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FACULTY  
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Masaryk University

**28–30 June 2017**

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**Czech Republic, Brno**

**Ff**

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**Re-thinking Teacher Professional Education:  
Using Research Findings for Better Learning**

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**ICET 2017  
61st World Assembly**



**Book of Abstracts**



ICET 61st World Assembly 2017

28 – 30 June 2017

**Re-thinking Teacher Professional Education:  
Using Research Findings for Better Learning  
61st World Assembly ICET 2017**

**Book of Abstracts**

MASARYK UNIVERSITY  
FACULTY OF ARTS  
DEPARTMENT OF EDUCATIONAL SCIENCES

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The Conference is organized under the auspices of Mgr. Kateřina Valachová,  
Ph.D., Minister of Education, Youth and Sports.



The Conference is organized under the auspices of JUDr. Bohumil Šimek,  
Governor of the South Moravian Region.



The Conference is organized under the auspices of prof. PhDr. Milan Pol, CSc.,  
Dean of Faculty of Arts, Masaryk University.



# ICET 61<sup>st</sup> World Assembly 2017

PROGRAMME 28 – 30 June 2017



<b>Tuesday</b>		<b>27.6.2017</b>
8:45 - 15:00	School Visits	
10:00 - 15:00	Board Meeting	
<b>Wednesday</b>		<b>28.6.2017</b>
8:00 - 9:00	Registration	
9:00 - 9:45	Opening Ceremony	
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11:15 - 11:45	Coffee Break	
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13:15 - 14:30	Lunch	
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19:00 - 23:00	Gala Dinner <a href="#">Besední dům</a>	
<b>Friday</b>		<b>30.6.2017</b>
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10:30 - 12:00	Paper Sessions <a href="#">F2</a> , Inspiration Forum <a href="#">F2</a> , Workshop <a href="#">F2</a>	
12:00 - 13:00	Keynote Address Petr Novotný, Karla Brücknerová: Types of Intergenerational Learning Among Teachers	
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14:15 - 15:00	General Assembly and Closing	
15:30 - 16:30	HUME Lab Tour	
17:00 - 19:00	Cultural Tours <a href="#">Brno</a>	
<b>Saturday</b>		<b>1.7.2017</b>
7:30 - 20:30	Cultural Tour <a href="#">Prague</a>	

## **President, ICET**

**Professor James O'Meara,**

It is my great pleasure and privilege to welcome you to the 61<sup>st</sup> World Assembly of the International Council on Education for Teaching. I would also like to publicly thank a few key people who have contributed to this World Assembly in Brno. Conference Patron, Mgr. Kateřina Valachová, Ph.D., Minister of Education, Youth and Sports. Regional organizer JUDr. Bohumil Šimek, Governor of the South Moravian Region. University organizer PhDr. Milan Pol, CSc., Dean of Faculty of Arts, Masaryk University. ICET 2017 Conference Chair Mgr. Roman Švaříček, Ph.D. Department of Educational Sciences Faculty of Arts.

As we come together to celebrate this important event, I would like to share three brief stories about the history of ICET before concluding by discussing some exciting developments linked to the future of ICET.

### **When did the International Council on Education from'? 'What does the name mean?**

ICET as a concept began during an international teacher congress held in August in Copenhagen in 1952. Key events during the congress included the formation of the World Confederation of Organizations of the Teaching Profession (WCOPT) and a commitment to form a group to prepare summary reports of opinions and current practices with regard to selected topics including Education for Teaching. In 1953, a small group of teacher educators attending the WCOTP Assembly in London, formed the International Council on Education for Teaching (ICET). Over the next five years the group continued to meet during WCOTP Assemblies. Dr. William J. Haggerty, president of the State University of New York at New Paltz, was elected President of the organization for a three-year term in 1958. Haggerty described the purpose of ICET in 1961 as bringing persons interested in teacher education together and to publish material about the way teachers are prepared in different parts of the world.

### **How is ICET connected to the American Association for the Colleges of Teacher Education (AACTE) and the Universities Council for the Education of Teachers (UCET)?**

During 2015 ICET and the AACTE committed to re-energizing a relationship that began in 1968. During the ICET World Assembly in Dublin newly elected President David J. Johnston, from the University of London, reported at the World Assembly in Dublin that generous financial assistance from AACTE provided the opportunity to create a permanent ICET secretariat at the offices of the AACTE in Washington DC. The move to Washington prompted the establishment of a Board of Directors lead by Edward C. Pomeroy from AACTE.

Following an agreement between ICET and the Universities Council for the Education of Teachers (UCET) in 2004, ICET began presenting a session at UCET's Annual Conference in November 2005. The following year in Brazil James Noble-Rogers, Executive Director of UCET, joined the ICET Board and began the tradition of presenting a UCET session at the World Assembly in Brazil. Since then both ICET and UCET have met annually during our World Assembly to exchange information and discuss issues and trends in education. In 2017, I will have the honor of presenting a keynote session at the UCET Annual Conference.

### **Why Does ICET have the Frank H. Klassen Lecture?**

During this year's World Assembly Professor Tom Russell will deliver the Frank H. Klassen Lecture in recognition of his outstanding leadership and contributions in education. Dr. Klassen was a long-standing ICET President who led the transformation of ICET from a committed group of teacher educators into the global voice of the teacher education community.

### **Rethinking Teacher Professional Education in the 2030 Era**

In 2017, ICET continues to be an important organization in the global teacher education community. Within Africa, our contributions to teacher education focus on the UNESCO priorities of Gender Equality through Teacher Education. This year the Secretariat, in collaboration with the Forum of African Women Educationalists (FAWE) and the Association for the Development of Education in Africa (ADEA) secured a second UNESCO grant to support and encourage girls in secondary education to become inspiring teachers in Africa.

Globally we continue to contribute to the efforts of the International Teacher Taskforce on Education 2030, to support teacher training and ongoing professional development so all learners will have access to a high quality education in which educators are appropriately qualified and recognized as motivated and committed professionals and practitioners. Access to high quality teachers will only result from success with addressing teacher attrition. A recent report<sup>1</sup> from the US-based Learning Policy Institute contained findings identifying a lack of access to quality including professional learning opportunities among the factors contributing to teacher attrition. These and related findings highlight the need to ensure ongoing access to quality professional learning in order to achieve quality teachers for all by 2030.

As President of ICET, I am committed to working with the local ICET World Assembly committees, like the one headed by Roman Švaříček, to provide a professional learning forum for persons interested in teacher education to come together to share knowledge about the way teachers are prepared and retained in different parts of the world. During these assemblies we will continue to recognize the thought leaders and servants to the promotion of educator preparation worldwide. After these assemblies we will publish the Yearbook of Teacher Education to disseminate these ideas to those who are unable to attend.

In closing, I would like to remind all of that the secret to the sustained success of ICET lies in the strength of the ties formed during and between World assemblies. I encourage you to use this week to reconnect with old friends and reach out to make new friends. Approach our Board Members to learn about Board Membership. Finally, I challenge to continue to develop and share your knowledge so we can continue to advance our understanding of the types of teacher education and professional learning required to achieve quality teachers for all by 2030.

James O'Meara

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<sup>1</sup> Sutcher, L., Darling-Hammond, L., and Carver-Thomas, D. (2016). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.

## **Chair, ICET**

**David Mandzuk Ph.D.**

Dear Delegates,

As the Chair of the ICET Board of Directors, it brings me great pleasure to welcome you to the 61st ICET World Assembly in Brno, Czech Republic, home of this year's hosts, the Department of Educational Sciences in the Faculty of Arts at Masaryk University. As many of you will know, ICET is an international non-governmental organization (NGO) that brings together educators and particularly, teacher educators together from around the world. We share best practices, we discuss innovative research, and probably most importantly, we discuss how the issues, challenges, and opportunities we all face play out differently across international contexts. ICET has many unique features and three of these are of particular note - its relatively small size, its inclusive scope, and the opportunities it affords us to meet in different parts of the world each year so that we can learn from one another and learn more about education and teacher preparation across trans-national contexts.

If this is the first time you have attended an ICET World Assembly, I would encourage you to learn more about the organization by speaking to a number of Board members during the conference and consider becoming a member yourself in the future. On this note, we have organized two new initiatives this year – a welcome reception scheduled for Wednesday, June 28th when delegates can learn more about ICET by meeting members of the Board of Directors and a research network roundtable session scheduled for Thursday, June 29th when you will have the opportunity to become involved in the development of international research networks. We hope you will take advantage of both of these events.

I would like to take this opportunity to thank the conference chair, Dr. Roman Švaříček and his conference organizing committee, particularly Prof. Milan Pol, Dean of the Faculty of Arts and Dr. Petr Novotný, Head of the Department of Educational Sciences and their colleagues from Masaryk University, for the countless hours they have invested to make this year's event a success. Those of us who have organized conferences know how much time, energy and effort these events require and I know that Roman and his team have created an exciting and innovative program that will be intellectually stimulating and will provide many opportunities for us to either re-connect or get to know one another socially and professionally.

On behalf of the ICET Board of Directors, I wish you a successful and engaging conference and hopefully while you are here, you will have time to explore Brno and the rest of the Czech Republic and everything it has to offer!

Best regards,

David Mandzuk Ph.D.

Chair, ICET



## **Conference Chair**

**Roman Švaříček, Ph.D.**

Dear Delegates,

On behalf of the organizing committee for ICET 2017, I would like to welcome you to our 61st World Assembly. We are delighted that you are finally here at Masaryk University in Brno. Thank you for coming from all over the globe to participate in what we hope will be a rich and rewarding experience for you. The conference offers you the opportunity to share your research and engage in discourse about teaching, teacher education, teacher quality, and learning. More importantly however, the conference is also a time and place to meet new and old friends, initiate and strengthen professional relationships, and to explore possibilities for regional and international research partnerships.

The organizing committee would like to thank our keynote speakers, workshop facilitators, and presenters for their enthusiasm and willingness to participate in the conference programme. We are also deeply appreciative of the support we have received from Masaryk University and our sponsors.

I would like to thank the organizing committee and student volunteers for their hard work and commitment. Their willingness to give freely their time and energy has been amazing and speaks to their deep and passionate commitment to the cause of improving teacher quality.

Enjoy!

Roman Švaříček

## INFORMATION SERVICES

The 61<sup>st</sup> ICET World Assembly is hosted by Department of Educational Sciences, Faculty of Arts, Masaryk University, Brno, Czech Republic.

All sessions, workshops, symposia and Welcome Reception will be held at Faculty of Social Sciences (Jostova 10, Brno) except for the School Visits, Conference tours and Gala Dinner at various locations.

### **Information Desk**

The Information Desk is placed near the Registration. When you have questions on the transportation and local activities, you can ask at this Desk.

### **Registration and Information Desk hours**

Wednesday June 28 8:00 - 16:00 at the Atrium

Thursday June 29 8:00 - 16:00 at the Atrium

Friday June 30 8:00 - 12:00 at the Atrium

### **Conference Materials**

All registered delegates will receive a conference bag, printed programme, book of abstracts and identification tag. Please wear your tag at all times.

### **Conference Papers**

Refereed and Non-refereed papers submitted by due date will be published online ICET 2017 Yearbook. The Yearbook will be ready by the end of September after editorial work.

### **Oral Presentations**

All classrooms are equipped with a projector and a computer with Windows and Office. Mac users must bring own computer with an adapter.

### **Wireless Internet Connection**

At the Masaryk University, we provide a free Wi-Fi and connection to the Internet. If you have registered for the conference in advance, you can pick up a log-in ID and a password along with your name plate at the registration desk.

### **Gala Dinner**

Address: Husova 20, Brno. Three minutes' walk from the Conference Venue, time: 19:00-23:30. Tickets (50 EUR) can be purchased at the conference registration desk.

