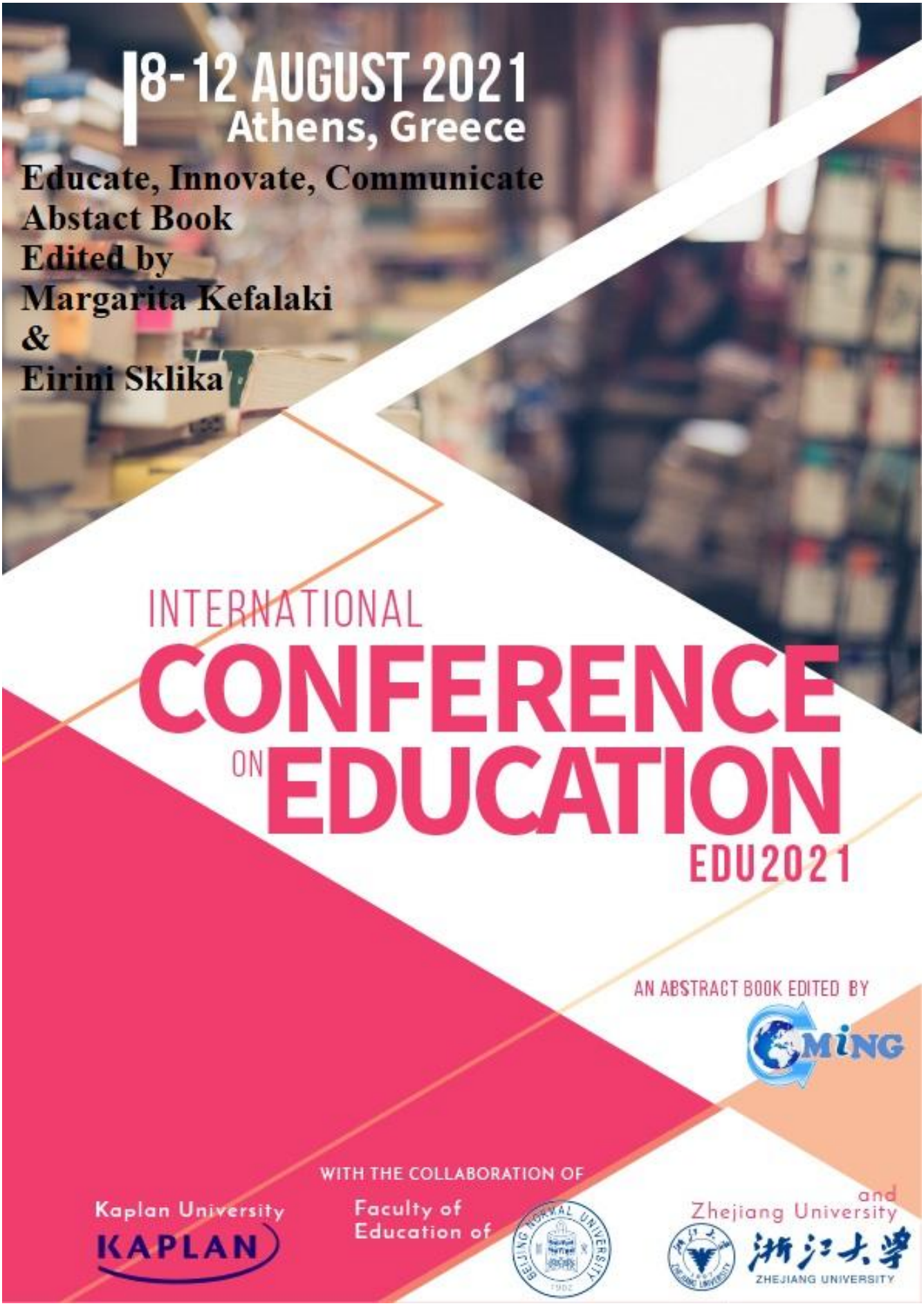
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Educate, Innovate, Communicate

