, México
Gilberto De Jesús López Carteñs, Universidad Autónoma Chapingo, Texcoco, México
Nadia Rosa Chaviano Rodríguez, Universidad Autónoma Chapingo, Texcoco, México

En el presente trabajo se muestran los resultados del estudio de los coeficientes intelectual (CI) y emocional (CE), así como de las inteligencias múltiples de Gardner en los estudiantes de Ingeniería Mecánica Agrícola de la Universidad Autónoma Chapingo en el año 2014. El instrumento aplicado fue el Software Multiorienta y se aplicó a una muestra de 244 estudiantes de los grados 4°, 5° y 6°. Los resultados muestran que los CI = 90 y CE = 75 se encuentran por encima de la media nacional; las competencias lingüística = 7.5; espacial = 5.0; musical = 4.3; kinestésica =5.2 e intrapersonal = 6.5 se encuentran alrededor de la media nacional; la lógico-matemática = 7.1, por encima; y la interpersonal = 5.1, por debajo. Se recomiendan actividades para reforzar y superar cada una de las inteligencias en el Programa Departamental de Tutoría, a través del trabajo de los docentes-tutores.

Medición y evaluación

La inclusión de la interdisciplina en la enseñanza de Grado: La mirada de los estudiantes de la Facultad de Información y Comunicación

Varenka Parentelli, Universidad de la República, Montevideo, Uruguay

Con la Segunda Reforma Universitaria la interdisciplina es un desafío que interpela epistemológicamente la fragmentación disciplinar presentada en los currículos. Para contribuir a la reflexión conceptual, se indaga en la implementación de los planes de estudios que incluyen a la interdisciplina en el contexto de flexibilidad curricular y se analiza la experiencia de los estudiantes sobre la integración de conocimientos en la Facultad de Información y Comunicación donde se ofrecen tres carreras que se constituyen interdisciplinariamente. Se presenta el resultado de la encuesta y grupos focales sobre la concepción de la interdisciplina, su inclusión en la enseñanza así como la percepción de los estudiantes sobre dicha oferta curricular. Para los estudiantes, la interdisciplina es una modalidad de trabajo donde participan varias disciplinas en torno a un objeto o a la resolución de problema. Han integrado conocimiento en actividades de investigación y de extensión e identifican que la participación de estudiantes y docentes de otras asignaturas u otras carreras lo posibilita, y no mencionan aspectos en relación a lo pedagógico y didáctico ni identifican aspectos convocantes. Identifican a la interdisciplina en actividades fuera de las asignaturas de la malla curricular o bien como una acción subjetiva en la integración de contenidos curriculares. La relación entre la flexibilidad y la interdisciplina se centra en la posibilidad que brinda la primera respecto a la movilidad, específicamente en la posibilidad de elección, que promueve el intercambio, la amplitud y el complemento.

Educación superior

Friday, 26 July

12:55-14:35	**PARALLEL SESSIONS**
Room 12 03/017	**Metodologías y aspectos docentes**
	Revisión de la literatura actual e internacional sobre la metodología docente en el área de educación física: Mapeo bibliográfico
	Carmen Lucena Rodríguez, Universidad de Granada, Granada, España
	Cristina Cruz González, Contratada FPU, Universidad de Granada, Granada, España
	En esta investigación se realiza un análisis profundo de los principales artículos relacionados con la metodología docente en el área de educación física. Nos centramos en la base de datos Web of Science, en el que se realiza un mapeo biográfico para conocer los detalles más exhaustivos. Se conocerá una evolución temporal desde la década de los 90 hasta la fecha, existiendo un punto álgido en 2015. Se indaga también en los principales países productores de literatura científica, así como su lenguaje a la hora de publicar estos estudios, dos aspectos que coinciden. Por último, ofrecemos una panorámica de las principales revistas especializadas en esta temática. Se concluye una necesidad en ciertos países de promover la producción de literatura en un tema tan importante como lo es la metodología docente en el ámbito de la educación física.
	Pedagogía y currículo
	El desempeño docente desde la mirada de los estudiantes: Análisis descriptivo en torno al proceso de evaluación docente 2018-1, Facultad de Ciencias Administrativas y Sociales (FCAYS), Universidad Autónoma de Baja California (UABC), México
	Patricio Henríquez, Profesor e Investigado, Universidad Autónoma de Baja California, Ensenada, México
	Vicente Arámburo Vizcarra, Universidad Autónoma de Baja California, Ensenada, México
	Brenda Imelda Boroel Cervantes, Universidad Autónoma de Baja California, Ensenada, México
	Miriam Alvarez Mariscal, Universidad Autónoma de Baja California, Ensenada, México
	En la Facultad de Ciencias Administrativas y Sociales (FCAYS) de la Universidad Autónoma de Baja California (UABC), México, todos los semestres se lleva a cabo el proceso de evaluación docente intermedia. Este tiene por objetivo principal recoger la opinión de los estudiantes en torno a cuatro dimensiones principales relacionadas con la acción de enseñanza de sus profesores: i) planeación, ii) dominio de contenidos, iii) estrategias de enseñanza y iv) evaluación del aprendizaje. En este trabajo se presentan los resultados obtenidos durante el período 2018-1, describiendo las principales tendencias a partir de las licenciaturas que componen la FCAYS, agrupadas en 3 áreas del conocimiento: i) ciencias jurídicas, ii) ciencias administrativas y iii) ciencias sociales. Los resultados muestran que el desempeño docente, según la opinión de los estudiantes, varía de acuerdo al área de conocimiento en que se ubican, principalmente en cuanto a las estrategias de enseñanza y a las formas de evaluación del aprendizaje utilizadas.
	Educación superior
	El desarrollo de competencias digitales en docentes de educación superior: Un estudio de caso
	Karla Lariza Parra Encinas, Profesora, Universidad Autónoma de Baja California, Mexicali, México
	Yessica Espinosa Díaz, Universidad Autónoma de Baja California, Mexicali, México
	José Eduardo Perezchica Vega, Universidad Autónoma de Baja California, Mexicali, México
	Jesuan Adalberto Sepulveda Rodriguez, Universidad Autónoma de Baja California, Mexicali, México
	En el presente artículo, se comparten los resultados de un estudio cuantitativo llevado a cabo con un grupo de profesores de educación superior, con respecto a sus competencias digitales. El objetivo general ha sido conocer cuáles son las competencias digitales que poseen y cuáles hace falta desarrollar para lograr mejorar su práctica educativa. El estudio se desarrolla tomando como base estudios y parámetros internacionales sobre habilidades digitales docentes. Los resultados evidencian el bajo nivel de desarrollo de competencias digitales, así como la necesidad urgente de sensibilizar y concientizar sobre la importancia del desarrollo de estas competencias para enriquecer su práctica educativa.
	Tecnologías en el aprendizaje

14:35-14:50	**Coffee Break / Pausa para el café**
14:50-16:30	**PARALLEL SESSIONS**

Friday, 26 July

14:50-16:30	**PARALLEL SESSIONS**

Room 1 - 0G/007	**K-12 Curricula for Citizenship**

The Critical Civic Potential of Elementary Students

Kathryn Obenchain, Professor & Associate Dean, Curriculum & Instruction, Purdue University, West Lafayette, IN, United States
Julie L Pennington, The University of Nevada Reno, Reno, NV, United States

Citizenship education is the oft-stated purpose of education in many societies. While what that includes differs across societies, rarely is it approached from a critical perspective. This session focuses on results of a qualitative study on how Critical Democratic Literacy (CDL), which grounds both civic and literacy education in critical theory, was used to develop and implement an integrated social studies and literacy curriculum in a US elementary classroom. The CDL curriculum was designed to address the limited attention to social studies and civic education, combined with a functional approach to literacy present in US elementary classrooms due to an accountability movement narrowly focused on testing of low-level knowledge. The implemented curriculum focused on connecting political and philosophical ideals associated with the founding of the US to current events, as well as students' own lives. Students began to develop critical literacy skills, as well as historical thinking skills, particularly related to the ethical dimension of historical thinking. Results suggest that the students recognized a civic dimension to their identity. Further, those identities focused on the betterment of their communities through their own agentic behaviors, with an emphasis on issues of fairness, respect, and autonomy. Given the potential of developing more critically minded young citizens, more attention must be paid to curriculum and pedagogical practices that support this development, as well as the preparation of teachers in the relevant content knowledge and pedagogical content knowledge across social studies, citizenship education, critical literacy, and integration.