### **Conference tours**

27 June: School Visits (kindergarten, primary and secondary school)

28 June: City centre tour

30 June: Modernist architecture tour, Experimental Humanities laboratory tour (HUME lab)

1 July: Prague

See all details at the web page of the conference: <http://icet2017.org/programme/tours>

### **Emergency Contact**

In the event of an emergency please contact Roman Švaříček (00420 731 420 528).

<http://icet2017.org>



## CONFERENCE OVERVIEW

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	Forty Years a Teacher Educator: Lessons Learned from Reflective Practice	K1
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	Effectiveness of Video and Handbook as Promoting Health Education on Liver Cancer Patients with First Trans-arterial Chemoembolization: Randomized Controlled Trial <i>Ruechuta Molek, Benjamas Preechakoon, Kamolchanok Boonprachack, Siriporn Rachasee, Pawitree Sukket, Sunisa Yungyuen</i>	2
	Collaborative Research Practices and Productivity of University Teachers in Cross River State, Nigeria: Implication for Quality Assurance <i>Uchenna Ajake, A.J. Isangedeghi, J.O. Akor</i>	3
	Educational Support Services for Graduate Students in the Distance Education System: The Case of Sukhothai Thammathirat Open University <i>Sumalee Sungstri</i>	4
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	Closing The Gap and Building the Teaching Profession: Issues in Recruitment Retention and Professionalisation <i>Femi Sunday Akinwumi, Omowunmi Janet Adeleye, Faoziyah Oluwayemisi Amusa</i>	6
	Collaborative lifelong learning for teacher educators across cultural boundaries <i>Christina Preston, Sarah Younie, Bozena Mannova</i>	7
	Elearning Compared From A Community Of Practice and a Mooc Perspective <i>Christina Preston, Sarah Younie, Bozena Mannova</i>	8
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	Rethinking Teacher Education in the United States: Five Trends in Educator Preparation <i>Donna L. Wiseman, David G. Imig</i>	10

	The Changing Global Perspective on the Role of Teacher and Teacher Education. Sustainable Teacher Education for the 21st Century <i>Olukemi Adeyemo</i>	11
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	The Nature and Added Value of Master Studies in Teacher Education in Israel <i>Ruth Zuzovsky, Smadar Donitsa-Schmidt, Ricardo Trumper, Khalid Arar and Judith Barak</i>	72
	Developing strategies for teachers education in Brazil <i>Helena Amaral da Fontoura</i>	73
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30/6 Friday 10:30–12:00 Room U43 F2	<b>Workshop</b> Making your research interesting and getting it published <i>Ivan Reid</i>	
30/6 Friday 10:30–11:30 Room P51	<b>Keynote Address</b> Petr Novotný, Karla Brücknerová	
	Types of Intergenerational Learning Among Teachers	K 3

## **WORKSHOPS**

1. Friday, June 30th, 8:30-10:00, U43

How to get published

Dr. Sami Lehesvuori, Department of Teacher Education, University of Jyväskylä

2. Friday, June 30th, 10:30–12:00, U43

Making your research interesting and getting it published

Professor Ivan Reid, Schools of Education and Psychological and Social Science, York St. John University

## **KEYNOTES**

1. Wednesday, June 28<sup>th</sup>, 9:45–11:15, P51

Forty Years a Teacher Educator: Lessons Learned from Reflective Practice

Tom Russell

2. Thursday, June 29<sup>th</sup>, 10:30–11:30, P51

Transformative professional learning in teacher education: what, why and how?

Aileen Kennedy

3. Friday, June 30<sup>th</sup>, 10:30–11:30, P51

Types of Intergenerational Learning Among Teachers

Petr Novotný, Karla Brücknerová

## RESEARCH NETWORKS – ROUNDTABLE SESSION

Thursday, June 29<sup>th</sup>, 14:15 – 15:45

### 1. Internationalization in teacher education (Room U42)

Facilitator: *Maria Assunção Flores, Reyes Quezada*

This roundtable session will explore themes such as: a) how ICET can improve educational experiences and outcomes in all parts of the world, b) the benefits and challenges of working in teacher education across international contexts, c) addressing social justice and human rights issues through international teacher education, d) optimal conditions for international service learning and international practicum programs, and e) balancing local and global priorities in the preparation of new teachers.

### 2. What counts as “knowledge” in teacher education? (Room U33)

Facilitator: *Linda La Velle*

This roundtable session will explore themes such as: a) what kind of evidence we can collect to improve the impact of teacher education, b) making research findings more accessible to pre-service teachers, new teachers, and teacher educators, c) learning more about what research informs teacher education and how that affects teacher identity, d) exploring how universities can support schools in their research, and e) comparative studies of different methodological approaches in educational research.

### 3. Teacher recruitment and retention issues (Room U32)

Facilitator: *Thuwayba Al Barwani*

This roundtable session will explore themes such as: a) recruitment and selection of the most effective teachers, b) reasons for teacher attrition and solutions for teacher retention, and c) the importance of supporting teachers and teacher educators in the early stages of their careers.

### 4. Contemporary leadership issues in teacher education (Room U43)

Facilitator: *Tony Townsend*

This roundtable session will explore themes such as: a) how school administrators can be leaders of learning, b) how educational leaders can address increasing expectations from various stakeholders, c) how educational leaders can foster positive school cultures, and d) how educational leaders can prioritize student and teacher well-being.

### 5. Teacher professional development in the 21st century (Room P51)

Facilitators: *Maropeng Modiba, James Noble-Rogers, Shirley Van Nuland, Roman Švaříček*

This roundtable session will explore themes such as: a) university teachers and their approaches to teaching and learning, b) how to prepare teachers for teaching in increasingly diverse schools, c) what kind of professional development is needed to keep new teachers in the profession, and d) developing teacher identity and teacher professionalism.

## **SOCIAL EVENTS**

### **Welcome Reception**

All delegates are invited to attend the Welcome Reception on Wednesday, June 28th, 19:30 – 21:00.

Venue: Conference Venue, Atrium

Featuring: music and virtual reality

### **Gala Dinner**

All delegates are invited to attend the Gala Dinner on Thursday, June 29th, 19:00 – 23:30.

Venue: Besední dům, Husova 20, Brno.

Three minutes' walk from Conference Venue. Tickets (50 EUR) can be purchased at the conference registration desk.

Featuring: The Children Ethnical Ensemble Brněnský Valášek and The Kolorez Band



## ABSTRACTS

### K1 **Forty Years a Teacher Educator: Lessons Learned from Reflective Practice**

*Tom Russell*

My 40 years as a teacher educator have focused on how an individual learns to teach and learns to learn from experience. Donald Schön introduced the idea of the reflective practitioner early in my career, just as I was questioning seriously how what is learned in education courses interacts with what is learned from personal experience in practicum placements. Those trying to learn to teach have already learned a great deal about what teachers do by observing them for 12 years or more, but they have had no access to what it means to think like a teacher.

As I try to introduce my students to reflective practice, I must be aware that they are regularly asked to reflect, yet no one seems to demonstrate how a teacher reflects in the actions of the classroom. Over 40 years in the culture of teacher education, I have witnessed a significant shift from the importance of teaching to the importance of research, yet there has been little attention to the complex processes of trying to change one's beliefs and enact them in one's teaching practices. For more than 20 years, the self-study of teacher education practices movement has helped me to develop and better understand my practices as a teacher educator. In this keynote address I will describe experiences of reflective practice that have generated valuable insights into the challenges we all face in re-thinking the professional education of teachers.

### K2 **Transformative professional learning in teacher education: what, why and how?**

*Aileen Kennedy*

The idea of 'transformative professional learning' in teacher education is gaining currency across the globe, and has appeal to those who see teaching as an empowering and socially important activity. In many ways, it provides an alternative to the increasing creepage of neoliberal practices in both teacher education and in schooling in general. In some national contexts, the notion of transformative professional learning seems to co-exist with neoliberal policies in a complex and contradictory mix of policy ideologies. This presentation draws on my conceptual, empirical and development work to explore three main aspects relating to transformative professional learning in contemporary policy contexts:

- What do we mean by the term 'transformative professional learning' in both initial and post-qualification phases?
- Why would we want to support a transformative professional learning agenda, and what might the consequences be of such a move?
- In what ways have/can/will transformative professional learning be embedded in initial and post-qualification learning, and what are the policy and practice considerations associated with this?

The presentation will offer a conceptual perspective on transformative professional learning which takes into account how transformative professional learning practices interact with particular local and national policy contexts. It will offer a contemporary example of our own attempts at the University of Edinburgh to introduce a new route to teaching, the MSc Transformative Learning and Teaching, and will reflect on the challenges and possibilities of engaging in professional/political work such as this.

### K3 **Types of Intergenerational Learning Among Teachers**

*Petr Novotný, Karla Brücknerová*

The goal of the keynote is to use micro-level analysis of intergenerational learning (IGL below) situations to develop a typology of IGL among teachers, to increase our understanding of individual IGL situations as well as contribute to understanding IGL among teachers as an integral phenomenon. The keynote first discusses possible approaches to IGL typology creation and then introduces a specific IGL typology based on qualitative research among basic and secondary school teachers in the Czech Republic.

Data from 22 individual and group interviews was analyzed at three levels (open coding designed to identify IGL situations; situation analysis using content, interaction and incentives analysis; grounding the emerging typology in data) The typology we present identifies four IGL types based on their specific features in terms of content and interaction. Four types of intergenerational learning interactions were specified, distinguishing whether they are overt (transmission,

imitation, experience) or covert (participation, perception). The keynote concludes with a discussion of potential benefits of viewing IGL through the typology presented. We ask the questions whether the types of IGL may be arranged in a hierarchy and whether IGL is a tool for maintaining the status quo or rather for innovating the school.

### 1 **The impact of a systemic innovation sustainability model on school improvement in Oman**

*Mohamed El Tahir Osman, Abdo Mohamed Al Mikhlafi*

Research on school improvement models have shown that contextualized systemic approaches to educational reform produce positive changes in the school operational processes and, in return, result in significant increases in student achievement (City, Elmore, Fiarman, & Teitel, 2009; Darling-Hammond et al., 2002; Dufour et al., 2005; Leithwood et al. 2007; Stevens& Kahne, 2006). In light of the need for improving the quality of education and extending the boundaries of students' learning potential, the Sultanate of Oman has made concerted efforts in reforming and restructuring its education system during the past four decades. However, most of the reform initiatives focused on either subsystems or certain driving forces in the education system, and thus, did not result in a sustained school improvement (Osman, 2011). This study is part of a large scope project which aims to systemically activate and analyze the impact of all interrelated elements in the school system that promote the empowerment of student learning in the Sultanate of Oman. [...]

### 2 **Effectiveness of Video and Handbook as Promoting Health Education on Liver Cancer Patients with First Trans-arterial Chemoembolization: Randomized Controlled Trial**

*Ruechuta Molek, Benjamas Preechakoon, Kamolchanok Boonprachack, Siriporn Rachasee, Pawitree Sukket, Sunisa Yungyuen*

Liver cancer is a serious disease with high death rate. Trans-arterial chemoembolization (TACE) becomes a treatment of choice among these patients. Normally, patients with first TACE are anxious and terrified to the procedure, due to incomprehension and lack of knowledge. As a result, investigators would like to compare the effectiveness of Video and Handbook as promoting health education on TACE. After IRB approval, a purposive sampling of 80 literate, volunteered, liver patients, aged 20-75 years, who received first TACE were enrolled in the study. After 40-item pretest, participants were randomized equally into 2 groups. The experimental group watched the video (VDO), while the control group studied the handbook. Both materials contained the same didactic information. Consequently, the post-test was performed immediately. Moreover, the final test was implemented within 45-60 days. Data were expressed as mean  $\pm$  standard deviation, and analysed by Mann-Whitney U test. Pre and post test scores as well as pre and final test scores were calculated for the relative growth (gain) scores: G1 and G2 respectively. The difference of G1 and G2 was the knowledge retention scores (R).  $P < .05$  was considered statistically significant difference. [...]