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Preface

This abstract book includes the abstracts of the papers presented at the 2nd International Conference on Education (EDU2021), 8-10 August 2021, organized by the Communication Institute of Greece and endorsed by

University of Versailles Saint-Quentin-en-Yvelines, France, Kaplan Higher Education, Singapore, King Graduate School at Monroe College, USA , Beijing Normal University, China, Zhejiang University, China

Journal of Education, Innovation and Communication (JEICOM), Journal of Applied Learning and Teaching (JALT), Center for Intercultural Dialogue; Cambridge Scholars, Strategy and Development Review

In total we have 48 papers from 70 authors, coming from 12 different countries around the world (Canada, Singapore, China, Israel, Greece, Australia, USA, Italy, Norway, United Kingdom, France, Albania), were presented. The conference was organized into 18 sessions that include issues such as *Innovation and Internationalization in Education*, *Teaching Methods in the New era*, *Innovative Actions towards a Sustainable Educational System*, *Teachers' Evaluation, Development and Practices*, *Parents Role in Education*, Textbooks in Education and historical elements, *Education in the New Era, from a difficult past to a promising future*, *Leadership and Management Development in Education*, *Teaching Practices and Development*.

Additionally, the *community exchange sessions* are created for interaction and knowledge sharing, with themes such us *Teaching practices for after the COVID pandemic* and *The importance to Inspire and get Inspired in Education*. We also proposed many different workshops that we addressed to the participants from all conferences (EDU2021, ICCM2021 and HEPo2021) to a different day, apart from the main conference, named ***Multidishiplinary Workshop day***, where we propose the following workshops from well known academics and inspirational, authentic leaders:

a) *Observations from a New Reality: Higher Education in a Post-Pandemic World. The importance of Sharing, by* Dr. Michael A. Altamirano, Professor, King Graduate School, Monroe College, USA & Vice President of Strategic Management, Communication Institute of Greece.

b) *How to thrive in an uncertain world, by* Peter Sage, Authentic International Leader, International serial Entrepreneur & Expert in Human Behavior and Self Mastery, UK.
c) *A floating university for SDGs: developing with sustainability and solidarity*, by Dr. Evangelos Afendras, Independent educational consultant and trainer, Greece, and
d) an Exchange of Knowledge and Writing Seminar called *"Greek Voices: Art, Rhetoric, and Writing"* by Dr. Robert J. Bonk, Hon. Professor of professional writing Widener University Chester, Pennsylvania, USA & Vice President for Written Communication and Convenor of Communication Institute of Greece Special Interest Writing Groups and *Facilitators such us* Dr. Fotini Diamantidaki, Associate Professor in Education, UCL Institute of Education, University of London, UK & Vice President of Research and Academic Affairs, Communication Institute of Greece, Dr. Jurgen Rudolph, Head of Research & Academic Partner Liaison, Kaplan Higher Education, Singapore & Editor, JALT Journal, Singapore & Vice President of International Research Development and Relations, Communication Institute of Greece, Dr. Michael A. Altamirano, Professor, King Graduate School, Monroe College, USA & Vice President of Strategic Management, Communication Institute of Greece, Dr. Elpida Sklika, Teaching Fellow/Lectrice, Department of Modern Greek Studies, University of Strasbourg, France, and e) *Rising Up: Our Collective Call to Lead during Extraordinary Times, by* Dr Carolin Rekar Munro, Professor of Leadership, Royal Roads University, Canada & Vice President of Leadership Development, Communication Institute of Greece.

Last but not least, we proposed a poster session entitled *The future of Education*, with Discussion and Interaction, where we used the padlet tool to share the posters and comment before the conference. This gave the opportunity to interact and promoted engagement and knowledge sharing before the conference.