Pedagogy and Curriculum

Subjectivity Development Processes in Classroom: Theoretical Alternatives in Understanding Learning Difficulties

Andressa Martins do Carmo de Oliveira, PhD Student, University of Brasilia, Brazil

This paper has as its main objective explain the subjective configurational movement in the classroom, considering processes that have led to the emergence of a subjective configuration that became a source of subjective development, which among other things, facilitated learning. To illustrate this objective, a study case of a student in the 1st year of an elementary school in Brasília is presented. The theoretical position on which the research was based was the Theory of Subjectivity, from a cultural-historical standpoint, together with its epistemological and methodological proposition, Qualitative Epistemology and the constructive-interpretative method. The main tools used were conversational dynamics and diverse interactive sessions, which resulted in a dialogical, relational and subjective space, with the aim of following the unique expression of the child in the classroom. The subjective configuration of development that began to take place in the course of the research, allowed to understand many of the participant´s positions, which became active, conquered space in the classroom and engaged in the proposed activities, leading to significant advancements in relation to the learning of reading and writing. The results pointed to a new perspective with regard to learning difficulties, while simultaneously combining unique life histories, conception, experiences and forms of sociability as aspects to be considered from a complex optic, beside narrow, universal and deterministic concepts regarding the child and his/her school development. Therefore, it refers to situate the development process within the student´s everyday life, and not apart from it.

Early Childhood Learning

Room 2 - 02/011	**21st Century Reform**

Education as a Practice of Freedom: Enabling Leadership Capacity in Large-sized Classrooms

Kent Williams, Assistant Professor, Business, Dalhousie University, Halifax, Nova Scotia, Canada

Higher education institutes continue to struggle with budget and enrollment challenges due to the changing complexity of living in the epoch of the Anthropocene. Coupled with this phenomenon, students continue to be disengaged with normative traditional pedagogical approaches that look to "'transfer and bank knowledge." For several decades research continues to accumulate and suggest that experiential learning approaches that stretch and challenge students to critically think and behave might best engage them in the higher education learning process. This case study shares the pedagogical approach of education as a practice of freedom in the large-sized Canadian undergraduate business classroom. Through this explicated shared approach the professor, teacher's assistants, and students collaborate in as a learning community that has a foundation set in a dialogic process that has a primary purpose of enabling agency with all participants. The core elements of learning emphasized are learning to dialogue; embracing failure to learn; to critically think through reflexivity; to connect to curiosity, empathy, and wonder; and, develop moral consciousness through core value development. Through this approach there is a shared learning process that co-creates and co-inspires new levels of capacity for emerging leaders to creatively embrace the rapidly changing complexity of the world.

Pedagogy and Curriculum

The Student of Tomorrow: The Third Wave of Education Reform, the Twenty First Century

Ami Volansky, Professor, School of Education, Tel Aviv University, Tel Aviv, Israel

The rise of the third wave of reform, Critical Thinking, Creativity and Self-learning, since the turn of the twenty-first century, is the result of mounting criticism, which coalesced with the rise of the Knowledge Society in developed countries. The impact of a rapidly changing knowledge economy on the working place, forecasts that automatic machines, robots, and artificial intelligence will replace large proportions of current human forces in the job market, the changing characteristics of the young generation and its symbiosis with technology – have all driven calls for changing the teaching methods and learning styles across many countries. The third wave characterized by a more diverse leadership within developed economies, with countries such as Finland, Singapore, Alberta and Hong-Kong in the lead. The main course of change which has and still is shaping the third wave, is associated with the emergence of Information and Communication Technology (ICT) as a learning tool. ICT became a platform and opportunity for developing new skills which are highly regarded in the new global market. Competences such as self-learning, critical thinking, collaboration, team learning, communication, and deep learning, are regarded as key qualifications for the future success of the young generation in the changing global world.

Pedagogy and Curriculum

Imagining a Better Society through Higher Education: A Case Study of Barriers and Drivers for Change at a Small Undergraduate Institution

Jean L. Manore, Full Professor, History, Bishop's University, Sherbrookoe, Quebec, Canada

Mary Ellen Donnan, Associate Professor, Sociology, Bishop's University, Sherbrooke, Quebec, Canada

Avril Aitken, Full Professor, School of Education, Bishop's University, Sherbrooke, Quebec, Canada

This paper discusses a case study of one small institution of higher education where professors from three departments: Education, Sociology and History, designed an inquiry into the capacity of the university to change institutional culture and increase Indigenous student success. The study is a response to the 2015 release of the findings of Canada's Truth and Reconciliation Commission (TRC) and a comprehensive and related set of guidelines put forward by Universities Canada (UC). The TRC reports point to disparity and racism currently experienced by Indigenous Canadians in areas of income, health, social conditions and education; the TRC "Calls to Action" direct universities to revise selected programs so that graduating healthcare providers, lawyers, educators and journalists will better serve Indigenous peoples. The UC framework provides additional points of departure for universities that take into account the possibilities of transformation for all learners and institutional structures. A mixed methods approach was used to answer the following questions: What is the readiness of the university to act upon the UC Principles? What are the barriers and drivers that might shape the design of a less-oppressive and transformational university environment? Participants of the study include faculty members, university administrators and Indigenous students. Finding show that three main perspectives are held by participants; these include: desire to retain the status quo, interest in carrying out limited reforms and 3) commitment to radical reforms or those that are relationally-driven. Actions taken by the university in response to the research findings will also be discussed.

Learning in Higher Education

The Complexity Leadership Theory as It Relates to Innovation and Commercialization of Research at Historically Black Colleges and Universities

Rebecca Faison, Director, Office of Continuing Education, Prairie View A&M University, TX, United States

Public-academic research institutions in the United States receive billions in funding from public and private entities (Wagner, 2014). By effectively commercializing research portfolios, many of these universities produce marketable products and services that are essential to the economic sustainability of higher education institutions. The researcher will examine factors germane to the commercialization process throughout institutions of higher education. Specifically, the researcher's objective is to determine if Historically Black Colleges and Universities (HBCUs) and Predominantly White Institutions (PWIs) exhibit differences in their infrastructures, policies, practices, and obligation to the commercialization of research. The researcher will implement a mixed method research algorithm, using a sample that will include some 390 faculty members affiliated with research-intensive HBCUs and PWIs as defined by the Carnegie Classifications. This study is significant in that the findings will reveal those differences and similarities that exist in the innovation ecosystems of HBCUs and PWIs. This level of learning about leadership ecosystems will allow us to make a social difference, by improving the economic viability of the institutions and the communities that they serve.

Educational Organization and Leadership

| 14:50-16:30 | **PARALLEL SESSIONS** |

| Room 3 - 02/013 | **Building Competencies** |

Teacher Candidates' Diversity Competency and Its Implications for Teacher Preparation Programs

Elmer Marrero, Research Assistant, School of Education, University of Puerto Rico, Rio Piedras Campus
Victor Bonilla Rodriguez, Professor, Graduate Studies Department, School of Education, University of Puerto, Rio Piedras Campus, Puerto Rico
Annette Lopez De Mendez, Professor, University of Puerto Rico, Puerto Rico
Luis Torres Villela, Research Assistant, University of Puerto Rico, Puerto Rico
Claudia Alvarez, Associate Professor, Graduate Studies, University of Puerto Rico, Puerto Rico
Edwin Vega, Teacher, University of Puerto Rico, Puerto Rico

One of the challenges in education is the inclusion of issues related to diversity and multiculturalism. Teacher preparation programs need to find new models that include the understanding of different contexts, experiences, and perspectives about what it means to teach from and for diversity. A first study focused on the development and administration of a questionnaire during academic years 2016-2017 and 2017-2018. The results highlighted areas of opportunity within the curriculum and areas that needed further inquiry. The present research studied teacher candidates' perceived competencies to address diversity in the classroom, the sources of information they use to give meaning to the concept of diversity, and how they would intentionally address diversity in the classroom. The study used a sequential explanatory mixed method research design. Quantitative data was collected through the self-administered questionnaire, followed by a qualitative phase that includes in-depth interviews to explain and elaborate quantitative findings. Implications and recommendations on the areas to be addressed in teacher preparation programs will be presented to ensure strengthen that all dimensions of diversity are included.