### 3 **Collaborative Research Practices and Productivity of University Teachers in Cross River State, Nigeria: Implication for Quality Assurance**

*Uchenna Ajake, A.J. Isangedeghi, J.O. Akor*

Collaborative research is advocated to ensure quality assurance and give more confidence and precision to research findings. Though students and lecturers in Nigerian universities are yet to fully join and enjoy the enormous benefits which this platform provides, attempt is made to evaluate the extent of collaboration in research practices and impediments to collaboration among university lecturers as well as evaluating researches using some of the quality assurance benchmark indices. The study adopted an ex post facto research design. The purposive sampling technique was used to select three geo-political zones from each of the former regions that make up Nigeria (South-south, South-east and North East). Three federal universities were selected from each geo-political zone. Simple random sampling was used to select five faculties each from the selected universities while quota sampling was used to sample lecturers from the selected

faculties. A valid and reliable instrument captioned Collaborative Research Practices and Quality Assurance Scale (CRPQAS) was used for data collection. Data was analyzed using descriptive statistics and simple linear regressions at 0.05 level of significance. Results of the study indicate that, the involvement of senior academics in collaboration with fellow senior academics is high, however collaboration with graduate students is low. [...]

#### 4 **Educational Support Services for Graduate Students in the Distance Education System: The Case of Sukhothai Thammathirat Open University**

*Sumalee Sungsri*

In the distance education system, students study by themselves through different kinds of media most of the time. They do not meet lecturers regularly as those in the conventional universities. Therefore, educational support services are very necessary for them. This study was carried out in order to identify an appropriate approach to help graduate students learn successfully. The main objective was to identify guidelines for improving educational support services for the graduate students. The research sample comprised 560 graduate students from all faculties residing in every part of the country, 80 lecturers and 80 staff members from related offices of the university. Research instruments were questionnaires and the interview forms. The data were analyzed using frequency, mean, standard deviation and content analysis. After that, all the data were synthesized to formulate guidelines for providing educational services. Then the guidelines were approved by 12 distance education experts. [...]

#### 5 **Teacher's involvement in dishonest academic practices - with special reference to Cambodian teachers**

*Mitsuko Maeda*

It is general accepted that teachers are expected to serve as a strong deterrent against students' academic dishonesty at any time in any country. However, this is not always the case in Cambodia. Cambodia has been notorious for its widespread students' academic dishonesty of which teachers are often involved.

This research examines incidences of academic dishonesty involving Cambodian teachers. It explored academic dishonesty cases occurring in Cambodian schools, and showed the ways such practices were carried out and discussed the context in which such phenomenon occurred. Data for the investigation was collected mainly through interviews to teachers and newspaper articles.

The research found that teachers played a key role in facilitating the practices of academic dishonesty, particularly in cheating on term exams and national exams, and that the practices of academic dishonesty had increasingly been institutionalized over time involving not only teachers but also ministry officials since 1950s. It also found that teachers' involvement in academic dishonesty had been unfortunately fostered by cultural, social and political factors, such as the ill traditions of nepotism, rapid marketization of education, and a weak political leadership.

#### 6 **Closing The Gap and Building the Teaching Profession: Issues in Recruitment Retention and Professionalisation**

*Femi Sunday Akinwumi, Omowunmi Janet Adeleye, Faaziyah Oluwayemisi Amusa*

The paper examined the effect of training and development, retention and compensation on academic staff productivity in the University of Ibadan. The descriptive survey research design was used for the study. The Multi-Stage Sampling Technique was used in the study. The study covered seven faculties, two Centres and three institutes in the University of Ibadan. A self-designed instrument tagged Human Resource Management Practices and Academic Staff Productivity (HRMPASPQ) questionnaire was used to collect necessary data. Simple percentages was used to analyze the research questions while inferential statistics Pearson Product Moment

Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. The study built on the Expectancy Theory of Motivation by Victor Broom (1964). This theory holds that people are motivated to perform at work if they believe their efforts will be rewarded and if the rewards they expect to receive are important to them. The findings of the study showed that attending regular seminars, provision of adequate facilities, and incentives for proper motivation, to a very large extent affect academic staff productivity in the University of Ibadan. [...]

## **7 Collaborative lifelong learning for teacher educators across cultural boundaries**

*Christina Preston, Sarah Younie, Bozena Mannova*

Since the 1990s the authors of this paper have been sharing their professional knowledge about the use of digital tools in their curricula. This exchange has been undertaken through the MirandaNet Fellowship, a professional community of practice that was established in 1992 and the Czech Miranda, a chapter of the organisation that was founded in 1994. Through exchange visits, shared conferences, workshops, joint EU projects and collaborative reports and academic papers this Anglo-Czech alliance has built a bank of evidence about government policy on curriculum and the development of classroom practice in each country. What has been notable is the Czech movements from Computer Science towards digital literacy and citizenship whilst the English have moved in the opposite direction. During these 25 years, the authors have also shared a deeper knowledge about life under different political systems through this long-term relationship. In the shadow of Brexit these are the topics of our paper.

## **8 Elearning Compared From A Community Of Practice and a Mooc Perspective**

*Christina Preston, Sarah Younie, Bozena Mannova*

A growing body of MirandaNet Fellowship theory and practice about online learning has been challenged by the advent of the Massive Open Online Course (MOOC). Unlike the growing network in a professional community of practice a MOOC can attract 45 - 50,000 participants who have no past history with each other. In this paper, we compare and contrast the learning efficiency of online communities of practice that we call a Community Open, Online Course(COOC) and MOOCs. The evidence for MOOCs is based on our role as partners in developing and piloting the EU LLL HandsOn ICT MOOC: MirandaNet has a network of 1,000 members in 80 countries built up since 1992; our EU MOOC had more than 1,000 registrants for the second pilot. Using our experience of COOCs and MOOCs we discuss what kind of learning can take place in different kinds of web environment.

## **9 Enhancing the teaching profession: Are standards relevant and useful?**

*Maria Assunção Flores*

This paper reports on the preliminary results of a study on professional standards for teachers conducted in Portugal. Data were collected through a questionnaire with teachers from pre-school to secondary school between 20<sup>th</sup> September and 20<sup>th</sup> December 2016. In total, 1307 teachers participated. Findings suggest a number of convergences and divergences in teachers' views of the standards. Some of them are against the use of standards as they see them within a logic of control of their work. They are critical of the ways they have been defined and implemented (according to a top-down perspective) and they stress the lack of debate in schools about the use of standards and the need to pay attention to the context. Other teachers see them as a way of enhancing teacher professionalism and professional dialogue. These and other issues will be discussed further in the paper.

## **10 Rethinking Teacher Education in the United States: Five Trends in Educator Preparation**

*Donna L. Wiseman, David G. Imig*

This paper summarizes recent work completed by the presenters that highlights five pervasive



trends in US teacher education: building “cultures of evidence” in preparation programs, using high impact practices, responding to socio-cultural demands, competing with alternative preparation programs, and re-conceptualizing clinical program components

This paper seeks to inform an international audience of major changes underway in US teacher education and to solicit confirmation that these trends are occurring simultaneously in other education communities. An effort will also be made to describe contextual factors influencing the diffusion, implementation and analysis of these innovations.

This paper highlights the content of articles appearing in major US teacher education journals regarding change and innovation in educator preparation. Journal article titles were recorded, the abstracts analyzed, keywords recorded, and the content categorized to build the case for the five dominant themes in US teacher education. All articles appearing in three recent volumes of JTE, AERAJ, T&TE, TE&P, TCR and Action pertaining to teacher education were considered. Journal editor’s introduction to the various issues were also analyzed for commentary and perspective. Selected journal editors were also interviewed for the purpose of identify prevailing trends. [...]

## 11 **The Changing Global Perspective on the Role of Teacher and Teacher Education. Sustainable Teacher Education for the 21st Century**

*Olukemi Adeyemo*

The paper discusses a three-year (2008-2011) in-service teacher professional development project sponsored by the World Bank on behalf of Kaduna State (Nigeria). Some 500 project schools (421 primary and 79 junior secondary schools) were involved. This report covers only 169 of these schools (139 primary and 30 JSS) in two of the six local governments involved, i.e. Birnin Gwari and Chikun. Altogether some 2,663 teachers, headteachers and principals, supervisors and inspectors were trained within the three years, using well-designed seven sets of handbooks. The workshops were delivered in four face-to-face block sessions of eleven days each for a total of about 44 face-to-face days per year for each set of teachers. Four teachers were trained for a year from each of the 169 project schools. They were to serve as mentor teachers in their schools as well as in non-project schools that did not benefit directly in the three years. The 169 headteachers (139) and principals of JSS (30) as well as the 16 supervisors of the two local governments were retained throughout the three years so that they could organize similar workshops in a train-the-trainer process in their local governments and schools, monitor trained teachers, and eventually sustain the project long after its three year lifespan. [...]

## 12 **Comparative Analysis of Professional Development of Teacher Educators: Cases from Japan, UK, USA and Malawi**

*Foster Gondwe, Takayoshi Maki*

This (work in progress) qualitative study clarifies aspects of teacher educator professional development (PD) activities from a comparative perspective. Responding to Lunenberg, Dengerink and Korthagen (2014, p. 75) recommendation that further research be done “about what is effective in supporting teacher educators in their professional growth;” the comparison hopes “to identify alternatives, find new perspectives and raise awareness of national presumptions” (Snoek & Žogla, 2009, p. 11). The comparative framework has the following parameters: category of PD activity; challenges and what works; motivating factors, and underlying assumptions. Among others, preliminary results show that the identified cases emphasize developing *teaching* and *research* competence, while paying less attention to other professional roles. We argue that no single approach is universally perfect; rather all PD activities are suitable for the contexts within which they emerge. For example, teacher educator reforms in Japan, UK and US aim at maintaining the countries’ global competitiveness.

### 13 **Facebook as support for vocational training**

*Maria Alzira Pimenta, Tércia Zavaglia Torres, Sônia Piaya*

This research is about the use of social network as a tool in the teaching-learning process, aiming the information flow to improve the communication process between students/ teachers and students/students. The social network and its educational use have two points of view. The first one relates to Information and Communication Technologies (ICT), which is the creation, multiplication and diversification of new devices (especially mobile devices or apps), increasing the opportunities and diversifying ways to share ideas, values and interests that still need to be explored. The second perspective relates to the development of abilities and attitudes in the school environment through the ICTs. This set of abilities and attitudes go beyond the basic alphabetization as known as digital literacy, enabling the development of the Critical Collective Intelligence (Levy, 1999a).

Collective intelligence is widely spread and is valued and coordinated in real-time, resulting in an effective mobilization of its competences (Levy, 1999a). The collective intelligence establishes synergy between competences, resources and projects, constitutes and maintains a common memory, activates flexible and transversal cooperation modes, promotes coordinated distribution of decision centers and tries to fight the disjunction of the activities, the compartmentalization and the opacity of the social organization. [...]

### 14 **Audiovisual Creation Experience as a Learning Experience**

*Mário Luiz da Costa Assunção Júnior, Martha Prata-Linhares*

The main objective of the research is to analyze the meaning of the audiovisual creation experience in teaching-learning processes, especially in the teaching of History. We investigated digital audiovisual production as a place for the collective construction of knowledge and the potential that it represents for learning and teaching History. The research approach is qualitative and the data were collected through interviews and a focus group with 22 students and teachers involved in the creation of two short films in a Brazilian school. The analyses suggest that the production of short films by teachers and students of basic education represented a space for the development of the collective, integrating the participants in different creation processes, as well as it also meant an experience of understanding the knowledge in History. The results show that the production of short films at school represents a possible strategy for rethinking teaching and learning in digital culture.