We are honored to have all these academics, researchers and professionals with us for this conference, all esteemed specialists in their field. The important thought is not their impressive curriculum and position, but their brilliant personality and remarkable activity. We speak with our actions and activities; at least this is what I believe.

This abstract book serves two basic 'directions': a) it gives us the opportunity to 'discover' authors and research relevant to our own work, and b) it offers us an outline of this year's conference and the important research papers, workshops, interactive sessions, poster sessions, that were presented in it.

The Communication Institute of Greece keeps growing, thanks to all our endorsers and Ambassadors. As a result of this growth, our academic supporters, it keeps growing as well. So, research and publication opportunities multiply. We are very happy that our international double peer-reviewed journal, with no fees either for the author or for the reader, the *Journal of Education, Innovation and Communication* (JEICOM), where papers from this conference are also be considered for publication, has successfully reached its third year of life. We are also more than happy to collaborate closely with the *Journal of Applied Learning and Teaching*.

The Communication Institute of Greece is an International non-profit association, established to promote research, education and to facilitate communication among academics around the world. It was established in 2003 in France and again in 2013 in Greece as an independent association of academics and researchers who consider that education and intercultural communication can ameliorate our lives: educating ourselves is what we need to develop in a fruitful environment.

These conferences are opportunities for Academics, Professionals, and Researchers from all over the world, to meet, exchange ideas on their research, discuss the future developments in their disciplines and contribute to education's future. Such kind of interdisciplinary conferences will continue to be organized on the same base of purposes by our institute. We are always open to collaborations with universities, organizations and academics that are in the same or equivalent mission and/or spirit as our Institute.

Last but not least, I would like to thank all the participants, the members of the conference organizing and academic committee and the administration staff of the *Communication Institute of Greece* for putting this conference together. I would especially like to thank our dear soon Dr, Mr. Louis-Caleb Remanda, Research & Teaching Assistant, University of Versailles Saint-Quentin-en-Yvelines, France, without his support and help this conference would not be possible to be proposed the way it will.

And remember: You are *all amazing*, participants, friends, and colleagues… thank you from the heart for taking this journey with us!

Dr. Margarita K. Kefalaki
President
Communication Institute of Greece

World-class Universities' Proactive Actions and Logical Implications — A Case Study of Nanyang Technological University

Dongying Ma

The spread of the COVID19 epidemic poses a challenge to the running of world-class universities, but world-class universities are also actively responding to the challenges, such as Nanyang Technological University in Singapore. It has adopted various measures to deal with the epidemic crisis, such as strengthening scientific and technological innovation and sharing wisdom wealth; constructing students management and service network; persisting in school enterprise cooperation and accelerates the transformation of science and technology into productivity. There are certain reasons behind Nanyang Technological University's ability to make reasonable and appropriate measures in the face of the COVID19. First, university governance is considered as the spiritual guidance for anti-epidemic action. On one hand, "student-oriented" and development of life are emphasized and regarded as the consistent philosophy of NTU's presidents. On the other hand, adhering to scientific and technological innovation and building advanced experimental base are the core contents of the university governance. Besides, the internal governance structure as the institutional basis of anti-epidemic action. Firstly, as the leading center of school administrative system, the President is responsible for the daily management of the entire university with the assistance of the Vice President and the Dean of each school. Secondly, NTU can carry out scientific research on epidemic prevention and control and has made beneficial attempts and outstanding contributions theoretically and practically, which closely relates to the mutual independence of administrative power and academic power in its internal governance structure. In addition, abundant fund reserve as the material guarantee of anti-epidemic action. At last, university president's ability and quality are the key elements of anti-epidemic action. On one hand, Subra Suresh has a foresight and is able to make a clear prediction for the future trend of NTU. On the other hand, President Suresh always holds a strong sense of responsibility for the society and is committed to contributing to the social and economic development and scientific and technological progress.