Learning in Higher Education

Pre-Service Elementary Teachers' Perceptions of and Attitudes towards Social Studies

Rina Bousalis, Assistant Professor of Social Studies Education, Teaching and Learning, Florida Atlantic University, Boca Raton, FL, United States

Social studies, the study of people, places, and events, is generally viewed as less important than STEM subjects (Science, Technology, Engineering, and Mathematics) by the U.S. school systems. Although social studies is a subject that holds an abundance of important disciplines and is interconnected with other subjects, social studies, particularly in elementary grades, is most often overlooked by teachers in their daily lesson planning due to factors such as high-stakes testing, time constraints, and education policies. However, social studies is a part of the elementary curriculum, as well as a subject that pre-service elementary teachers will be, or should be, teaching in their future classrooms. To assist university/college social studies instructors in best serving pre-service teacher students who will be taking social studies content and methods courses, it is important to investigate pre-service elementary teachers' perceptions and attitudes about the subject of social studies, recognize their positive and negative social studies experiences, and examine what content knowledge they bring with them to social studies education courses. Based on the study's findings, this presentation will provide first-hand accounts of pre-service elementary teachers' experiences in social studies, and shed light on which strategies, modes of instruction, activities, teacher action/behaviors, and social studies topics have been successful for students and which have not. The study's findings will also discuss ways to strengthen the structure of social studies courses and syllabi, inspire pre-service teachers to enjoy teaching social studies, and encourage pre-service teachers to teach social studies in their future classrooms often and meaningfully.

Learning in Higher Education

Exploring Teacher/Student Relationship Quality Agreement and Student Engagement

Ammon Wilcken, Assistant Professor, Education, Brigham Young University–Hawaii, HI, United States

The purpose of this study was to explore student and teacher perceptions of relationship quality and academic engagement in school. Relationships are central to the school learning environment and previous research suggests that relationship quality can impact student learning and engagement both positively and negatively. However, there is a lack of research showing whether students and teachers agree on how to best support and build a healthy relationship in a school setting. This can lead to a disconnect between how teachers and students feel about their efforts to build positive relationships. Research clearly suggests that relationships are important for engagement and other positive outcomes, but questions remain including, does it matter who is reporting on the quality of the relationship? What do teachers and students see as most important in relationships and do those views match? In the current study, we explored this issue by gathering student and teacher ratings of relationship quality and student engagement. We asked teachers and students to rate the importance of seven behaviors that research suggests can help build supportive relationships: n=38 teachers, n= 584 students ranging from 3rd-7th grade. Results indicate some areas of agreement between teachers and students, i.e. helping students succeed was a key to relationship quality and that acting as a friend is less important to both parties. However, there were also areas where the match was not consistent. Specifically, praising students was considered as a high priority for teachers but was much lower for students.

Learner Diversity and Identities

| 14:50-16:30 | **PARALLEL SESSIONS** |

| Room 4 - 02/017 | **Conceptual Changes** |

Conceptual Change: Considerations in Teaching Chromatic Harmony

Benjamin K. Wadsworth, Associate Professor of Music Theory, Music, Kennesaw State University, Kennesaw, GA, United States

The field of conceptual change (starting with Posner et al., 1982) has tried to describe and explain the interaction between a student's current ideas and new, incompatible ones. Although conceptual change has been studied in instrumental music teaching (Bautista et al., 2009 and 2012), it has been overlooked in the teaching of music theory ("systematic musicology"). A prerequisite for studying conceptual change is the identification of "misconceptions," erroneous beliefs that can outlive instruction (McCloskey, 1983). This paper examines misconceptions in the chromatic harmonic unit of the core undergraduate theory curriculum. This unit expands the definition of chords to include chromatic notes or other exceptional situations. Students did an analytical assignment on chromatic excerpts (Schumann, Chopin). I classified their errors into the smallest number of possible categories, then linked each category to a likely mental schema. The errors were then tallied by chordal position in the excerpts (1-40) and by category (A-K). The results were averaged between myself and a colleague to minimize bias. The seven schemata, centered around a parent schema, the seven Roman numerals of the major scale as taught in Theory I, show that students are reducing out chromatic detail in favor of typical, stable chords, leading to harmonic errors, most commonly in biases toward small, consonant chords (16.8%) and stable inversions (14.2%); Tonic occurrences, however, are accurate (0.0%). This study suggests a renewed focus on chromatic chord spelling, and earlier in the curriculum (Theory I) than currently done.

Learning in Higher Education

He(art) and Soul and Science of Social Work Education: Revitalizing the Profession

Mark Smith, Associate Professor, Social Work, Barry University, Miami Shores, FL, United States

Sarah Lewis, Associate Professor, Barry University, Miami Shores, FL, United States

Social work education is about the development of new social workers proficient in instigating personal and social transformation. This paper offers an opportunity for educators to learn about emergent pedagogical approaches and discoveries about teaching/learning that result in the development of fundamental skills for more effectively engaging others in change processes. By integrating recent scientific discoveries from neurobiology about how the brain learns and organizes knowledge, as well as highlighting affective and relation-based essentials of teaching/learning, the he(art) and science of contemporary social work education are revitalized. These discoveries are particularly relevant as educators encounter a new kind of learner in both the traditional classroom and in online settings who are more oriented to digital and media access of information.

2019 Special Focus: "Learning to Make a Social Difference"

Dual-Language Programme in Malaysian Classrooms: Parents' Consideration, Concern and Consternation

Ashairi Suliman, Postgraduate Student, Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

Mohamed Yusoff Mohd Nor, Senior Lecturer, Universiti Kebangsaan Malaysia, Malaysia

Melor Md Yunus, Associate Professor, Universiti Kebangsaan Malaysia, Malaysia

Dual-Language Programme (DLP) is one of the avenues to promote bilingualism and nurture one's language proficiency. With the growth of DLP in the United States, the proliferation has spread to other countries around the globe and Malaysia is at no exception. Having a slight difference in its implementation as compared to other DLP contexts, Malaysian DLP resembles the previous educational policy named English for the Teaching of Mathematics and Science, better known as PPSMI. Malaysian DLP focuses on the use of English as the instructional medium in the teaching and learning of Science and Mathematics. For this to commence, parents' consent to enrol their child into the programme are required. As a means to unveil parents' views of the programme, this study divulges into the parents' lenses focusing on the programme objectives and acceptance towards the programme. Given survey research design, this study employed questionnaire with some open-ended questions besides conducted semi- structured interview sessions as the instruments to gather the data. The study roped into a sample of 768 Malaysian DLP parents. The findings revealed parents' concern of the programme besides unravelled some consideration and consternation that need to be addressed and rectified by the higher authority. In encapsulation, DLP is meant to enhance students' language repertoire besides nurturing their interest in learning the content subjects. Support and provision from everyone is indeed fundamental. Hence, parents' views are of paramount importance to ensure the betterment of the programme as it may affect their children's future.

Educational Organization and Leadership

Friday, 26 July

<table>
<tr><td>14:50-16:30</td><td>PARALLEL SESSIONS</td></tr>
<tr><td>Room 5 - 02/018</td><td>

Teaching STEM

The Connection between Numeracy and Inter-Disciplinary Mathematics Teaching

Tim Sibbald, Associate Professor, Schulich School of Education, Nipissing University, North Bay, Ontario, Canada

While STEM or STEAM (Science, Technology, Engineering, (Art/Aesthetics), Mathematics) receives the most attention in inter-disciplinary approaches to mathematics, consideration of the wider array of possibilities helps to theorize the overall approach. This enriches the interpretation of how numeracy informs across blurred disciplinary boundaries. It also provides support for a theoretical model that explains how interdisciplinary approaches support conceptual mathematics as well as foundational aspects of numeracy. An improved framework for understanding the connection also clarifies some issues that arise in the field.

Science, Mathematics and Technology Learning

Interactive Method of Teaching and Learning Mathematics : College Algebra and Trigonometry

Samuel E. Moskowitz, Research Professor and Emeritus Professor of Applied Mathematics, Research Professor, Hebrew University of Jerusalem, Israel

We shall concentrate on an integrated college course in algebra and trigonometry. In order to allay anxieties, the first few minutes of every session are devoted to a review of topics already covered. Contrary to the way mathematics was taught in the past, no time is allotted for writing calculations on the blackboard while the students arduously take notes. A board however should be used to draw interconnections between mathematical disciplines. Following the presentation of a new principle automatically transmitted to smartphones or laptop computers brought to the classroom, the remaining time is spent on an open exchange of student reactions, teacher criticisms, and further clarifications. Teacher-student interaction — one speaks and others listen —can lead to improvements in comprehension. Even at the elementary level, the learner must possess some ability for choosing a strategy before working on details. To prove the square root of two is irrational, a feasible approach involves proof by contradiction, definitions of rational and even numbers, and a mathematical valid substitution of variable, all of which when applied implies an apparent contradiction. Only with repeated readings of theory and extensive practice of reviewing solutions of similar problems at home can this skill be acquired. No time is allotted for writing calculations on the blackboard while the students take notes. Following presentation of a new principle of algebra or trigonometry, transmitted to smartphones or laptop computers brought to the classroom, time is spent on an open exchange of student reactions, teacher criticisms, and further clarifications.