### 15 **Teaching across boundaries: An evaluation of technology use in a doctoral education program**

*Joanna Smith, Paul Beach, Keith Frazee*

This study examines technology use in a virtual Doctorate of Education (D.Ed.) program in the United States poised to admit students nationwide. We employed a three-pronged framework focused on people, technology, and services. We surveyed five cohorts of current and former D.Ed. students ( $n = 30$ ) that entered the program from 2012 to 2016. The survey format consisted of demographic, Likert scale, and open-ended items that asked respondents about (a) technology platform and delivery approach, (b) participant composition, and (c) classroom activities. Findings suggested that student learning would be enhanced through the use of online breakout rooms for small group discussions and the use of multiple activities during a single class session. Respondents also stressed the need to integrate virtual students alongside in-person students to increase virtual students' engagement. These findings have implications for individual faculty member instructional decisions and for department-wide policy related to virtual technology use.

## 16 **ICT in Teaching EFL from the Perspective of Journals (2010-2016)**

*Dev Raj Paneru, Jiří Zounek*

In this paper, we offer an insight into the state of TPACK in application in EFL teaching with modern ICT in the EFL class of school. By means of inductive content analysis of online versions of scientific journals on EFL and ICT published in the years 2010-2016, we capture the pace and development of ICT implementation process in EFL teaching. We offer the interpretations on the teaching methods and approaches developed in EFL with ICT.

## 17 **Symposium: Evidence Based Knowledge for Teachers: generation, acquisition and mobilisation**

*Participants: S. B. Gompertz, A. Edwards-Jones, S. Waite, Sarah Younie, Marilyn Leask, James O'Meara, Tanya Ovenden-Hope, Sonia Blandford, Tim Cain, Maria Assunção Flores, Clemens Wieser*

This symposium will open with a brief explanation of the rationale and format from the Chair, who will pose a series of general questions for the audience to consider in relation to the topic of teaching as an evidence-based knowledge profession. A series of six 15-minute papers taking different theoretical and international perspectives will then follow, each exemplifying and illuminating issues of how teachers can access and use research evidence to enhance their practice and thus make significant contributions both to school improvement and enriched outcomes for learners. Each presenter will identify a specific 'think piece' for the audience (and the other presenters) to stimulate a concluding session of structured conversation. These think pieces will be available to all delegates prior to the symposium through this link <https://padlet.com/unieducator/ICET2017> (accessible via any smart technology with a wifi connection). Major points arising from the discussion session will be recorded and disseminated to all contributors. It is hoped that full papers from the symposium will contribute to a Special issue of an international teacher education journal.

## 18 **Re-thinking the role of teacher: A report of a cross-cultural learning community**

*Janinka Greenwood*

The learning that occurs in a learning community is evolutionary in nature, multi-faceted and often beyond the explicit plans of its individual participants. This paper reports the inquiry and findings of a cross-cultural learning community that developed in the course of a project that took place in the early months of 2017.

The project involved a number of groups of educators from Bangladesh who came to New Zealand for professional development. This paper reports work from three of those groups: teacher trainers in Science, teacher trainers in Maths, and senior officials from the Ministry, Department of Education and various government training institutes. Each group was involved in an 8 week programme. The first two groups worked concurrently and sometimes shared sessions. The third group arrived two and a half weeks before the first two groups finished and joined them in weekend camps and became audience and critical friends to presentations of their findings.  
[...]

## 19 **Participation of parents in school development**

*Romana Divošová*

"Participation of parents in school development" deals with identity of building schools, searching for new ideas, which are then implemented in visions and strategic objectives of the school. A key element of school development is a cooperation within the organization itself but no school would operate without relations with the outsider, maybe only with difficulties. Nowadays parents participate in school development. The question is, at what intensity and quality. Our goal is to see how the parents' participation reflects the overall development of schools, also

characterize the cooperation between schools and families in the surveyed school. We are dealing with the history of the school-family relationship, we will present the results of research in this area which was conducted in Canada and the results were used for educational reform. We also will focus on a different concept of the relationship in public and alternative schools in the United States.

20 **Epistemic insolence in the African university: an anti-colonial quest for a liberated intellectual space**

*Amasa P. Ndofirepi, Elizabeth S. Ndofirepi*

In this concept paper, we enter the decolonisation of knowledge mantra using an anti-colonial lens. Starting from the position that education in Africa is prey of a colonial and colonising epistemology, we argue that all knowledge must purposively function to confront colonial imposition. We contend that the perpetuation of western-centric knowledges and knowledge processes is a product of a new neocolonialist project manifesting itself through epistemic insolence coupled with the neoliberal audacity to eternally conquer the African mind. We defend the universal truism that every society has its own knowledge resources and Africa is no exception. We make a case for African universities to free themselves from the yokes of colonial epistemologies by fronting knowledge production and distribution processes that engender African priorities and challenges. We isolate the amalgamation of the forms of knowledge that African societies already possess and own with the novel forms of development, acquisition and distribution of knowledge cherished in the global knowledge economy as the potential panacea for African development woes.

21 **A Meta-Analysis of Relationships between Teaching Methods and Critical Thinking**

*Sungworn Ngudgratoke*

This research aims to identify teaching methods and learning contexts that lead to more effective instruction for critical thinking. Specifically this research used the meta-analysis to quantify effects of different teaching methods on critical thinking of students, compare effect sizes among different teaching methods, and identify factors that moderate the resulting effect sizes. Data used in this study was effect sizes from 20 previous studies each of which investigate the effect of a teaching method on critical thinking of students. The findings of this study provided information regarding the effectiveness of teaching methods in promoting critical thinking skills and the conditions under which a particular teaching method is more effective in developing critical thinking of student was discussed.

22 **Innovating Teacher Evaluation: Using Small Data to Predict and Change the Future**

*Michael Strong, John Gargani*

This presentation describes an innovative approach to evaluating teaching that uses minimal data to predict the future and to assist in the training both of teacher candidates and practicing teachers. Unlike most observational measures of teaching that comprise 70 or more items, this instrument, called RATE, focuses on only six teaching behaviors, which have been determined from validation studies to be highly predictive of a teacher's ability to raise student achievement while providing invaluable feedback to assist in teacher improvement. We challenge the commonly accepted approaches to teacher evaluation with an instrument that is cheap and easy to use, kind to teachers, sensitive to cognitive biases, focuses on supporting teachers, and is highly predictive. Participants will see how not all predictive studies may need to rely on big data, and how teacher evaluation can be conducted better, faster, and cheaper while being supportive of teachers and respectful of administrators' time.

23 **What Constitutes Effective Mathematics Teaching? A Comparative Study of Teachers' Perceptions**

*Yumiko Ono, Mitsuko Maeda, Edna G. Callanta, Dana M. Ong, Lydia M. Landrito, Haidee P. Rosete, Erlina Ronda*

Teachers in a same culture share a mental picture of teaching, which rests on “a relatively small and tacit set of core beliefs about the nature of the subject, about how students learn and about the role that a teacher should play in the classroom”. This paper explores those core beliefs about effective mathematics teaching by analysing the reasons why the surveyed teachers identify certain teaching approach more effective than the others.

24 **How Beginning Teachers in Jamaica develop and modify their concepts of professionalism and professional practice**

*Carol Hordatt Gentles, Mairette Newman, Lorna Down, Marceline Collins-Figueroa*

International research suggests there is a strong link between quality in education and how teachers view and conduct themselves as professionals (Darling-Hammond, Bransford, LePage, & Hammerness, 2007; Villegas-Reimers, 2003). In Jamaica, over the last fifteen years, the professionalization of teachers has been a central feature of educational policy. Yet

how Jamaican teachers think about their work as professionals and the effect of this on their actual teaching is not a subject that has been well-researched. Nor do we know much about the influence of teacher education on Jamaican teachers' understanding of professionalism. In an effort to close this gap in our knowledge, we conducted a six-year longitudinal study that investigated how prospective, beginning and experienced teachers in Jamaica develop and modify their concepts of professionalism and professional practice over time. The project involved three phases of qualitative data collection using concept mapping and interviews. The first two phases were conducted between 2008 and 2010 with 52 prospective and 25 beginning teachers respectively, drawn from institutions across Jamaica. [...]

25 **Teacher Educators as Drivers of their Own Professional Development: Fostering Collaboration and Professional Growth from Within**

*Dian D. McCallum, Vileitha Davis Morrison*

As one of the leading Universities in the English-speaking Caribbean, the University of the West Indies Mona Campus is engaged in the professional preparation of teachers through the School of Education. The School of Education prides itself as being a part of a wider university community recognized as the chief leader in research and knowledge creation within the Jamaican and Caribbean contexts. As researchers and leaders within the educational community, teacher educators within the School of Education recognize the importance of attending to their own continuous professional development. This paper presentation supported by a video documentary examines the experiences of a group of teacher educators within the School of Education who took part in a two-day Internal Professional Development Workshop grounded in the concepts of peer and situational learning and taking place within a community of practice framework. It documents the rationale for the workshop, the short and long term objectives of this Internal Professional Development initiative and highlights the lessons learnt and projections for the future.

26 **Perspectives on Making as a Pedagogical Approach**

*Janette Hughes, Laura Morrison, Lauren Fridman*

Our study explores the impact of involvement in a week-long makerspace camp on three educators, who came into the study at three distinct points in their careers: a pre-service teacher, a

master of education student, and an in-service teacher. Specifically, we were interested in understanding: i) how involvement in the camp would impact the various educators' perspectives on teaching and learning; ii) how their involvement might influence the potential for uptake of this particular pedagogical approach; and iii) how pedagogical documentation (metacognition being a central component of makerspace learning) might impact the educators' understanding of how students learn in a makerspace.

27 **Cognitive Diagnostic Report for Large Scale Testing: A Case of Ordinary National Education Testing (ONET) in Thailand**

*Nhabhat Chaimongkol, Sungworn Ngudgratoke*

In the standards-based curriculum era, cognitive diagnostic assessment (CDA) has been increasingly used to diagnosis weaknesses and strengths of students. CDA can provide valuable feedbacks to teachers and students to improve student's learning. This research aims to use CDA to analyze assessment data from large scale testing in Thailand called Ordinary National Education Testing (ONET) comprising five subjects appeared in the core curriculum: Thai language, Mathematics, Science, Social Studies, Religion and Culture and Foreign languages with three levels of students (Grade 6, 9 and 12) to create mastery profiles of student taking the assessment. The Mastery profile which shows weaknesses and strengths of individual students for each standards will then be reported through the online format to allow stakeholders more accessible. Data used in this study were collected from the ONET assessment data consisting of five-year assessment data (2011–2015) and approximated twenty million records of student responses. The diagnostic report consists of three parts including demographic data, students' response items and diagnostic feedback, which can be searched by individual students and stakeholders.

28 **Using ICT School Policy to enhance students' Digital Citizenship: Case study of one National University in Japan**

*Foster Gondwe*

Research in contextual factors affecting Information and Communication Technologies (ICT) integration in education is playing a pivotal role in advancing appropriate models and strategies for integrating ICT. For example, studies show that irresponsible online behaviour—including cyberbullying, plagiarism (Jones, 2011) and infringement on copyrights—is one contextual factor threatening successful ICT integration. This situation has bred the concept of digital citizenship, defined by Ribble and Bailey (2007) as the norms of behaviour with regard to technology use. Ribble and Bailey (2004, p.1) maintained that “because personal misuse and abuse of technology have reached epidemic proportions in school as well as in our daily lives; digital citizenship must become part of our school culture—not just a class or lesson but the way we do business in education.”

In response to technology abuse, Langford (2005) observed that embedded within all technological systems and artefacts in general are a variety of ethical, political and social norms. Langford argued that ‘rights and obligations of citizenship are delimited as much, if not more, by these technical codes as they are by formal political declarations and codes of citizenship’. [...]