Keywords: Nanyang Technological University, COVID19, technological innovation, student-oriented, university governance

What Motivates Undergraduates to Learn and be Recommended for Graduate Study? A Case Study Based on a Professional University in China

Shuchen Zhou

In the field of higher education, China's postgraduate recommendation policy, as a talent training policy parallel to the national postgraduate qualification exam, has brought more diverse development opportunities for students, but there are also certain problems. On one hand, there is a mismatch between education policy and education practice. On the other hand, postgraduate recommendation policy has deviated from the original value of the original intention. The market-oriented evaluation of education under neoliberalism has changed the role of outstanding students, while the educational context has produced a restrictive order that reinforces students' learning behaviors. 12 undergraduate students from a professional university in Beijing, who would be recommended postgraduates, were selected for interviews and the interview data were coded using grounded theory, while further results were analyzed and discussed based on the school contextual environment and the social psychological process of school education.

The results of the study show that the study motivation also has a stimulus factor, which I call the pre-stage. Motivation evokes through the process of "stimulus-fermentation-triggering" has a complete impact on the achievement of students' educational attainment. Specifically, in the pre-stage of learning motivation, there are three main factors: family socioeconomic status, academic achievement base, and personal orientation influence. The influence of personal orientation accounts for a relatively large proportion of the total and can be further divided into three types: instrumental motivation based on employment purpose, integration motivation based on academic interests and driven motivation based on the realization of a sense of value. The above stimuli continue to ferment and influence the student's judgment of the importance of the matter of learning, mainly in terms of the will to act or not, and the idea of how to act, which eventually evokes and generates student motivation. The pre-stage ends with a stable motivation for learning. Students interact as volitional individuals in educational situations and make different academic choices depending on the interaction. Besides, students are measured by standards and systems (e.g., rankings, award levels, number of papers published) and need to be judged by the label of "top student" to examine their behavior, so they "chase excellent grades and academic rankings" and believe that this is the only way to win. Finally, it should not be overlooked that due to the neoliberal outcome orientation of free competition, the postgraduate recommendation policy has become an opportunistic way to avoid the pressure of taking the entrance exams.

Keywords: Learning motivation, Postgraduate recommendation policy, Case study, Grounded theory, Chinese professional university

COVID-19 and higher education megatrends

Juergen Rudolph & Shannon Tan

Our presentation on COVID-19 and Higher Education megatrends discusses our research involvements (that include a pioneering study on COVID-19 and HE as well as a COVID-19 in Higher Education Literature Database (CHELD)). A case study on Singapore higher education's intraperiod response during the pandemic and insights gained for future research and practice is included in our presentation. In addition, we propose some megatrends in HE (such as lost opportunities, changes in assessment, technology trends and health and social issues), including some disciplinary and employability trends and how to respond to these trends with best practices. We argue that best practices are less about the latest technical gimmicks, but more about the credibility and authenticity of the educator, student engagement for critical thinking and constructive alignment.

Keywords: Best practices, coronavirus, higher education, megatrends.

Teaching Social Entrepreneurship Education in HEIs

Hao Ni

Social entrepreneurship education (SEE) in HEIs is a requirement for the cultivation of multi-value entrepreneurial talents during period of social transformation, and it is also a natural choice for HEIs to improve its entrepreneurship education system. Sociality and entrepreneurship are the essential attributes of social entrepreneurship, so SEE differs from entrepreneurship education in the general sense in the aspects of goal orientation, course module and teaching method. Some countries in Europe and America support social entrepreneurship in the form of policies and legislation and carry out various forms of SEE activities. SEE is characterized by multiple teaching objectives, extensive teaching objects, dual teaching contents and practical teaching methods. SEE in universities has gradually shifted from simply offering courses to systematically training specialized talents, spreading from business schools and integrating into professional disciplines, and advocates the participation of non-profit organizations, are the main development trends.