Learning in Higher Education

Teaching Place Value at Primary School: Difficulties in the Multiplication and Division of Multiple Digit Numbers

Kakoma Luneta, Senior Lecturer, Childhood Education, University of Johannesburg, Johannesburg, South Africa

The number and number operations concept is the major learning area in mathematics at primary level. However the learners' ability to operationalise addition, subtraction, multiplication and division of multiple digit numbers is dependent on their ability to place the numbers in their right "values of the place." The multiple digit numbers are represented in the base 10 system and learners that grapple with the concept of Place value fail to adjust to the core requirements of elementary mathematics. This article is part of a longitudinal study on teaching elementary mathematics and it involved five teachers and a class of 34 learners. The teachers were each required to explain the concept of place value, according to their understanding, as well as to develop one lesson to teach multiplication and division of numbers using the concept of place value. The research revealed that, while primary school teachers might be able to multiply and divide multiple digit numbers, their ability to explain learners' errors and misconceptions that emanate from their instructions needs to be a focal point in mathematics teacher education curricula. The teachers explained that the teacher education programmes did not equip them with the skills of error diagnosis and what is involved in instructions that address misconceptions that emanate from multiplication and division of multiple digit number.

Science, Mathematics and Technology Learning

Calorie Counter: Board Game for Teaching Nutrition

Dee Jean Ong, PhD Student, Institute for Innovative Learning, Mahidol University, Salaya, Nakhon Pathom, Thailand

Khajornsak Buaraphan, Associate Professor, Institute for Innovative Learning, Mahidol University, Phuttamonthon, Nakhon Pathom, Thailand

The use of games for teaching and learning scientific concepts is gaining popularity in recent years and board game is one among them. Board game is widely used in teaching several scientific concepts; however, there is a lack or board game in teaching the nutrition topic for Grade 6 students. Therefore, the "Calorie Counter" board game, which is a collaborative, engaging, challenging and joyful board game, has been created in this study to help teach Grade 6 students about the nutrition concept. A panel of six educational experts and three science teachers was asked to validate the quality of the "Calorie Counter!" board game. After revision, the Calorie Counter board game was tried out with a group of 12 post-graduate students at Mahidol University and 102 Grade 6 students from three different primary schools in Thailand. The results showed that the Calorie Counter board game was effective in promoting Grade 6 students' understanding about nutrition to some extent. Most of the participating students felt that the Calorie Counter board game is engaging, challenging and joyful and they appreciated the collaborative environment of the game. The suggestions for further improving the Calorie Counter board game for Grade 6 students are also discussed.

Science, Mathematics and Technology Learning

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| 14:50-16:30 | **PARALLEL SESSIONS** |
| Room 6 - 02/025 | **Transformative Literacies** |

Developing Information Literacy with Language Acquisition

Joseph Couch, Professor, English, Montgomery College, Takoma Park, MD, United States

Even with today's amazing graphics and multimedia capabilities, computers cannot be fully useful to a student conducting research without the correct words entered into them. As a result, undergraduates in first-year composition and general education courses treat academic research on databases like searching for information on Internet search engines. Asking questions of databases, the preferred online research strategy, provides little of the way in useful answers and leaves students frustrated. As a result, they often return to non-academic searches with which they feel familiar and with non-academic results. Students need not feel frustration, however, as undergraduate research in first- and second-year courses most often does not require sophisticated jargon or complex constructions. In practice, students often have the appropriate level of language acquisition to conduct research at this level, despite other individual differences in academic and/or information literacy. This paper outlines methods that instructors and students can respond to the challenges of the computer and the internet through pedagogical practice. Specifically, the paper provides strategies for student research that draw upon students' acquired language skills to increase information literacy, strategies that apply not only to the above-mentioned courses but across subject areas. With this pairing of information literacy and language acquisition, instructors can help shorten the digital divide in high-impact courses and beyond in students' academic careers.

Literacies Learning

Transmediation as a Powerful Learning Tool for Central American Immigrant US High School Students

Theresa Mc Ginnis, Associate Professor in Literacy Studies, Specialized Programs in Education, Hofstra University, Brooklyn, NY, United States

Transmediation, or the translation of semiotic content across modes, is grounded in the idea that alternative sign systems (linguistic, image, video) are available for making sense of the human experience (Mills, 2016; Siegel, 1995; Suhor, 1984). Moving across sign systems is a generative process which increases students' learning opportunities, engages them in reflective thinking and allows youth to explore new insights and meaning (Mills, 2016; Siegel, 1995). Based on an ethnographic case study of one U.S. High School located in a suburban community of New York State that received 1400 new immigrant students from Central America in the fall of 2014 through 2016, my paper presentation will focus on how a digital production project featuring transmediation supported the youth in expanding their narrative writing in Spanish and English to incorporate a wide range of text types and genre structures, to draw on their own life histories with authority and power, to disseminate knowledge to school educators and administrators, and to become designers of critical digital texts. Overall, I discuss how the Central American immigrant youth, representing hundreds of thousands of Central American youth who have migrated alone to the United States, became participants in the creation of knowledge, and became more literate in the powerful way they can use new digital tools to express their voice, and political voice.

Literacies Learning

Learning German in English-speaking Environments

Mary Quigley, Teaching Lecturer and PhD Candidate, German Studies, The University of Adelaide, Adelaide, Australia

As we learn new skills and information, we construct and update our identities. Identity construction mediates how willing we are to engage, participate, and to learn through action. Learners' identities can direct them to invest in practices which facilitate learning or to resist these practices. Previous research has focussed on contexts of migration in which economically and socially disadvantaged language learners enter primarily monolingual English-speaking environments. Despite the consequences for teaching methodology and learning theory, there has been a lack of investigation of language learning and identity in English-speaking contexts. Having English as an alternative avenue of communication has many implications for power dynamics between language learners and more proficient speakers, and for learners' willingness to practice the language. This paper uses qualitative and quantitative data to report on the identities and investments of learners of German at an international university in Berlin, where English is often used as the working language. It discusses these learners' identity construction in relation to the learning opportunities they are willing to create and use, as well as the social reasons for choosing to resist certain chances for learning. By working towards a deeper understanding of the social factors involved in English-speaking contexts, this paper advocates a teaching approach that encourages practices in which learners are invested, thus improving their learning outcomes.

Learner Diversity and Identities

Identification and Evaluation of Information Literacy Skills of Greek High School Students

Elissavet Koulakidou, Teacher, 12th High School of Thessaloniki, Ministry Of Education, Greece

Vassilios Dagdilelis, University of Macedonia, Greece

The aim of the present study was to identify and evaluate the information literacy skills of Greek High school students. A set of 22 questions applied to 249 students of High Schools of Thessaloniki, Greece. Their literacy skills were evaluated with 4 TRAILS questions. Quantitative and qualitative parameters analyzed with analysis of variance and Pearson chi square criterion, respectively. Students were trained to computer use at home (59%) by their parents (30.4%), and to Internet use at home (55.5%) on their own (33.6%). Daily Internet use was high (4.2±2.4 hours), being communicative (73.6%) and entertaining (26.1%) and to lesser extend educational (12.9%). Students were mostly self-trained to quick and efficient search to the Internet (32.1%). There was no difference in time spent on the Internet between genders or classes. However, students with the highest school grades spent significantly less time compared to those with the lowest grades (3.41±1.44 vs 5.95±3.08 hours, P<0.0001). Students seek information for their homework mainly on the Internet (81.6%); 27.3% of them never used a library catalogue. Information search techniques were mainly the use of keywords (31%) and the "search within results" (13.6%). Students' self-assessment regarding information literacy skills was very high; it ranged from 59% (use of indexes) to 94% (information search in the Internet). However, only 10% answered correctly to the 4 control questions. Moreover, 79.2% of students find necessary the enforcement of their information literacy skills through school learning programs. In conclusion, students' literacy skills are not well developed, despite their positive self-evaluation.