29 **Strategic Leadership to improve the Quality of Education**

*Tony Townsend, John Pisapia*

This paper considers the impact of the Principals as Strategic Leaders program (PASL) on the ways in which principals lead their schools in innovative ways. The principals, sometimes with support of others in their leadership team, were all leaders from Queensland's Independent Public Schools (IPS), formed by a policy designed to provide additional levels of autonomy to the public

school system. The four module program, conducted over nine months, focused on strategic thinking, strategic execution and entrepreneurial leadership and supported school leaders to develop both a statement of strategic intent and an implementation plan for the priorities identified within it. The data included school leaders' perceptions of their own strategic thinking, strategic leadership and entrepreneurial behaviour and teachers' perceptions of their leadership teams' strategic leadership and the entrepreneurial nature of the school. Data from an analysis of the schools' statements of strategic intent and implementation plans will also inform the paper.

30 **Seven Years of Educational Change: An English schools' journey to improve educational attainment and raise student expectations**

*Tanya Ovenden-Hope, Rowena Passy*

This paper reports on a longitudinal qualitative study of a new academy in 2010 that converted from a failing school and is located in a socio-economically disadvantaged coastal region in England. The research was conducted over seven years and methods of data collection included an annual: evaluation of the academy's publicly-available data; examination of academy improvement plan; interview with the principal/vice principal; interview with four teachers and 15 students (from the class of 2010).

- The data were analysed thematically, using the different areas relating to the academy's environmental (contextual), organisational and experiential circumstances. The main themes arising were: leadership for change, change through teaching and learning, issues with recruiting staff, difficulties with engaging parents, and transitions in learner expectations. This research provides rich data over time on the establishment of an academy's school culture and the impact of this on student attainment and expectations for their future.

31 **The Impact of the "New Pedagogies for Deep Learning" (NPDL) Programme on teaching and learning in New Zealand Schools**

*Jenny M. Keeton, Jedd M. Bartlett*

This research aimed to determine the impact of the New Pedagogies for Deep Learning (NPDL) project in New Zealand schools. The NPDL global partnership, led by Michael Fullan, comprises a network of more than 600 schools in six countries working to design, implement, and measure deep learning. The researchers interviewed a selection of New Zealand school leaders and teachers to develop an understanding of the effects of NPDL on teaching and learning, and how the impact of the NPDL programme is being measured. In particular the research focused on the 4 elements of NPDL; learning partnerships, pedagogical practices, learning environments and leveraging digital.

The findings identified common themes in the impact on teaching and learning, including:

- an increase in students' engagement, self-management and agency
- an increase in professional collaboration across and within schools, leading to an enthusiasm for teaching
- teachers identified themselves as learners in both formal and informal settings, including the classroom

the importance of strong and supportive leadership in implementing successful, whole-school initiatives.

### 32 **An Analysis of Perpetual Threats to School Improvement: The Case of Oman**

*Thuwayba Al Barwani*

In an attempt to improve school performance and effectiveness many countries have engaged in projects that focus on school improvement. Such projects are normally initiated by faculty of teacher preparation programs and are based on a belief that schools could dramatically improve if colleges of education would focus their attention on promoting best practices and introducing innovative ideas in direct collaboration with the schools. It is also believed that a systemic approach to school improvement provides better results when all related sub-systems are actively involved. Much has been written about the success stories as well as challenges of such initiatives.

Studies on school improvement have shown that contextualized systemic approaches to educational reform produce positive changes in the school operational processes and, in return, result in significant increases in student achievement (City, Elmore, Fiarman, & Teitel, 2009; Darling-Hammond et al., 2002; Dufour et al., 2005; Leithwood et al. 2007; Stevens & Kahne, 2006). [...]

### 33 **Symposium: From early childhood education and early learning to Indigenous education and internationalization: How Canadian deans of education are changing conversations about teacher education in Canada**

*Participants: Bye Frank, Kris Magnusson, David Mandzuk*

The purpose of this symposium is to provide an overview of the work of the Association of Canadian Deans of Education (ACDE) from the perspectives of five deans who oversee teacher education programs in different parts of Canada. The session will pay particular attention to the five accords and one position statement that have been written and ratified since 2006. More specifically, these agreements focus on initial teacher education, early learning and early childhood education, Indigenous education, research in education, internationalization in education, and effective practice for educators. A particular focus of the session will be to invite audience members to consider the accords and position statement from their own international perspectives and the possibility of beginning an international dialogue on how ICET and ACDE might collaborate in these areas in the future.

### 34 **When Classroom Dialog Becomes Purposeless**

*Klára Šed'ová, Zuzana Šalamounová*

This contribution stems from dialogic teaching which emphasizes work with language and communication with pupils to stimulate their thinking and deepen their understanding (Alexander, 2006). Dialogic teaching is often defined by listing of several indicators and principles. Yet, since principles are researched far less than indicators, we decided to address this gap by examining one principle of dialogic teaching: the principle of purposefulness. This principle entails the relationship of individual activities and teaching tasks to particular aims of a given class which should provide pupils with information and practices that constitute learning content of that particular subject (Herbel-Eisenmann et al., 2013). We focus on this principle because during analysis of video recorded classes we noted that teachers included dialogic teaching at the expense of violating the principle of purposefulness.

Consequently, in this contribution we aim to: (i) provide a typology of situations in which teachers meet the indicators of dialogic teaching at the expense of violating the principle of purposefulness; (ii) establish how frequently such situations are represented in dialogic sequences; (iii) identify what causes the violations of the principle and whether the ensuing communicative situations can be changed back into purposeful ones or not.



35 **Exploring dialogic indicators in video-stimulated teacher reflections - Bringing in dialogicity to teacher-orchestrated discussions**

*Sami Lehesvuori, Kaisa Jokiranta, Markus Hähkiöniemi, Pasi Nieminen, Jenna Hiltunen, Jouni Viiri*

This paper reports on teacher professional development program addressing dialogic argumentation. As the dialogic aspect of argumentation is often neglected in math and physics classrooms, it is crucial to foreground this aspect at the very early stages of the program. The described professional development program includes versatile cooperation between scholars and participating teachers. Monthly activities related to the program include three phases: preactive (planning), interactive (teaching) and postactive (evaluating and reflecting). Teachers, teaching both math and physics in lower secondary schools, are involved in the program. In this paper, we focus on two selected teacher cases revealing varying starting points for teacher professional development and dialogic argumentation. This initial status is opened up through teachers reflecting on their teaching through video stimulation. Teacher reflections will provide examples of the features of dialogicity as well as examples of possibilities and challenges in orchestration of dialogic argumentation. Implications for teacher education will be discussed.

36 **Collaboration in Challenging Circumstances: Findings from Research in Portugal**

*Ana Forte, Ermelinda Correia, Maria Lima Ferreira, Maria Assunção Flores*

Schools face complex challenges and demands in current challenging times. Therefore, education gains new meanings and reinforces the strategic value of schools in achieving quality education. Any changes or improvements that are ambitious and complex, at the educational level, necessarily imply teachers' involvement. Without their commitment, educational reforms will not produce the desired changes in educational practices. As Zeichner (1993) claims, in order to significantly change education, it is essential that teachers change their practices, as they continue to be dominantly traditional in many situations, in which teachers play a more technical role.

Change is, however, difficult to operate since, although it relates primarily to the involvement and abilities of teachers, it does not depend exclusively on them. Educational policies and the result of processes in which teachers' voices have been absent, assign to them a passive role, and very little intervention in their field of action, due to the lack of autonomy, leaving them with the application of practices designed by other stakeholders (Kelchtermans, 2009). [...]

37 **Towards a theory for improving teacher learning: Utilising evidence-based teacher education to improve professional development**

*Sandra Stewart, Maropeng Modiba*

This paper looks critically at how the findings in three NEEDU reports on teaching in South African classrooms are used as conceptual foundations for the various initiatives that have been introduced to improve teachers' professional development. Theories on the significance of evidence-based teacher education are drawn on to determine how the findings provide a defensible theory or plausible strategy to enhance the intellectual growth of teachers. Specifically, issues of curriculum focus, pedagogical motivation and relevance to assessment that are highlighted in the reports are probed to identify the perspective of teacher education that is promoted. Attention is paid to, in particular, cues on the rethinking and planning that is required to improve the teachers' learning and schooling for all learners within the country. The paper concludes by reflecting on how the findings are critical for rethinking and designing contextually responsive and meaningful learning for teachers.

38 **When the project ends - Initiatives to uphold development in educational settings**

*Laila Niklasson*

The aim with this study is to increase our knowledge about development work continues when a

special project ends. The background is increased demands for developing teaching and learning aiming at reaching goals. Today's goals are not set only on a national level, more and more interest is directed toward comparisons between countries. During a national initiative the Swedish Association of Local Authorities and Regions, SKL, supported municipalities around Sweden to create a special work model to support development in teaching mathematics. In parallel, a national initiative was taken by the Swedish National Authority for Education to support further education in teaching mathematics. One municipality is selected as a case and several data collections were carried out during one and a half year. Questions about the work was asked to members in the former project group—which was changed into a development group, to all school leaders in the municipality and to all contact persons for mathematics in preschool, compulsory school and upper secondary school. The result was that the idea of engaging local politicians, municipality administration, school leaders and teachers had been kept and was vital. [...]

### 39 **21st century skills for lifelong learning**

*Dan Roger Sträng*

This paper presents the results of a recent study of students' perceptions of their education, targeted at three grades of students in a Swedish upper secondary school's Arts program using an auto ethnographic research method. According to the European Union, students of today need "21st century skills" for lifelong learning to be successful. These skills include critical thinking and problem solving, information literacy, global awareness and an overall need for mastery of knowledge, ranging from facts to complex analysis. To implement successful training programs for the future we must start a dialogue with the students focusing on their needs for better learning.

### 40 **Implementation of the Information Skills Module at tertiary level of education—Educator's initiative**

*Runita Marwah*

Information skills and academic IT skills are imperative to higher education but ignored by most pre-degree preparatory General Foundation Programmes (GFPs) in Oman. Therefore, a need of introducing, designing and implementing such a module was identified keeping the requirements and the importance of information skills in this Digital Era, where students rely mostly of electronic information resources for academic researches, assignments and acquiring knowledge. After the successful implementation of the module at one of the most prestigious academic organisation in Oman, a post implementation Action Research was conducted to determine the efficacy of the module and to establish the requirement of integrating information skills in the curriculum in order to equip students with the necessary academic information skills to cope up with the pace and demands of the present information age.

The main objective is to focus on the importance of information skills in higher education and assess the efficacy of the implemented module through an active post implementation action research with the intention of improving the quality of the programme delivered at institutional level and to present the recommendations supported by the research outcomes to Oman Academic Accreditation Authority for incorporating the projection in their prescribed standards for GFPs in Oman. [...]

### 41 **Education and the Law: Considering the International Legal Contexts of Schools**

*Yvonne S. Findlay*

In 2015 Europe experienced the highest movement of displaced people across multiple borders since the end of WWII. The vast migration of refugees and their acceptance in new communities

is compounded by the underlying current of fear generated by terrorist attacks such as the Paris shootings and bombings of 13 November, 2015. What should our response as educators be in the face of the conflicting challenges posed by vast numbers of dispossessed people and the underlying current of suspicion which travels with them?

The UNCRC (United Nations Convention on the Rights of the Child) provides us with a base from which to build our response in this paper. The convention clearly sets out our responsibilities in regards to the children trapped in adult created circumstances. All young people under the age of 18 are considered to come under the protection of the convention—unless a specific country has set the age of majority earlier. [...]

42 **Educating for all, but listening to few: Advocating for the Child’s Right to Voice Inclusive Practice in Teacher Education**

*Jonathon Sargeant*

It is well established that in developing strategies for child engagement, the inclusion of children’s perspectives enables a shared understanding, particularly in terms of what is “real” and what “matters” to children. However, such consultation with children remains sporadic in many school systems and is given scant attention in teacher education. Across educational settings there is a divergence of opinion between teachers on the matter of student voice. In some settings there is an active willingness to include children’s perspectives on *some* educational matters affecting them yet in other places there remains a sense that teachers have little trust in children’s capacity to hold or express a valid opinion. This paper discusses the opportunities for enhancing teacher preparation through the application of a Voice Inclusive Practice framework that incorporates and actively engages with children, their rights, and their perspectives on matters that affect them in education.