Keywords: Entrepreneurship Education; Social Entrepreneurship; HEIs

Teaching Literature in Languages Education as a tool towards nurturing intercultural competence

Fotini Diamantidaki

Teaching a foreign language has historically being a transmissive approach, were pupils are at the receiving end of the teaching process of a foreign language, that in most cases is very alien to students' own reality and identity. Cultural elements in teaching are also traditionally scarce in the foreign language classroom reality and in many contexts cultural elements are just a luxury added towards the end of term projects and only if the main linguistic material has been covered. I shall demonstrate how teaching literature can provide a platform for students to start a dialogue over a contentious subject that they would not approach otherwise, as literature lends itself to creative expression and personal interpretation (Diamantidaki, 2019) by depersonalising a difficult situation. The focus falls therefore on the central fictitious character and not the students themselves. Reading a poem or an extract from a different culture, will encourage them to see that the issues they face in their everyday life also apply to other human beings across the globe. The teaching of literature is then the beginning of an intercultural journey of awareness and not feeling alone. It helps redefine their own identity and position themselves within their own context first. This is a very important step in the teaching of a foreign language that it is generally overlooked.

Keywords: literature, interculturality, teacher education, second language acquisition, modern foreign languages teaching and learning

The internationalisation of the self: insights into students' cultural learning developed through international mobility to China

Jan Bamford

The intention of this paper is to offer an analysis of internationalisation through discussion of the findings from a case study of international student mobility to China. The focus for this particular internationalisation initiative is the cultural experiences of a group of international students who travelled to Beijing as a group. The students visited a partner institution and experienced an intensive series of seminars and cultural visits over the course of ten days.

The qualitative data were gathered via participant observations during the trip, visual data from the trip, a focus group before the trip and a focus group following the trip, interviews with tutors and members if the international student cohort as well as the Chinese host students. The cohort that participated in the trip consisted of twenty-five mainly postgraduate music management students.

The paper offers an in-depth examination of individuals' experience of international higher education and argues that the driver for 'internationalisation' is through the internationalisation of the self and the development of individuals' agency. It considers whether this type of education, better prepares students for a 'global' world of work, using a case study of music industry education. Further, Barnett and Coate (2005) note that the self is implicated in a changing world and students' need to develop a disposition that allows for self-awareness and self-actualisation. The findings indicated that many of the participants felt a significant sense of difference in cultural terms when in Beijing but that the learning achieved could not have happened as a result of classroom learning or reading about the Chinese market.

The concept of 'relationality' is introduced to refer to the learning that occurs as a result of the recognition of the 'other'. It denotes a learning environment where students learn with and from other students and as a result of their country mobility. Consequently, students develop their intercultural awareness. The data indicate that relationality is seen as a cornerstone of the learning experience and that positive as well as negative cultural experiences contribute to that learning.

Keywords: internationalisation, student mobility, student agency, intercultural awareness

Assessing Chinese Teachers' Beliefs, Knowledge, Practices and Intrinsic Challenges of STEM Teaching

Jing Wang & Yan Dong

In recent years, STEM (science, technology, engineering, and mathematics) has become a trending topic in the field of education and received increased attention. Consistent with international STEM development trends, in China, STEM education is also booming. Therefore, Chinese teachers at the forefront of STEM implementation have also received widespread attention. This current study focused on obtaining information about the beliefs, knowledge, practices and intrinsic challenges of STEM teaching by teachers who taught STEM related subjects in China. An adapted five-point Likert scale was used to measure 412 Chinese STEM teachers through random sampling, which consisted of four parts: STEM Teachers' Beliefs (STB), STEM Teachers' Knowledge (STK), STEM Teachers' Practices (STP) and STEM Teachers' Intrinsic Challenges (STC). The comparison of these four domains based on demographic data, including gender, educational background, seniority, grade and main subjects taught, and the experience of STEM training and teaching were also discussed. Results showed that Chinese STEM teachers hold a high level of beliefs about STEM teaching, and also had a high level of performance in conducting of STEM courses. However, they may have a medium level of knowledge about STEM teaching, and still encountered intrinsic challenges of moderately high levels in the implementation of STEM courses. Further, in the STB and STP domains, there were significant differences based on teaching grade; in the STK domain, there were significant differences based on teaching grade, seniority, and the experience of STEM training and teaching; while in the STC domain, there were significant differences based on seniority and the experience of STEM training and teaching. They results of this study suggested that STK was a fundamental and vulnerable domain, and teacher professional development training could attempt to strengthen STEM teaching practice by developing teachers' knowledge.