Literacies Learning

Friday, 26 July

14:50-16:30	PARALLEL SESSIONS

| Room 7 - 02/026 | **Teaching Science**

Teacher Student Relationship and Impacts on Academic Performance of Science Education
Inyang Maurice Asuquo, Lecturer 1, Science Education, University of Calabar, Calabar, Nigeria
The study sought to determine the impact of teacher-student relationship and academic performance of science education students in University of Calabar, Nigeria. Apart from the inadequate performances of science education students, teacher-student relationship is an important factor which can positively or negatively affect their performance. Two relevant theories and literature were reviewed. Two null hypotheses were formulated to guide the study. The study adopted the correlation research type of an "ex-post facto" design. Appropriately developed and validated instrument comprising Teacher-student relationship questionnaire (TSRQ) and Science education student performance scores were validated with acceptable indices. The research instrument was administered to 200 randomly sampled year 2 science education students. The resulting data were analyzed using Pearson Product Moment Correlation Analysis. The findings revealed that positive teacher-student relationship influence students' learning/ academic performance, especially in science education. Based on the findings and conclusion it was recommended among others teachers should create classroom environments that promote positive cultures with healthy interactions that can motivate students to learn more.
Science, Mathematics and Technology Learning

High School Students' Learning Difficulties in Brønsted-Lowry Acid-Base Theory
Huei Lee, Professor, Department of Education and Human Potential Development, National Dong Hwa University, Taiwan
Hung Jen Yeh, Teacher, Zhong Zheng Senior High School, Taiwan
Chia-Ling Chiang, Associate Professor, National Dong Hwa University, Taiwan
The definitions of acid and based had changed several times in one hundred years. Nowadays, many students need to learn two different acid-base theories during high schools: Arrhenius theory and Brønsted-Lowry theory. The purpose of this study was to understand high school students' learning difficulties in learning Brønsted-Lowry theory, especially focusing on the transfer from Arrhenius definition to Brønsted-Lowry definition. Data were gathered using diagnostic assessment. There are 65 items in the assessment, including the concepts of conjugate acid-base pair, Brønsted-Lowry definition, amphoterism, acid-base equilibrium in aqueous solution, and buffers. The instrument was administered to 117 students of 11th grade who had learned Arrhenius theory only, and 188 students of 12th grade who had learned both Arrhenius theory and Brønsted-Lowry theory. The result shows that even students have learned Brønsted-Lowry theory, they do not completely transfer their acid-base paradigm from Arrhenius to Brønsted-Lowry. Instead. They preferred to combine these two theories and tried to use the compromised ideas in new situations. Students could understand Brønsted-Lowry definition which is about donating and accepting of protons, but they could not really catch the meaning of relative strengths of acids and bases. To avoid mistakes, they chose to solve problems by Arrhenius theory which they have already known well. In other words, when students are unfamiliar to used Brønsted-Lowry definition to think and solve problems in new situations, they may have difficulties in learning other related concepts, such as conjugate acid-base pair, amphoterism, acid-base equilibrium in aqueous solution, and buffers.
Science, Mathematics and Technology Learning

Students' Conceptions of Metal and Non-Metal and the Influence of Group Interaction on Conceptual Construction
Chia-Ling Chiang, Associate Professor, National Dong Hwa University, Taiwan
Li Yin Lin, Teacher, Hsin Cheng Junior High School, Taiwan
Huei Lee, Professor, Department of Education and Human Potential Development, National Dong Hwa University, Taiwan
Students have alternative conceptions about metal and non-metal before learning in schools. The purpose of this study is to understand the junior high students' conceptions of metal and non-metal and how group interaction affects their conceptual construction during discussing with peers. Twenty-six students of 8th grade in one class participated in this study. They were grouped to eight small groups and familiar with group discussion in the science class. They took two-tier diagnostic tests of metal and non-metal as a pre- test followed by several group discussions then by a post-test. Besides, six students of two groups were especially observed and analyzed qualitatively: one was heterogeneous achievement group and the other was homogeneous high achievement group. The results indicate that students' conceptions of metal and non-metal are related to the language, daily life experiences, and the element's position in the periodic table. In addition, the different structures of peer status in heterogeneous and homogeneous groups were associated with different ways of group discussion. Meanwhile, the ways of group discussion were associated with how groups reached consensus and then led to the group members' conceptual construction. When group interaction went equally, students in both homogeneous and heterogeneous groups tended to have positive learning outcome. However, when group interaction went unequally, especially in the heterogeneous group, the low-status students could not construct correct conceptions. Finally, even peer status in homogeneous high achievement group was the same at beginning, but students automatically differentiated peer status at the end of the study.
Science, Mathematics and Technology Learning

Teaching Science through Literature: Focus on Victorian Science Fiction
Jae Uk Choo, Professor, English Department, Chung-Ang University, Seoul, South Korea
There are so many scientific themes in the literary works that literature can be a good tool to teach with. For example, Mary Shelley's novel, Frankenstein, deals with medicine, physiology, chemistry, physics, and others. In this paper, many Victorian and modern novels will be quoted and analyzed to show how to teach various scientific disciplines and the history of the sciences. In other words, a pedagogical methodology will be suggested to teach the history and knowledge of the sciences through the storytelling of the literary contents.
Pedagogy and Curriculum |

Friday, 26 July

14:50-16:30	**PARALLEL SESSIONS**

| Room 8 - 03/005 | **Learner-centered Practice**

 Influences Impacting Non-Traditional, Senior Learner Degree Completion in Higher Education: A Qualitative Study
 Alexa Landrus, Adjunct English Instructor and Student Coach, Department of English and Reading and Achieving the Promise Academy, Montgomery College, Washington, D.C., United States
 What are the factors that influence the pursuit of degree completion by non-traditional, senior learners in four-year higher education institutions? The answer to this guiding research question will be presented based on data collected and analyzed that identifies and describes the strengths and limitations that are influencing non-traditional, senior learner degree completion in four-year higher education institutions presently. This study fills a gap in the research base, predominately occupied by traditional-age learner adult education research, by offering a better understanding of what is impacting four-year degree completion, in terms of both challenges and successes for this population. The paper will review the findings based on 12 participants interviewed who provided multiple perspectives on what the factors are influencing the pursuit of degree completion by non-traditional, senior learners in four-year higher education institutions, comprised of learners 40 years of age or above, male and/or female, who were attending a four-year college or university pursuing a bachelor's degree in their junior or final year. The study reveals in-depth data about the types of challenges non-traditional, senior learners experience like the need for better advising, mentoring programs, and on-campus tutoring, as well as their successes in their degree pursuits like technology use, obtaining work-study positions leading to more inclusion on campuses, and family and job support key to motivation and persistence. The grounded theoretical framework for the study of Knowles' Andragogy and McClusky's Theory of Margin will be presented as well and their correlation to the research findings.
 Adult, Community, and Professional Learning

 Personal Development Modules Making a Social Difference to Learners and Their Clients
 Geraldine Maughan, Lecturer/Researcher, Applied Social Sciences, Limerick Institute of Technology, Limerick, Ireland
 The Social Care lecturing staff at Limerick Institute of Technology have devised a personal development curriculum and pedagogy for Social Care learners for each year of their study. This integrated model can be traced back to elements of psychology, sociology and philosophy. The aim is that Social Care learners' will enable adults and children in a range of social care settings who are sometimes marginalised and vulnerable to be empowered to recognise their own potential just as the social care learner recognised theirs during their engagement with the personal development modules. Personal Development is often a transformative process within the relationship dyad between lecturer and learner who co-create this pedagogical learning space. A person-centred methodology is at the heart of this teaching. Preliminary findings from a pilot study outline learners' positive experiences with the module.
 2019 Special Focus: "Learning to Make a Social Difference"

 Supporting Learning to Make a Social Difference: Understanding of Assessment Theories
 Maddalena Taras, Teacher, The University of Sunderland, United Kingdom
 Assessment is ubiquitous, we assess almost every moment of our daily lives to make decisions about our activities and, in the educational context, our work and our understandings. Understanding assessment theories and practices, particularly inclusive, learner-centered practices explicitly, is an efficient means of empowering and enabling the next generation to have the courage to challenge injustices in all levels and contexts of life. Shared explicit, transparent assessment processes can and should be put into practice in order to support learning and make a socially equitable difference. Assessment theories are varied and uncoordinated and pose a challenge to unravel. This paper analyses and evaluates different theoretical positions in international Anglophone research in order to ascertain how best practice can be supported for learner-inclusive assessment. The evaluation of assessment theories demonstrates that the main definitions of assessment (including summative and formative assessment) are viewed from two different perspectives: one base these on the processes of assessment while the other on functions of assessment. How these assessment theories may be reconciled is also examined. In practice, these differences tend to be reflected in explicit procedures when definitions are linked to processes, and to implicit procedures when definitions are based on functions of assessment. These different assessment perspectives result in very different consequences for the roles and responsibilities of students and tutors, and how learning may be viewed and supported. Clarifying assessment issues has a huge impact on both learning and teaching practices, and ultimately, on how society envisages justice.
 Assessment and Evaluation