43 **From classroom teacher to college lecturer: Initial findings from photo-elicited interviews exploring how novice college lecturers in Jamaica understand and describe their role as teacher educators**

*Mairette Newman*

This paper reports on the first phase of a two-phase, qualitative study, designed to explore how novice teacher educators in Jamaica understand and modify their professional identity and practice as they transition from teaching to teacher education. The study combined photo-elicitation techniques and semi-structured interviews to collect data from eight novice teacher educators working in five different types of institutions offering teacher education. Phase one of the study focused on four novice lecturers working in institutions dedicated to initial teacher education: traditional teachers colleges. The photographs and related interview transcripts provide insights into how they understand and experience their role as teacher educators as well as issues and concerns they describe as they adapt to their new role. Knowledge gained from this phase, can inform teacher education experts, policy planners as well as those responsible for designing and developing professional preparation and learning opportunities for aspiring and novice teacher educators.

44 **School Principal Leadership and Improving the Quality of Learning through Practitioner Research**

*Joanna Madalińska-Michalak*

Extensive research on teachers and schools across the globe leads to a conclusion that quality of teachers, the quality of teachers' professionalism and the degree of professionalisation among teachers depend on the quality of their teacher education and this is reflected in recent European policy documents published by the European Commission (2005, 2007) and the European Council (2007). Regarding the issue of the quality education for every child and the idea of reflective, critical teacher, there is a need to exam teachers’ practice and their education.

The purpose of the paper is to contribute to the literature on teacher professional education and its

challenges. The special attention is paid to the issue of improving the quality of learning through practitioner research. This paper addresses the role of school principal leadership in creating the innovative learning environments (Schleicher, 2015) that support the development of critical practitioner research (Groundwater-Smith and Mockler, 2006) and the conditions that influence on performing the role. [...]

#### 45 **Supporting Teachers to be Leaders of Learning: Evidence from the PALL program**

*Tony Townsend, Neil Dempster, Greer Johnson, Elizabeth Stevens, Anne Bayetto, Susan Lovett*

This paper considers the impact of the Principals as Strategic Leaders program (PASL) on the ways in which principals lead their schools in innovative ways. The principals, sometimes with support of others in their leadership team, were all leaders from Queensland's Independent Public Schools (IPS), formed by a policy designed to provide additional levels of autonomy to the public school system. The four module program, conducted over nine months, focused on strategic thinking, strategic execution and entrepreneurial leadership and supported school leaders to develop both a statement of strategic intent and an implementation plan for the priorities identified within it. The data included school leaders' perceptions of their own strategic thinking, strategic leadership and entrepreneurial behaviour and teachers' perceptions of their leadership teams' strategic leadership and the entrepreneurial nature of the school. Data from an analysis of the schools' statements of strategic intent and implementation plans will also inform the paper.

#### 46 **Pre-service teachers' perceptions about their initial teacher education**

*Andras Fehervari*

All societies prioritize good education, and the single most important element in the quality of education is the teacher. The teaching force can be improved in many ways, by better professional training, through higher selection standards, stronger retention of good candidates and beginner teachers, but also by better Initial Teacher Education (ITE).

Quality of Higher Education and also of ITE is assessed by multiple agencies for different stakeholders and for different purposes. Rankings, SERVQUAL and similar constructs, quality standards and guidelines built by national agencies, and complex Quality Indicators and Control Instruments are discussed as assessment tools.

This research presents an alternative framework for ITE study through the perceptions of student teachers, as they observe the execution of their programs. Two case studies are developed, the ITE programs preparing upper primary and secondary school math and English teachers at IEUL in Lisbon, Portugal, and ELTE in Budapest, Hungary. Documental analysis of policy and curricular documents provide reference to the questionnaires and interviews conducted with pre-service during their final year of university program. [...]

#### 47 **Perspectives for Teaching in Youth and Adult Education**

*Liliane Sant'Anna de Souza Maria, Helena Amaral da Fontoura*

This article aims to analyze whether the Normal course curriculum by offering Educational Pedagogical Knowledge discipline in adult and youth education broadens the discussion about teaching practice in adult and youth education. Used the semi-structured interview, from the life stories, with the thematic axes: time devoted to the subject EJA, the initiation experiences in stages of EJA and as they see themselves working in adult and youth education. Discusses laws and history of teacher education in adult and youth education, possibilities for teaching and curriculum in teacher education in EJA. Finally, it points out the possibility of narratives in teacher training, evidencing the importance of hearing the voices of the students involved.

48 **A Review of School Bullying in Vietnam—Students’ Voice**

*Thao Thi Phuong Huynh*

Bullying at schools is always a big problem to students, parents, educators and society during decades. While some bullying is physical and easy to recognize, bullying can also occur secretly and covertly, through gossip, on a smart phone or the internet. For victims, especially young kids, the results then may influence a personality. It causes not only physical but also emotional damage. In Vietnam, bullying crosses the line into teachers and students. This study is tried to investigate the impact of such bullying on victims and highlight the current situations in Vietnam.

49 **A Survey Study of Time management in Nurse Anaesthetist Students**

*Suchittra Bumrongsawat, Phongthara Vichitvejpaisal, Supaporn Laotaweesuk, Araya Ongiem*

Abraham Maslow claimed in his hierarchy of needs -physiological, safety, love/belonging, esteem and self-actualization. Skills in time management are crucial for academic success. It can be defined as clusters of behavioral set that are essentials in the organization of learning load. These are comprised of activities such as planning, prioritizing, preparation, and following schedules. Consequently, it yields an impact on students’ achievement.

Nurse anaesthetist student is a registered nurse who spends 1- year training in anaesthesia. She has to work laboriously to cope with all assigned activities day and night. Time management, therefore, becomes a practical tool for nurse student to reach her goal. It has many good aspects; namely, problem analysis, target determination, planning, implementation, evaluation and revision for improvement.

However, many factors act as barriers to nurse students’ attaining and maintaining a high GPA at their training. Faculty members target all these issues in developing strategies to improve students’ academic performance and learning achievement. As a result, time management would be a solution to solve these problems. [...]

50 **Inter-regional protocols, neo-nationalism and global educational justice: a reflection on the plight of financially disadvantaged international students in South Africa**

*Joseph. J. Divala, Joseph Pardon Hungwe*

This paper explores the Southern African Development Commission (SADC) protocols on higher education. It specifically examines the case of financially disadvantaged international students in the South African public universities on whether such students would have a moral claim for financial assistance while studying at South African universities. This analysis is partly informed by the observation that host countries stand to benefit from international students in terms of skills, research, university rankings and other intercultural interactions. Despite this observation, the paper further observes that the financially disadvantaged international students have not been given prominence in the prevailing debates about university funding; and on whether such a discourse has any ramifications on the existing SADC protocols. In view of these issues, this paper seeks to explore possible permutations of the current issues and their bearing on global educational justice. In addition, the paper raises questions on the place of neo-nationalism in higher education policy and practice. [...]

51 **Critical Reflection in Teacher Education In South Africa**

*Nici Rousseau, Maureen Robinson*

Critical reflection is often promoted as a means to encourage student teachers to become change agents for social justice in education. This article outlines issues and debates pertaining to reflection in teacher education, exploring how student teachers and teacher educators at four South African universities understood and experienced critical reflective practice. The study revealed disparate views and tacit understandings of the concept and practices of reflection.

Against a background of South African educational challenges, the study argues for critical reflective practice and transformative learning to be purposefully explored, reframing assumed realities and opening up pathways for new deliberations in education.

52 **Bridging the Gap between Policy and Practice: The Case of Competency-Based Curriculum in Rwanda**

*Kyoko Yoshikawa, Antoine Mtsinzi, Yumiko Ono, Ryuichi Sugiyama, Sayaka Matsuzuki*

Rwanda has introduced new basic education curriculum named Competence-Based Curriculum (CBC) for Grade 1, 4, 7 and 10 in 2016. The CBC aims at building a knowledge-based economy, with particular emphasis on science and technology as an engine of socio-economic development. The introduction of a CBC in schools calls for comprehensive change and new thinking with regard to instructional approaches in teaching, learning and assessment processes. To transform teachers' beliefs and classroom practices, teachers must be given an opportunity to reflect on whether those approaches are fit for today's world of fast-paced knowledge development and demand for competences. Japan International Cooperation Agency (JICA) is supporting Rwanda to effectively implement CBC in all grade levels and to institutionalize school-based professional development. Using the most recent field data collected in a baseline survey of a project, this paper explores the current implementation situation of CBC and school-based professional development in Rwanda and discusses feasible measures to support school-based change.

53 **The Creation of a Fourth Space in Narrative Inquiry**

*Yvonne S. Findlay*

The use of Narrative Inquiry (NI) as both methodology and method in my PhD research study has caused me to become a participant in the research. This paper will consider my personal learning through the use of a NI approach to researching the professional lived experience of teacher educators. Clandinin and Rosiek (2007) describe the inquiry space as being three-dimensional consisting of the three common places of narrative inquiry; temporality, sociality and place which are investigated simultaneously. The synergy of the three elements creates the space within which to investigate lived experience and the extent to which that lived experience has, and may continue to have, an effect on our understanding of the present and responses to happenings in day-to-day life. Each element identified as being the common places of narrative inquiry are examined through the lens of the researcher's personal life experiences. The writings of philosophers Dewey (1997), Sartre (1965), Bhabha (1994), Soja (1996) and Lefebvre (1991) have influenced my thinking about the conceptual framework within which the telling of lived experience resides. [...]

54 **Perceptions of Action Research by Teaching English to Speakers of Other Languages graduate students from China and Saudi Arabia Studying at the University of San Diego: An analysis of "critical incidents"**

*Reyes Quezada*

The need for educators to have the skills for conducting research in their own classrooms as a way to improve instruction, with particular emphasis on TESOL and Montessori graduate students, has been extensively described and discussed in educational literature. Through mixed methods this study reports on perceptions of 20 TESOL and Montessori teachers who completed a graduate education degree in Teaching English to Speakers of Other Languages and a Montessori Specialization. Research questions: What learning outcomes did participants learn as a result of an Action Research course? How they perceive the skills learned to be beneficial as professionals? To what extent do TESOL and Montessori graduate students implement Action Research?

55 **The influence of disputed leadership on teacher leadership in schools in Nigerian public secondary schools**

*Tola Olujuwon, Juliet Perumal*

This multiple case study explored the influence of disputed leadership on the practice of teacher leadership in public secondary schools. It aimed to identify the factors of disputed leadership in the context of Nigerian Public Secondary Schools (NPSS). The research participants included nine teachers, three principals, three vice-principals and an educational administrator in an Educational District in Lagos, Nigeria. The study used semi-structured interviews and an analysis of Nigerian education policy documents to generate data. The study revealed that the distribution of leadership positions based on political or socio-cultural and religious affinity and not based on established criteria leads to leadership being disputed leadership by organisational members. The study further reveals that disputed leadership creates conflicts, leads to low morale among members and it is also seen as a violation of rights of members. The study recommends that promotion should be based on established criteria, efficiency and effectiveness of members as this will boost their morale. [...]

56 **Teacher Subjective Theory of Assessment: Literature Review**

*Kinley Seden*

Several studies assert assessment supports learning and results in consistent learning gains for students (Black & William, 1998 and Sato, Wei & Hammond 2008). However, Biggs (1996) claims that assessment can enhance learning only when there is constructive alignment between learning, instruction and assessment. Thus, this study is conducted mainly to understand how English teachers in Czech lower secondary develop their subjective theory of assessment. In addition, it will also explore on the critical incidences or phenomena contributing towards the development of teacher subjective theory of assessment. Teachers' perception of fair assessment will also be examined. The participants of this qualitative interpretative case study will be ten English teachers from five selected Czech Lower Secondary schools and their class students. The purposive convenience sampling will be used to select the participants and research sites. Semi-structured interviews will be employed to gather data.