Keywords: STEM teachers, beliefs, knowledge, practice, intrinsic challenges

The development of the construction of marine education curriculum in K-12 schools in China

Yu Wang & JingYu He & Yan Dong

The report of the 19th National Congress of the Communist Party of China puts forward to "accelerate the construction of a maritime power". However, the realization of the dream of strengthening the country by ocean depends on ocean education, which can cultivate innovative talents with ocean literacy. Based on the current international background of marine education, this paper analyzes the current situation and experience in the field of marine education at home and abroad from multiple perspectives, points out that the curriculum form of marine education should be reformed, and the concept of STEAM education should be integrated with the marine education curriculum. It also puts forward three strategies for developing marine education at the stage of basic education in China, namely, cultivating seed teachers of marine education, creating virtual learning environment of marine education and developing characteristic schools of marine education. According to the research, the international comparison of marine education should not only enable students to experience the richness and diversity of the marine world and the vast marine knowledge, but also enable students to participate in marine-related educational practice activities, and gradually improve marine safety education and marine scientific literacy by training marine awareness education.

Keywords: Marine education, Curriculum construction, Marine awareness education; Comprehensive marine literacy; Innovative teaching.

Evaluation of Enrollment of Continuing Education Institutions Based on Text Mining Technology

Yujuan Guo

Continuing education for academic qualifications has made outstanding contributions to the popularization of higher education in China. The evaluation of continuing education for academic qualifications is an important means to promote its high-quality development and learning support service is an important aspect to evaluate the quality of continuing education. However, the current evaluation of learning support services has limitations in comprehensiveness and feasibility. Text mining technology provides a new perspective for its evaluation.

Firstly, this study uses literature research and interview methods to propose a theoretical evaluation model of learning support service level from five aspects: teacher resource support, learning resource support, teaching process support, education facilities support and education management support. On the basis of this theoretical model, an automatic scoring scheme of learning support service level is designed and developed by using text mining technology.

Secondly, the study relies on the annual report project of the Ministry of education of China on the Annual Development of Continuing Education in Colleges and Universities, which collects the annual development reports of 1902 colleges and universities in China and 29 provincial annual reports, and applies the automatic scoring scheme in practice.

The findings from this study include: 1) on the whole, there are various learning support service modes and advanced technical means in China; 2) the automatic scoring scheme of text mining technology gets 1.96 points (5 points in total) and 1.33 standard deviation, which shows that the level of learning support service in China needs to be further improved; 3) in the dimension of teacher resource support, the teacher-student ratio is too low; 4) colleges and universities in all provinces realize that the importance of standardizing learning support services and promulgating management measures are different in colleges and universities in the province.

Finally, the study puts forward suggestions to improve the quality of learning support services in China, and analyzes the evaluation characteristics and trends of learning support services based on text mining technology. It is hoped that this study can provide theoretical reference for the evaluation of learning support services and provide reference for the practical application of text mining technology in the evaluation of learning support services.

Keywords: Academic Continuing Education, Learning Support Services, Annual Development Report, Text Similarity, Content Analysis

Solidarity with whom?
Webs of connectedness in a higher education teacher-training institution

Einav Argaman

Classical theorists regard social solidarity as a "link to others," which "leads men strongly to one another" (Durkheim, 1893/1964, p. 64). When solidarity is manifested, people "act as a coherent, united force" (Crow, 2002, p. 1). Contemporary perspectives argue that social solidarity is not derived from or directed at a single monolithic governing entity. Rather, it is in the hands of individuals, who may manifest solidarity with communities, in the plural (Crow, 2002; Rabanal, 2011).