 The CRAFT Program: A Pilot Educational Experience and Preliminary Findings about Its Effects on Music Students' Psychological Wellbeing
 María Pilar Posadas de Julián, Profesora, Conservatorio de Música de Granada, Granada, Spain
 Elena Fernández González, PhD Student, University of Granada, Spain
 This study describes a pilot educational project aimed at applying the CRAFT program (Consciousness, relaxation, attention, happiness, and transcendence) for student musicians as part of their curricula, in order to improve psychological and physical abilities which are frequently affected in this population. CRAFT is a holistic program which tries to compile several meditational and psychological disciplines (i.e. emotional intelligence, positive psychology, mindfulness, yoga) in order to enhance their already proved benefits when applied in isolation. The program has been applied during two consecutive academic years through two elective academic subjects, the so called "mindfulness" and "emotional intelligence", offered by the High Conservatory of Music "Victoria Eugenia" of Granada, Spain. First, we have found that these elective CRAFT subjects were largely accepted among students. The second part of the project was to empirically test whether CRAFT practice is able to produce significant improvements in several emotional, cognitive, and physical abilities among students. To do so, independent researchers asked students to voluntarily participate in a longitudinal study, taking several emotional, cognitive, and physical standardized measures at the beginning and end of the semester. Although still very preliminary, the first positive findings are related to mindfulness ability (FFMQ) and emotional regulation abilities (cognitive reappraisal, ERQ) which were improved after CRAFT practice. Taken together we can conclude that CRAFT program seems a promising tool to improve wellbeing among music students.
 Pedagogy and Curriculum |

Friday, 26 July	
14:50-16:30	**PARALLEL SESSIONS**
Room 9	**Tiempo e historia**

La comprensión del tiempo histórico en estudiantes chilenos: Otro reto a enfrentar en un sistema educacional altamente segregado

Laura Valledor, Academica, Pontificia Universidad Catolica de Chile, Santiago de Chile, Chile

El propósito de esta investigación fue explorar las diferencias en la comprensión del concepto de "tiempo histórico" en estudiantes de Educación Secundaria de escuelas de diferentes características socioeconómicas en el contexto de un sistema escolar con alta segregación. Se elaboró una muestra representativa de más de setecientos estudiantes a los que se aplicó una prueba que pedía emplear distintas categorías de tiempo histórico (cambio, continuidad, duraciones, simultaneidad) al análisis de procesos históricos descritos en la misma prueba. La información obtenida se analizó con un diseño Univariado (ANOVA). Los resultados mostraron un marcado patrón socioeconómico. Denominamos a esta tendencia "efecto escalera". El peldaño de resultados más bajo está compuesto por los estudiantes de escuelas del nivel socioeconómico más bajo. El peldaño más alto está ocupado por los estudiantes de las escuelas del nivel socioeconómico más alto. En tanto, los alumnos de las escuelas de nivel socioeconómico medio ocupan los peldaños del medio. Los alumnos del escalón más bajo saben exactamente la mitad acerca del tiempo histórico que los alumnos del peldaño más alto. Estos resultados son compatibles con la literatura que señala que alta segregación escolar impide que se produzcan interrelaciones entre estudiantes diversos, lo que limita el "efecto de los compañeros" en los resultados de aprendizaje. Los resultados de esta investigación fundamentan la necesidad de investigar para elaborar nuevas estrategias de enseñanza de la Historia que resulten significativas para la diversidad de realidades de los estudiantes del sistema escolar chileno, contribuyendo a otorgar oportunidades equitativas de aprendizaje.
Identidad y diversidad de los estudiantes

El proceso de enseñanza y aprendizaje de historia del arte: Dificultades, errores, retos y necesidades para el cambio

Francisco Javier Muñoz Fernández, Profesor Titular, Universidad del País Vasco, Lejona, España

El proceso de enseñanza-aprendizaje en historia del arte tiene que afrontar dificultades derivadas principalmente de las características de la propia disciplina, los planes de estudio, los procesos formativos y didácticos del profesorado, y los procesos de aprendizaje de los alumnos. Habitualmente la historia del arte se entiende como conocimiento lineal, sin tener en cuenta que se construye desde diferentes metodologías que dan lugar a interpretaciones diversas. Asimismo, el ámbito de estudio de la disciplina abarca ámbitos cronológicos y geográficos muy extensos, de carácter enciclopédico, lo que implica un análisis somero y fragmentado de los contenidos. A ello hay que sumar las dificultades propias de los contenidos de la materia y, especialmente, relegar a un segundo plano que la obra de arte necesita ser vivida. Los planes de estudio y la formación del profesorado contribuyen a perpetuar esta manera de afrontar la disciplina. El proceso de enseñanza-aprendizaje, en muchos casos, se aborda desde una práctica didáctica tradicional, no permeable a nuevas propuestas, que puedan ser más efectivas ante los retos educativos presentes, que el profesorado, en muchos casos, no ha tenido la oportunidad de aprender. Finalmente, es necesario analizar los obstáculos con los que se enfrenta el alumnado para poder comprender mejor la historia del arte, y adaptar estrategias didácticas acordes con sus necesidades. En suma, es preciso identificar las dificultades y obstáculos en el proceso de enseñanza-aprendizaje en historia del arte, para afrontar cualquier cambio que permita un proceso didáctico más efectivo y satisfactorio.
Pedagogía y currículo

Pedagogías Institucionales: El modelo educativo-institucional de la Marina de Guerra Argentina a fines del siglo XIX

Cristina Pagnanelli, Doctoranda, Universidad de Buenos Aires, Buenos Aires, Argentina

A partir de la década de 1880, la Marina de Guerra Argentina planteó un modelo educativo de corte cientificistas y positivista con el cual realizo su consolidación institucional. En ésta ponencia rastreamos las características que tuvo dicho modelo y su complementación. El objetivo del trabajo es integrar el modelo en el marco político institucional del país y establecer sus consecuencias positivas y negativas.
Organización educativa y liderazgo

Aprendizaje colaborativo y desarrollo profesional con el uso del vídeo y plataforma digital

Isabel José Fialho, Professora Auxiliar, Pedagogia e Educação, Universidade de Évora, Évora, Portugal
José Luís Ramos, Universidade de Évora, Évora, Portugal
Marília Casto Cid, Professor, Universidade de Évora, Évora, Portugal

La escuela del siglo XXI tiene que garantizar la equidad e inclusión social de todos los alumnos y, al mismo tiempo, promover condiciones de éxito educativo para todos. La profesión docente es cada vez más compleja y exigente, las aulas son espacios multiculturales que desafían a los profesores a encontrar respuestas adecuadas para alumnos con diferentes saberes, ritmos de aprendizaje, intereses y necesidades. Para responder a este desafío es necesario actuar sobre los factores internos que influencian la enseñanza, el aprendizaje y la evaluación; es necesario promover el trabajo colaborativo entre docentes, centrado en situaciones o problemas reales observados en la práctica, movilizando procesos de compartir, cuestionamiento y reflexión. A través del vídeo, los profesores registran situaciones críticas emergentes de su práctica, los vídeos se colocan en una plataforma digital para ser compartidos y comentados, estos vídeos son posteriormente analizados colaborativamente, contribuyendo a la construcción de significados comunes sobre la práctica observada y de nuevos sentidos para la acción, en un proceso dialógico sostenido en la reflexión compartida.
Organización educativa y liderazgo

Friday, 26 July

14:50-16:30	**PARALLEL SESSIONS**
Room 10	**Problemáticas educativas**

Retóricas de auto-empoderamiento y autocontrol como estrategia pedagógico-social: El riesgo de formar para la injusticia social

Encarnación Aparicio Martín, Universidad Complutense de Madrid, Madrid, España

Aceptada la idea de "socialización permanente", no parece haber cuestionamiento sobre el poder de aquellos agentes que logran irrumpir en el imaginario colectivo y en una adultez en constante construcción. Las industrias culturales convierten la narrativa audiovisual en una poderosa herramienta al servicio de un proceso de enseñanza-aprendizaje para una identidad sostenida por una "conciencia de éxito". Queda fuera de cualquier evaluación moral el despertar de ciertas emociones, la construcción de ciertos sentimientos; desligándose de contextos, causas y consecuencias. El ser consumidor, competitivo, ajeno a la ética del cuidado, a la compasión, parece irrefrenable. El acento puesto sobre la "educación en valores" no está logrando frenar el avance de las desigualdades. Por el contrario, producciones discursivas (por ejemplo: a través de los principales Servicios de Redes Sociales) motivan hacia un falso "autocuidado" y una "marca personal" que requieren un camino "en solitario" de esfuerzo, mérito, emprendimiento, autocontrol, autoexigencia. Un trabajo pedagógico-social para lograr un ser como "empresa comercial" que —como explican Lorey, Bauman, Giroux y Beck, entre otros/as— resignifica lo social como economía, lo individualiza, y naturaliza la exigencia de respuestas individuales a problemas creados socialmente. Una pedagogía alternativa, que abogue por la ética comunitaria, está obligada a identificar y nombrar estas estrategias de deshumanización y contrarrestarlas. Un currículo que potencie el pensamiento sociocrítico y el análisis del discurso, desde una metodología que juegue con las mismas herramientas didácticas, es crucial para trascender esta deshumanización —la imposición de autosuficiencia, de desconexión— y aproximarse a la interdependencia, a la cooperación.