57 **Trauma Sensitive Pedagogy for Young Children**

*Christy Tirrell-Corbin, Carlo Panlilio*

The Center for Prevention & Early Intervention Policy, defines trauma as, "an event that is unpredictable, produces feelings of helplessness, and overwhelms one's capacity to cope". These traumatic events can either be acute (e.g., school violence, natural disasters, sudden loss of a loved one) or chronic (e.g., complex trauma, intimate partner violence, neighborhood violence, homelessness, poverty, maternal depression, etc.) (National Scientific Council on the Developing Child, 2005/2014; Jones Harden, 2015). Complex trauma, which describes children's exposure to multiple or prolonged traumatic events, typically involves child maltreatment that is chronic, begins early in life, and occurs with their primary caregivers, resulting in toxic stress. Young children "are often exposed to chronic and complex trauma because one traumatic experience may relate to another (e.g., the co-occurrence of intimate partner violence and child abuse)" (Jones Harden, 2015, p. 2). Such early negative experiences often negatively impact brain structures (e.g., anterior cingulate cortex, amygdala, prefrontal cortex) and functioning (e.g., neural connectivity, attentional bias), as well as socio-emotional functioning (e.g., emotional dysregulation) that have negative cascading effects in their learning processes (Harvard University, Center for the Developing Child, n.d.). [...]

## 58 **ONET Result and Diagnostic Assessment of Students' Science Ability**

*Prathana Phonapichat*

In 2015 the Ministry of Education together with National Institute of Educational Testing Service (Public Organization)-NIETS agreed to include the result of Ordinary National Education Test (ONET), as a part (10%) of the completion of the student achievement at Grade 6, 9 and 12. This leads to the higher concern of those involved, ministry of education, educational organizations at all levels, parents and other stake holders. Each needs information of test results in different aspects to fulfill their utilization needs.

This research was undertaken emphasizing in finding out the ONET result report pattern suitable to meet the needs of all concerns for diagnostic purposes, focusing on science, one of the five subjects tested in ONET. The proficiency pattern of test takers was analyzed from the student responses and reported using the results of the diagnostic model called DINA (de la Torre, 2011). The findings of the study were 1) only 16.49 - 49.04 percent of Grade 6, 9 and 12 students were master in the subject matter like Life and Environment, astronomy and space, force and motion, living things and life processes, substance and substance properties. 2) More than half of the students attended the test did not pass Core Curriculum on sciences. Most were those in small-sized and medium-sized schools, and those in schools located in up country, especially in the north-eastern and the southern parts of the country.

## 59 **Diagnostic Assessment of Scientific Literacy of Lower Secondary School Students Using G-DINA model**

*Sungworn Ngudgratoke, Anusorn Koedsri*

The purpose of this study was to diagnose scientific literacy of ninth grade students with the following objectives: (1) to construct lower secondary school students scientific literacy diagnostic test, (2) to identify and diagnose students' mastery of attribute according to their scientific literacy skills, and (3) to analyze teachers' and students' factors affecting students' incapability of scientific literacy. The samples were 380 ninth grade students. Research tool composed of 20 items in scientific literacy test for lower secondary school students. that measure skills based on the science assessment framework of the PISA project, which including skill to identify the scientific issues, skill to explain the phenomena scientifically and skill to use the scientific evidence. Data were analyzed using the Generalized DINA Diagnostic Model.

The results showed that 1) The test developed had diagnostic accuracy and diagnostic reliability of .73 and .58 respectively and had item difficulties from .16 to .61 2) Diagnostic result revealed that 42.2% of students possessed the none mastery of all three scientific literacy skills while only 10.4% achieved all three skills. The weakest skill was to explain the scientific-likely phenomena. 3) Factors correlating with lower secondary school students in ninth grade's scientific literacy were gender and background knowledge.

## 60 **ONET: Test Fairness and Equivalence across Years: Social Studies, Religion and Culture Subject Case**

*Nalinee Na Nakorn*

National Institute of Educational Testing Service (Public Organization)-NIETS organizes Ordinary National Education Test (ONET), for Thai students, with the aims to test the knowledge and thinking ability, to assess academic proficiency of Grade 6, 9 and 12 students according to the Basic Education Core Curriculum B.E 2551 (A.D. 2008) as well as to provide the quality of education at the national level according to the Basic Education Core Curriculum B.E 2551 (A.D. 2008). in academic year 2015 onward, Grade 6, 9, 12 students will be given the tests of five subject matters one of which is social studies, religion and culture. The result from ONET would be considered as a part (10%) of the completion of the student achievement at Grade 6, 9 and 12. This leads to the higher concern of those involved, ministry of education, educational



organisations at all levels, parents and other stake holders. Each need information of test result in different aspect to fulfill their utilisation needs. [...]

**61 ONET: Test Fairness and Equivalence across Years: English Language Case**

*Kanjana Watanasuntorn, Nopparat Baiya*

Ordinary National Education Test (ONET), national test for Thai students, organizing by National Institute of Educational Testing Service (Public Organization)-NIETS with the aims to test the knowledge and thinking ability, to assess academic proficiency of Grade 6, 9 and 12 students according to the Basic Education Core Curriculum B.E 2551 (A.D. 2008), this is also The purposes of conducting ONET is also to provide the quality of education at the national level according to the Basic Education Core Curriculum B.E 2551 (A.D. 2008).

After a number of trials on what subject matter should be assessed in ONET, the solution, in academic year 2015 onward, is that all Grade 6, 9, 12 students will be given the test in 5 subjects as required in the core curriculum, that is, Thai language, Mathematics, Science, Social Studies, Religion and Culture and Foreign languages.

In 2015 also that the Ministry of Education together with NIETS, agreed to include the result of ONET as a part (10%) of the completion of the student achievement at Grade 6, 9 and 12. [...]

**62 The teacher-philosopher: is it plausible to do philosophy with teachers in-the-making?**

*Amasa P. Ndofirepi, Elizabeth S. Ndofirepi*

In this theoretical debate, I enter the discourse of the place of philosophy and philosophy of education in teacher professional development in general and teacher education programmes in particular. Relative to the educational context, it is defensible to assert that the definitions of teacher professionalism attends to teachers' professional qualifications among them, being good at their job, satisfying the highest standards and accomplishing excellence. I will argue that that most educational problems and issues including questions relating to teaching strategies demand philosophical considerations. Yet teacher education programmes dedicated wholly to philosophy of education appear progressively more to be giving away to foundation courses, predominantly psychology and sociology of education, that make an effort to envelop the waterfront. Even the philosophy of education that finds space into such courses often meets benevolent aloofness if not absolute skepticism and resistance on the part of students and faculty. The question then is does philosophy of education matter anyway or is it case of lack of an awareness of the embedded value of the discipline? [...]

**63 Deconstructing the contagion affect associated with the testing epidemic**

*Dianne Cullen*

The focus of this paper revolves around the question of why testing has become the new dominant in education? In numerous countries throughout the world educational institutions and their students have been subjected to a rapid introduction and expansion of ever increasing testing regimes. This situation has occurred at local, national and international levels and is impacting on primary and secondary schools as well as higher education institutions. In analysing the underlying causes which have given rise to the contagion affect continuous testing, any inquiry requires an investigation into the broader driving forces behind education reform from which the testing epidemic has emerged.

Thus the various elements underpinning recent educational change will be briefly explored in this paper. These include the impact of globalisation and how international institutions have an increasing influence over education. The tightening inter-relationship between education and the economy, together with neo-managerial strategies being imposed on educational institutions and teachers, are also significant to education reform and an increase in testing regimes. [...]

64 **Sultan Qaboos University–College of Education Conceptual Framework: A Case-study of its Development. Application and Use**

*Salha A Y Issan, Otherine Neisler*

Conceptual frameworks (comprehensive foundational documents) are being required by international accrediting bodies such as NCATE/CAEP for teacher education and EQUIS for management education. Both have standards for faculty education, instructional strategies, values and, ethics. Any Conceptual Framework (CF) must contain foundational theories, philosophies, desired outcomes and assessment plans that guide the work of the programs. The heart of the Sultan Qaboos University (SQU) College of *Education* (COE) Conceptual Framework is the definition of the five themes: academic rigor/specialized experiences, diversified teaching, value and ethics, research/lifelong learning, and technology. The criteria for each is used for faculty, candidate and, program assessment. While the SQU COE CF was designed to meet international NCATE/CAEP standards, the model used for its development is applicable to any institution seeking to develop a conceptual foundation for cohesively aligned programs, well defined outcome-based learning objectives and, rigorous assessment tools that meet standards garnered from multiple international organizations. [...]

65 **The Role of Changemaking in Teacher Preparation Programs-Developing a Cadre of Changemaker Teachers**

*Paul Rogers, Ondřej Liška, Reyes Quezada*

This Scenario Planning session explores the role of teacher education in supporting and embedding the mindset of changemaking and social innovation in teacher education, curriculum, and teacher candidate competencies. Participants will engage in dialogue around a variety of experience-based models drawn from a global community of schools, school districts, community partners, and schools of education designated as “Changemaker Schools”.

66 **Transnational collaboration and faculty development: An argument for making learning culturally relevant**

*Janine F. Allen*

Professional development offered to higher education faculty is meant to enhance pedagogy and improve practice. Inspired by a transnational partnership in Southeast Asia, this study aimed to discover how teacher education faculty perceived faculty development offered to them by university partnership colleagues from the United States. Survey findings indicate that certain faculty development strategies improved teaching and assessment practices and enhanced mission-centric self-reflection. Evidence also showed some negative faculty perceptions in relation to the US partner’s methodologies, and qualitative responses indicated a lack of relevancy to the Southeastern Asia context. Teacher professional development, pedagogy and practice in teacher education is highly connected to contextualization of the teaching-learning process. The assurance of teacher quality and accountability must take into account the role of the teacher based on the given cultural context and the ontology of effective teaching. As such, universities involved as transnational partners must be flexible, culturally sensitive and determine together areas of priority and relevance as a definition of success for partnership effectiveness.

67 **Challenges in the observance of Ethical Standards: Insights from student teachers from Bondolfi and Mogenster Colleges, Zimbabwe**

*Joseph Jinja Divala, Agrippa Chingombe, Rumbidzai Mashava*

This paper argues that although the issue of teaching has been explored in several researches, very little research has been done on ethical challenges surrounding teaching practice on the African continent. As such, this paper explores prevailing ethical conceptions on teaching practice as part of the development of teacher professionalism. Nevertheless, the main objective of this exercise is

to explore ethical challenges that affect student teachers on teaching practice. In its conclusions, the paper indicates that student teachers in most cases choose to engage in unethical ways mainly for strategic reasons. The paper therefore proposes to bodies responsible for the training of teachers, including government departments, mandate to oversee the development of teachers to rethink the ways in which student teachers are treated in the process of training as one way of regaining teacher professionalism. In our view, we also argued that the nature of remuneration for the teaching profession hugely compromises the desirable and expected grounds for maintaining ethical conduct in the teaching profession amongst other things.

This paper makes its case by reflecting on qualitative data that was generated from a sample of 64 participants comprising 35 student teachers, 15 administrators, 10 college lecturers and 4 teaching practice coordinators who were purposively drawn from two Teacher Training Colleges in Masvingo province in Zimbabwe.

## 68 **Educating the Reflective Professional in Teacher Education: Professional Learning in Teaching and in other Professions**

*Deisi C. Yunga*

Over the past decades, a number of studies have demonstrated overwhelming evidence that a great amount of learning takes place within the working context (Marsick and Watkins, 1990; Graham and Cheetman, 2001; Eraut, 2004). The results of these studies have been instrumental in legitimizing the concept of workplace learning. Today, across various governmental, educational and corporate sectors, the workplace is widely recognized as one of the primary places where learning occurs (Graham and Cheetman, 2001; Eraut, 2004). This trend has been observed internationally (Boud and Garrick, 2001), as well as within the European Union (European Commission, 2013).