My study builds on these notions. It was conducted in a teacher-training college, where the management decided to adopt the Bologna Process; specifically - the Bologna syllabus format. Drawing on a qualitative paradigm, I analyzed thirty syllabi of two B.Ed. departments which are classified as formal sciences: fifteen of the department of mathematics, and fifteen of the department of linguistics. I asked: (a) Do the academic staff of both departments comply with the managerial demand and adopt the Bologna syllabus format (i.e. display solidarity with the governing authority)?; (b) Do lecturers display solidarity with parties other than the management?; (c) How is this done (if it is done)?; (d) What insights can be reached regarding the way by which (teacher-) education institutions are structured and the directions for researching them? I conducted a content analysis. The categories were the required titles in the Bologna syllabus template, and the instructions given by the college management.

Overall the lecturers follow the rector's instructions. The presentation will discuss discrepancies in relation to: (a) the requirement to relate to theory and to 'teaching practice', (b) lecturers' add-on remarks.

The findings foreground the fact that the acceptable division of the academic world (and education institutions in it) into intellectual clusters (e.g. 'formal sciences') should be further considered: mathematics and linguistics (as illustrative examples) are not a signal whole. Mapping the webs of connectedness in educational institutions is a tool for managers who wish to uncover positioning toward their efforts and actions. This aligns with an innovative orientation in Organization Studies, which focuses on the individual actor (rather than the structural level or societal phenomena) as means to improve institutional performance and outcomes.

Keywords: Social solidarity, Academic disciplines, The individual in institutions

Identity Building by Use of Local legends

Beret Wicklund & Ann Sylvi Larsen

Storytelling can be defined as "relating a tale to one or more listeners through voice and gesture". In many schools, storytelling has become popular as a pedagogical strategy as research has shown that listening to stories told orally without a printed text helps to improve children's literacy to a higher degree than just listening to stories being read from a book[1]. We have for several years taught teacher students memorizing techniques in order to help them tell stories in classes, they have collected local legends from family members and shared them orally in class, and they have later tried this method in classes. We have experienced that using legends and stories from the oral local cultural tradition has several positive effects. To learn about local history and culture through legends, often being told when visiting the places where the events took place, can help the children identify with the place where they live. Our relation to places is based on stories, as emphasized in "place pedagogy" (Margaret Somerville 2007: *Place Literacy*). Working with local legends creates curiosity end engagement for learning about the different genres and subgroups in the past and present vital oral story tradition, from myths and legends to ghost stories and urban legends. It also gives opportunities to discuss the international and multicultural nature of legends, as the same legend can be found in different places and countries. In our paper, we will give examples of two local legends, and discuss their pedagogical potential for learning and identity building.

Key words: storytelling, local legends, identity building, place pedagogy

[1] Sara Miller & Lisa Pennycuff 2008: "The Power of Story: Using Storytelling to improve Literacy Learning" 2008.

Re-thinking Virtual Writing Retreats in the Covid-19 Higher Education Environment

Afroditi-Maria Koulaxi & Jessica Kong

The proposal aims to reflect on the role of virtual writing retreats in supporting (undergraduate and postgraduate) students and enhancing the quality of their learning experience in the Covid-19 Higher Education environment. From April to September 2020, 44 writing retreats - accumulating 352 hours, were conducted with MSc students in the LSE Department of Media and Communications. According to qualitative feedback and participant observations, writing retreats can build communities and create consistent emotional support – something that has encouraged student expression and interaction despite physical distance and constraints. Writing retreats create a 'virtual library' that helps maintain productivity and combat procrastination; the virtual library has enhanced their learning experience. Based on this, we proposed that emotional support and enhancement of productivity brought about by writing retreats, have worked hand in hand to enhance the quality of student learning experience – catering both the emotional and academic performing needs of students.