Tema destacado 2019: Aprendizaje para la diferencia social

Friday, 26 July

14:50-16:30	**PARALLEL SESSIONS**
Room 11	**Igualdad y roles de género**

Educación para la igualdad: Grupos de reaprendizaje para hombres violentos y mujeres violentadas
Martha Patricia Lievano Franco, Profesora e Investigadora, Universidad Autónoma de Nueva León, México
En México, como en varios países del mundo, las instituciones educativas, religiosas, políticas, de salud, laborales, jurídicos, así como la construcción social que se hace de los géneros, fortalecen una serie de desigualdades, violencia y exclusiones sociales que se manifiestan en torno a las diferencias que se construyen con respecto a la distribución del poder entre mujeres y hombres. La generación de talleres de reeducación permite realizar un reaprendizaje y una serie de reflexiones en torno a la igualdad entre los géneros, los estereotipos de masculinidad y feminidad tradicionales y tienen por objetivo promover las relaciones familiares acordes con los derechos y de igualdad de género más justas, replantear la reconstrucción de la identidad masculina y femenina mediante relaciones familiares de equidad de género, promoción de una mejora en su vida social, así como de las funciones de apoyo de instituciones sociales, familiar y de redes sociales de intercambios recíprocos de confianza, promover y fortalecer el ejercicio para la paternidad, promover la generación de nuevas culturas orientadas al respeto recíproco al interior y exterior de la familia. Las sesiones abordan temas como construcción de la masculinidad tradicional, responsabilidad de la conducta violenta, construcción de nuevas masculinidades, comunicación asertiva, control de la ira, pérdidas afectivas o paternidad positiva, entre otros. En el caso de los talleres reeducativos para mujeres violentadas, se abordan temas como construcción de la feminidad tradicional, visibilización y desnaturalización de las relaciones violentas, autoestima o empoderamiento, entre otros.
Tema destacado 2019: Aprendizaje para la diferencia social

El retorno de las brujas: Intervención didáctica en favor de la equidad de género
Jacqueline Machorro Álvarez, Benemérita Universidad Autónoma de Puebla, Puebla, México
El presente trabajo plantea, ante un contexto de violencia cotidiana hacia las mujeres, la implementación de una intervención didáctica para la equidad de género dentro de la materia de Literatura, que buscó transformar las percepciones de género en estudiantes de nivel Medio Superior, conjuntando el contenido de la materia con el análisis de una realidad machista y patriarcal, que ha conducido al Estado de Puebla a ser uno de los lugares con mayor índice de feminicidios en México. Es una investigación participativa y mixta de corte longitudinal que partió de una Prueba Inicial (PI) a una muestra de 44 estudiantes de quinto semestre de bachillerato en cuyos ítems, derivados de una lectura, se manifestaron juicios de valor y analogías en torno a la violencia de género; dinámica que se reprodujo durante las ocho sesiones de la intervención a través de la lectura y el análisis de textos de literatura medieval. Cada sesión se diseñó acorde a las necesidades que la muestra externó en la PI. Mediante la planeación argumentada se trabajó en la integración de los actores y acciones que intervienen en el proceso enseñanza-aprendizaje. Los alcances de la intervención se midieron posteriormente en una Prueba Final y los resultados fueron positivos, pues las respuestas denotaron la aprehensión de la perspectiva de género al debatir esquemas de pensamiento machista que han trascendido en el tiempo mediante la literatura, variable que contribuye a la formación de sujetos capaces de transformar su entorno en favor de mujeres y hombres.
Pedagogía y currículo

Literacidad crítica con enfoque de género: Análisis y propuesta para la materia de Literatura en Bachillerato
Karla Michelle Canett Castro, Profesor, Universidad Autónoma de Baja California, Mexicali, México
Laura Emilia Fierro López, Profesora e Investigadora, Universidad Autónoma de Baja California, Mexicali, México
En México, un alumno promedio que se gradúa del bachillerato no es capaz de diferenciar dentro de un texto una opinión de un hecho. Esto también afecta su rendimiento en la educación superior, donde la falta de hábitos de lectura se vuelve más evidente. A esta situación, se agrega otro tema que tiene a México en debate: la equidad de género. En el currículo de la Facultad de Pedagogía e Innovación Educativa, de donde los egresados suelen emplearse en las secundarias y preparatorias del estado, la literacidad crítica está ausente. Después de un análisis de los programas de literatura que propone la Dirección General de Bachillerato de la Secretaría de Educación Pública, se menciona de manera clara y explícita el desarrollo de hábitos lectores y de equidad de género de forma transversal durante toda la educación media superior. A través de una encuesta, se realizó un diagnóstico sobre los conocimientos que tienen los estudiantes de la Facultad de Pedagogía e Innovación Educativa sobre estos temas, para a partir de esto elaborar una asignatura que permita que los futuros docentes conozcan estrategias de literacidad crítica y las incorporen a sus clases. ¿Es posible disminuir la brecha de género tras la mejora no solo de los hábitos de lectura, sino también de la literacidad crítica? ¿Cómo puede contribuir la materia de literatura a esta problemática?
Alfabetización y aprendizaje de idiomas

Friday, 26 July

14:50-16:30	**PARALLEL SESSIONS**
Room 12	**Matemática y Química**

Experiencias interdisciplinarias: Matemática y topografía, matemática y química, matemática y electrónica

Ricardo Tomas Pujato, Profesor Titular, Universidad Nacional del Litoral, Santa Fe, Argentina

El objetivo de esta ponencia temática es mostrar las experiencias a modo de clases abiertas que venimos realizando hace algunos años entre grupos interdisciplinarios que abarcan: Matemática, Topografía, Química y Electrónica. Un objetivo general de estas clases abiertas es integrar los dos ciclos con los que cuenta nuestra institución: básico y técnico. Este trabajo colaborativo pretende abordar problemáticas de manera integrada y superar las diferencias en el abordaje de contenidos transversales, las cuales generan diversos obstáculos en los estudiantes. En "Matemática y Topografía", se fomenta el desarrollo de capacidades en los estudiantes como la comunicación y representación de ideas matemáticas (pendiente, sistemas de ecuaciones, trigonometría, área, fórmula de Bezout, etc.), elaboración y uso de estrategias desde la utilización de diversos instrumentos topográficos para realizar las observaciones y obtener datos de campo. En "Matemática y Electrónica", se introduce a los alumnos en el sistema axiomático del álgebra de Boole (en particular las leyes de De Morgan), para facilitar la construcción de circuitos eléctricos y dar sentido a las propiedades y demostraciones matemáticas. En "Matemática y Química", se trabajan los balances estequiométricos y los sistemas de ecuaciones lineales a través de distintas experiencias en laboratorio. Con estas intervenciones se ha logrado que el aprendizaje del alumno se vea fortalecido, así como también los lazos entre el grupo de docente los cuales, en conjunto, reflexionan sobre sus prácticas pedagógicas.