Research on workplace learning is crucial, as it supports policies and practices associated with social and economic growth in the context of global competition (Chisholm & Fennes, 2006; European Commission, 2013). As such, research on workplace learning is necessary to further improve initiatives related to education, occupational productivity and the economy. Moreover, researching workplace learning additionally benefits individual learning experiences within the above stated contexts. [...]

## 69 **Can teacher empowerment contribute to better learning?**

*Dag Sørmo, Dan Roger Sträng*

Empowerment in education is often recognized as teacher effectiveness. This paper focuses on the question if teacher empowerment also will contribute to better learning? The assumption is that teachers who freely design and control their daily work are more effective than teachers who feel vulnerable and powerless when they face challenges in everyday work.

Empowerment may provide increasing awareness of useful methods and strategies for teaching. To achieve this, teachers need to reflect on their situation and learn from other teachers in order to find new solutions in dealing with unwanted behavior. Reflecting Team has proven to be an effective method to start reflective processes and collaboration among teachers. By increasing their skills in communication and the teachers will find new ways of teaching, aimed at better learning and greater fulfillment of education goals. Discovering new perspectives may lead to a difference that makes a difference (Bateson, 1972)

## 70 **Teacher working in a whole class setting in English as a foreign language lessons: insights from an eye-tracking study**

*Eva Minaříková, Zuzana Šmideková, Miroslav Janík*

This paper aims to discuss the affordances of eye-tracking technology used in teacher research and present partial results of a pilot study that focuses on teacher's gaze during instruction. We

focus on English as a foreign language (EFL) lessons and specifically on such classroom situations that have a communicative potential. We investigate how the teacher distributes his gaze when working with the whole class (e.g. in whole class discussions). One EFL teacher at lower secondary school participated in the pilot study. Using eye-tracking glasses (SMI), we collected data in three lessons in 7<sup>th</sup> grade. Additional context data was collected both during and after the lesson (including teacher's comments). The data is being analysed using SMI BeGaze software (frequency and duration of fixations on selected areas of interest). The analysis is currently underway. The results will be available at the time of presentation.

**71 Interrogating the effectiveness of adopting a Vygotskian Socio-cultural approach to classroom practice: Insights from classroom practice in South Africa**

*Edmore Mutekwe*

The goal of this is to examine the effectiveness of adopting a Vygotskian socio-cultural approach to teaching and learning in the classrooms. Using a qualitative methodology the study thus adopted the focus group discussion as the data collection tool and gathered views from classroom practitioners from 5 South African secondary schools in the Gauteng region. Among the key concepts explored in the focus group discussions (FGDS) were the role of scaffolding as an aspect of mediated learning experiences (MLE), the use of situated learning experiences in the learners' zones of proximal development (ZPD), how the approach helps transform the learners' skills from lower to higher psychological functions through the use of material, psychological and semiotic tools in the classroom. The analysis of data followed a thematic approach, with emerging codes being clustered into code families. Among the key findings of the study was the view that adopting a multipronged strategy that includes the use of authentic learning conversations, learning tools (material, psychological and semiotic), and situated learning experiences goes a long way towards fostering effective teaching and learning in the curriculum. The study recommended that classroom practitioners do need to take into account and adopt the many and varied benefits that can be derived from an authentic socio-cultural approach to teaching and learning.

**72 The Nature and Added Value of Master Studies in Teacher Education in Israel**

*Ruth Zuzovsky, Smadar Donitsa-Schmidt, Ricardo Trumper, Khalid Arar and Judith Barak*

The worldwide emergence of Master's-level accreditation in teacher education programs appears to be driven by globally two coupled processes: the academization process teacher education institutions went through and changes in the way professional development of teachers is perceived. Darling-Hammond and McLaughlin (1995) describe these changes as a move from top-down teacher training models, often decided by policy makers, to bottom up opportunities that teachers themselves initiate while reflecting critically on their practice and creating new knowledge, skills and beliefs tuned to their needs. This distinction resembles a spectrum of professional development models proposed by Kennedy (2014) that ranges from "Transmissive" to "Transformative" ones according to the purpose of "increasing capacity for professional autonomy and teacher agency" they serve. While in transmissive models, teachers are viewed as passive recipients of academic knowledge to be applied in practice, in the transformative models they are self-inquirers of their own practice creating their professional knowledge, and gaining professional autonomy. [...]

**73 Developing strategies for teachers education in Brazil**

*Helena Amaral da Fontoura*

This paper explores challenges for the initial education of primary school teachers in Brazil, focusing, more specifically, on the education of teachers who work with disadvantaged young people in the peripheries, such as the municipalities around the city of Rio de Janeiro. The methodology is based on a qualitative and biographical approach and participants were teachers

still studying or recently graduated from the course of Pedagogy. Data was collected through teachers narratives and findings showed that educational policies transformed teachers practices but low salaries, unsuitable working conditions and curriculum reforms posed difficulties even though some teachers still believe in their capacities to work with disadvantaged children and youngsters. In conclusion, the study argues that, if we are to retain promising teachers in low-income schools, there is an urgent need to align local and national political agendas to improve working conditions, salary and in service education.

74 **Distance Training: An alternative of teacher development in Thailand**

*Jareeluk Ratanaphan*

By researches results on development of the distance training packages for teachers in Thailand during 2009-2015 which were R&D design. The process of development comprised of; 1. Survey teacher's needs on knowledge. 2. Creation the distance training packages 3. Verifying quality and 4. Improving. Because of the high efficiency of the process on development, it's showed that teachers got more knowledge through studied distance training package by themselves. The posttest average scores of teachers' achievement were higher than pretest. Teachers' opinion on the package was at the highest level. So it's reasonable to say that distance training package is an alternative instrument for teacher development in Thailand.

75 **Development of a Distance Training Package on Career Guidance for Secondary School Guidance Teacher, Nonthaburi Province**

*Nirana Sansa*

The purposes of this research were to 1) study on requirement of a distance training package on career guidance for secondary school guidance teacher, Nonthaburi province, 2) develop a distance training package on career guidance for secondary school guidance teacher, Nonthaburi province, 3) compare ability in career guidance before and after using the distance training package on career guidance for secondary school guidance teacher, Nonthaburi province, and 4) study opinion towards the distance training package on career guidance for secondary school guidance teacher, Nonthaburi province.

Samples used in this research were secondary school guidance teachers in the secondary educational service area office 3, guidance teachers in the primary educational service area office 1 and 2, Nonthaburi province obtained from stratified random sampling. The samples were divided into 2 groups, which were 92 teachers for the study of content requirement for the development of the distance training package and 30 teachers for the development of the distance training package. [...]

76 **The New/Old Foundations: How to Merge the New and Old Foundations**

*Shirley Van Nuland, Diana Petrarca*

Ontario in 2015 changed its Initial Teacher Education (ITE) program from an eight month program to a 16 month program that various universities' faculties of have interpreted to be 16 consecutive months to two – eight month programs delivered in face-to-face format to blended format to online format. One Ontario university has radically changed its initial instruction of teacher candidates to include an overarching course that it has labelled as Foundations delivered in semesters one, two and four of its four semester program. This paper argues how this Foundation program supports the traditional Foundations program (history, philosophy, and sociology) and how it differs from the traditional program.

One identifying feature of this program has been recognized by Darling-Hammond and Baratz-Snowden (2007) as 'coherency' that has a "greater impact on the initial conceptions, practices, and effectiveness of new teachers than others that are less coherent and less intent on connecting theory and practice" (p. 119). Where coherent programs exist, teacher candidates are more successful. It is through the three Foundation programs where this coherency is espoused and developed. [...]

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# CALL FOR PAPERS

## Studia Paedagogica

23:2, 2018

Issue Topic: Learning and Work

Editors: Karen Evans, Petr Novotný

We want to dedicate the single-topic *Studia Paedagogica* issue to revealing the diverse relationships between learning and work. We are doing this aware that the relationship between learning and work has become somewhat more complicated in the world of today. A career comprising the separated phases of preparation for life, work, then relaxation (in that order) has become the exception. Learning and working are two social processes that combine at various phases of life and inter-connect over the course of the lives of people living in the 21st century.

We aim not only to acknowledge contextual issues within the topical profile of this journal issue, but also to debate them. We want to know *how transformations of society and economics, including the transfer of the workforce between economic sectors, machines replacing human labour and the use of information technology are reflected in the relationship between learning and work*. And we do not want to confine ourselves to Europe, but we are also looking for authors who can show differences between learning/work relationships within different cultural contexts throughout the world.

The diversity of what we call work, from manual labour to intellectual work, from individual work to teamwork, from routine work to creative work, from unqualified work to work with high added knowledge value, means that we want to open up the volume to a variety of discourses on learning and work. Learning and work encounter each other in discussions on vocational education and training where vocation is a reference point on the one hand, and in discussions on professional development which refer to professions, on the other. If any group of workers move from the vocations category to the professions category, *does this bring both discourses together, or do they remain separate?* And finally, learning and work come together at the workplace. Thus we want to know what is happening within workplace learning. And we also welcome endeavours *to compare, contrast and perhaps bring together theoretically various discourses*.

Updated, maybe even new, *theoretical and empirical reflections are needed to develop fresh perspectives on the curriculum of vocational education and training and professional development, learning designs, education and training methods, learning to work and work to learning transitions, learning related systems and policies*. Furthermore, new insights are needed into the core of the issue, which is *the nature of learning of learning for work and through work*. When we discuss learning knowledge, *do we want to interpret learning for work as transfer of knowledge, or as recontextualizing of knowledge? Can we find an*

*appropriate interpretation for all the diverse forms of knowledge (tacit, explicit, process, content etc.)? And do we also have an appropriate interpretation for learning skills?*

It is obvious that one field is not enough in interpreting all these topics (and perhaps others too). As such, *we anticipate papers from various disciplines (educational sciences, psychology, sociology, economics and others), as well as interdisciplinary studies reflecting different assumptions and paradigms. We anticipate papers focusing at the micro and macro level, looking at learning at an individual, task or organisational level, looking at issues of individual or collective agency, and also papers focused on wider issues over relations between institutions and society, economics and the labour market.*

*Studia Paedagogica* is a peer reviewed journal published by Masaryk University and publishes papers on education, upbringing and learning from all spheres of social life. The papers are theoretical, but mainly empirical as the journal publishes research undertaken in the Czech Republic and abroad. The journal publishes only original research papers and is open to both experienced and early researchers. Early researchers can publish their papers in the section Emerging Researchers of the journal and are offered intensive editorial support.

The journal is interdisciplinary – it covers current topics in educational research while at the same time providing scope for studies grounded in other social sciences. The journal publishes four issues per year, two issues are dedicated to general interest articles and are in Czech, two issues are on a single topic and are in English. This monothematic issue of *Studia Paedagogica* will be published in English. Empirical articles (alternatively, theoretical studies) are welcome.

## Important Dates

**Abstracts** of articles proposed for publication are accepted by 31 August 2017, **full texts** by 30 October 2017, both at [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz). The articles should be written in English and meet the requirements mentioned in the instructions for authors on the journal's web page, see below. Papers will be submitted to a peer-review process which will enable the staff to select papers for publication. The monothematic issue Learning and Work will be published in July 2018.

[www.studiapaedagogica.cz](http://www.studiapaedagogica.cz)



# DOCTORAL STUDY PROGRAMME IN EDUCATION (Ph.D.)

## MASARYK UNIVERSITY

The Department of Educational Sciences at the Faculty of Arts of Masaryk University in Brno, Czech Republic offers a four-year doctoral study programme in Education taught in English. Doctoral studies may be carried out on a full-time or part-time basis. The programme includes comprehensive preparation for autonomous academic research. Your thesis must contribute to knowledge in a specific area, meet rigorous academic standards and show evidence of originality.

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