Educación en ciencias, matemáticas y tecnología

Aplicación de la evaluación constructiva-cronométrica del aprendizaje para medir el esquema de química en estudiantes de preparatoria

Guadalupe Elizabeth Morales Martínez, Investigador Titular, Universidad Nacional Autónoma de México, México

Diego Israel Olmos Sánchez, Estudiante, Instituto Hispanoamericano, México

Hugo Armando Romero Rodríguez, México

Luisa Paola Prieto Resendiz, Estudiante, Universidad de Guanajuato, Guanajuato, México

La evaluación del aprendizaje es una de las herramientas centrales para el desarrollo académico de los estudiantes y la mejora de los métodos de enseñanza. En este trabajo se presenta una aplicación del Modelo de Evaluación Constructiva-Cronométrica del aprendizaje, llamado EVCOG, en la materia de química. Para ello, se solicitó a un grupo de estudiantes de preparatoria que cursaban la materia de química, participar antes y después del curso, en una serie de estudios en Ciencia Cognitiva que evaluaban la representación metal del esquema de química, y su consolidación en la memoria, a través de la técnica de Redes Semánticas Naturales y del paradigma de la Facilitación Semántica. Los resultados indican que al final del ciclo escolar los estudiantes presentaron cambios en la estructura y organización del esquema de conocimiento sobre la materia de química. Estos hallazgos contribuyen al cuerpo de evidencia empírica sobre el uso del EVCOG y proveen nueva información sobre los procesos cognitivos que subyacen el aprendizaje en la materia de química.

Medición y evaluación

16:30-17:10	**Closing Session and Award Ceremony / Clausura del Congreso y entrega de premios**

Come join the plenary speakers and your fellow delegates for the International Conference on Learning Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held in the plenary room at Queen's University Belfast directly following the last session of the day.

Únase a los ponentes plenarios y otros ponentes en la clausura del Congreso y ceremonia de entrega de reconocimientos donde se reconocerá la labor de todos aquellos que han hecho posible la celebración de Congreso y se anunciará el Congreso del próximo año. La ceremonia tendrá lugar en el sala de plenos de la Universidad de la Reina de Belfast a continuación de la última sesión de la jornada.

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Stephanie Zaknoun		
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Yiyu Zhao	University of China	China
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COMMON GROUND | Calendario de congresos

Tenth International Conference on The Image
Manchester School of Art,
Manchester Metropolitan University
Manchester, UK | 5–6 September 2019
ontheimage.com/2019-conference

Aging & Social Change: Ninth Interdisciplinary Conference
University of Vienna
Vienna, Austria | 16–17 September 2019
agingandsociety.com/2019-conference

Ninth International Conference on Health, Wellness & Society
University of California at Berkeley
Berkeley, USA | 19–20 September 2019
healthandsociety.com/2019-conference

IX Congreso Internacional de Salud, Bienestar y Sociedad
Universidad de California, Berkeley
Estados Unidos | 19–20 de septiembre de 2019
saludsociedad.com/congreso-2019

Fourth International Conference on Communication & Media Studies
University of Bonn
Bonn, Germany | 26–28 September 2019
oncommunicationmedia.com/2019-conference

IV Congreso Internacional de Estudios sobre Medios de Comunicación
Universidad de Bonn
Bonn, Alemania | 26–28 de septiembre de 2019
medios-comunicacion.com/congreso-2019

Ninth International Conference on Food Studies
National Kaohsiung University of Hospitality and Tourism
Kaohsiung City, Taiwan | 24–25 October 2019
food-studies.com/2019-conference

Twelfth International Conference on the Inclusive Museum
Muntref, Museum of Immigration
Buenos Aires, Argentina | 7–9 November 2019
onmuseums.com/2019-conference

Sixteenth International Conference on Environmental, Cultural, Economic & Social Sustainability
Pontifical Catholic University of Chile
Santiago, Chile | 29–31 January 2020
onsustainability.com/2020-conference

XVI Congreso Internacional sobre Sostenibilidad Medioambiental, Cultural, Económica y Social
Pontificia Universidad Católica de Chile
Santiago, Chile | 29–31 de enero de 2020
lasostenibilidad.com/congreso-2020

Fourteenth International Conference on Design Principles & Practices
Pratt Institute, Brooklyn Campus
New York, USA | 16–18 March 2020
designprinciplesandpractices.com/2020-conference

XIV Congreso Internacional sobre Principios y Prácticas del Diseño
Pratt Institute, Brooklyn Campus
Nueva York, Estados Unidos | 16–18 de marzo de 2019
el-diseno.com/congreso-2020

Sixteenth International Conference on Technology, Knowledge, and Society
Illinois Conference Center at University of Illinois Research Park
Champaign, USA | 26–27 March 2020
techandsoc.com/2020-conference

Twelfth International Conference on Climate Change: Impacts & Responses
Ca' Foscari University of Venice
Venice, Italy | 16–17 April 2020
on-climate.com/2020-conference

COMMON GROUND | Conference Calendar

Thirteenth International Conference on e-Learning & Innovative Pedagogies
University of the Aegean - Rhodes Campus
Rhodes, Greece | 23–24 April 2020
ubi-learn.com/2020-conference

XVI Congreso Internacional de Tecnología, Conocimiento y Sociedadgies
Universidad del Egeo - Campus Rodas
Rodas, Grecia | 23–24 de abril de 2020
tecno-soc.com/congreso-2020

Tenth International Conference on Religion & Spirituality in Society
UBC Robson Square
Vancouver, Canada | 30 April - 1 May 2020
religioninsociety.com/2020-conference

X Congreso Internacional sobre Religión y Espiritualidad en la Sociedad
UBC Robson Square
Vancouver, Canadá | 30 de abril–1 de mayo de 2020
la-religion.com/congreso-2020

Tenth International Conference on The Constructed Environment
University of California Berkeley, Clark Kerr Campus
Berkeley, USA | 13–14 May 2020
constructedenvironment.com/2020-conference

Twentieth International Conference on Knowledge, Culture, and Change in Organizations
University of Illinois at Chicago,
Student Center East
Chicago, USA | 27–28 May 2020
organization-studies.com/2020-conference

XX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones
Universidad de Illinois en Chicago,
Student Center East
Chicago, Estados Unidos | 27–28 de mayo de 2020
la-organizacion.com/congreso-2020

Thirteenth Global Studies Conference
Concordia University
Montreal, Canada | 4–5 June 2020
onglobalization.com/2020-conference

Twentieth International Conference on Diversity in Organizations, Communities & Nations
University of Milan
Milan, Italy | 10–12 June 2020
ondiversity.com/2020-conference

XX Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones
Universidad de Milán
Milán, Italia | 10–12 de junio de 2020
ladiversidad.com/congreso-2020

Eleventh International Conference on Sport & Society
University of Granada
Granada, Spain | 18–19 June 2020
sportandsociety.com/2020-conference

Fifth International Conference on Tourism & Leisure Studies
University of Dubrovnik
Dubrovnik, Croatia | 18–19 June 2020
tourismandleisurestudies.com/2020-conference

Fifteenth International Conference on The Arts in Society
NUI Galway
Galway, Ireland | 24–26 June 2020
artsinsociety.com/2020-conference

Eighteenth International Conference on New Directions in the Humanities
Ca' Foscari University of Venice
Venice, Italy | 1–3 July 2020
thehumanities.com/2020-conference

XVIII Congreso Internacional sobre Nuevas Tendencias en Humanidades
Universidad Ca´ Foscari de Venecia
Venecia, Italia | 1–3 de julio de 2020
las-humanidades.com/congreso-2020

Information, Medium & Society: Eighteenth International Conference on Publishing Studies
Ca' Foscari University of Venice
Venice, Italy | 3 July 2020
booksandpublishing.com/2020-conference

Twenty-seventh International Conference on Learning
University of Valencia
Valencia, Spain | 13–15 July 2020
thelearner.com/2020-conference

XXVII Congreso Internacional de Aprendizaje
Universidad de Valencia
Valencia, España | 13–15 de julio de 2020
sobreaprendizaje.com/congreso-2020

Fifteenth International Conference on Interdisciplinary Social Sciences
National and Kapodistrian University of Athens,
Athens, Greece | 20–22 July 2020
thesocialsciences.com/2020-conference

XV Congreso Internacional de Ciencias Sociales Interdisciplinares
Universidad de Atenas
Atenas, Grecia | 20–22 de julio de 2020
interdisciplinasocial.com/congreso-2020

Tenth International Conference on Health, Wellness & Society
Université de la Sorbonne Nouvelle Paris 3
Paris, France | 3–4 September 2020
healthandsociety.com/2020-conference

X Congreso Internacional de Salud, Bienestar y Sociedad
Université de la Sorbonne Nouvelle Paris 3
París, Francia | 3–4 de septiembre de 2020
saludsociedad.com/congreso-2020

Thirteenth International Conference on the Inclusive Museum
Museum of Lisbon
Lisbon, Portugal | 3–5 September 2020
onmuseums.com/2020-conference

XIII Congreso Internacional de Museos Inclusivos
Museo de Lisboa
Lisboa, Portugal | 3–5 de septiembre de 2020
museosinclusivos.com/congreso-2020

Twenty-seventh International Conference on

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Intercultural Learning in Plurilingual Contexts

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