In the presentation, we will firstly outline the structure of writing retreats, and the ideologies and theories behind this practice in relation to student support and learning experience. Then, we will discuss the analysed themes: 1) community building 2) support bubbles 3) 'virtual library' 4) maintaining productivity, based on qualitative feedback from students and fieldnotes from our participant observation. After that, we will play a short video that will showcase what 'a virtual library' is, and invite audience to participate in and experience it. Finally, we will critically evaluate the role of writing retreats in improving student learning experience at times of social and physical isolation.

Intended audience of this presentation are teaching practitioners in higher education, including lecturers, academic mentors, and GTAs, who intend to support students on a regular basis in times of social distancing, when face-to-face teaching and on-site support are limited.

In the presentation, we will showcase the exact structure of writing retreats, and features and components that have transformed a collective video call, to a friendly and supportive community, that will enhance student learning experience in times of social distancing. Depending on objective, delegates will be able to implement different components suggested by the presenters, to create their own writing retreats, catering specific needs for their students.

Besides treating the writing retreats as sessions exclusively for established academics and research students, their aim is to rethink their role in the hardly-hit by Covid-19 Higher Education setting – a role that is now applicable to undergraduate and postgraduate students.

Keywords: writing retreat, higher education, teaching, COVID-19

From the sports field to the classroom: The sociological role of an elite sports team in the periphery

Orr Levental & Hadas Brodie Schroeder

In 21st century Israel, the educational gaps between periphery and center are widening each year. Because the educational system is one of the major means facilitating social mobility and equal opportunities, it is important to examine different options for supporting this system in order to bolster and strengthen the outlying areas. One solution considered to bridge these educational gaps is professional sports. Spectator sports constitute one of the most popular leisure activities in Israel, with professional football leading all other sports. In the study conducted, we examined the ability of a successful professional local soccer team to motivate (directly and indirectly) high school students to improve their academic achievements and behavior. This research used semi open interviews and focus groups with educators from two peripheral towns, one Arab and one Jewish. The texts were qualitatively open coded and constructed into major themes. We found that professional soccer teams that have an educational and societal agenda, together with a strong cooperation with the local schools, would influence students to improve their academic achievements and behavior. We found 4 major themes which are thoroughly discussed in our presentation: the educational-academic aspects of sports; the needed cooperation between professional sports and the formal education system; sports clubs as a socialization agent and bridging the gap between periphery and center. We argue that top sports teams can play an important role in conveying educational and societal values to teenage high school students.

Keywords: sport team, academic achievements, behavior, periphery, education

How do we assess teacher students in Norwegian language and texts and Physical Education? Similarities and differences

Annepetra Røkke Jenssen & Gun Svartaas

Since the Pica-tests started there have been an immense attention to the results, and a lot of countries have done changes in their educational system following discouraging result. Tests and exams are an important part of this system. This study is exploring tests and exams in two subjects of the Teacher Education and investigate how and what the students are tested in.

We have looked at the formal assessment for students in Norwegian language and text (NO) and Physical Education (PE) in teacher education. The assessments we investigated were applied in 2017 to 2019, and both courses gave 30 ECTS during the first and second year in the students' teacher education. We focus on the assessment the two first years of master's degree, to enable comparison of assessments in this newly started educational program. We looked at the totality of formal assessments in the courses: obligatory coursework and final exams focusing on the tasks in the final exams.

To analyse the assessments, we have looked at how the assessments were designed, how the challenges are established, what parts of the curriculum they tested, and how didactics were integrated in the exam. We looked for "Subject content knowledge", "Pedagogical content knowledge" and "Curricular knowledge" as Shulman (Shulman 1987) points out is necessary for a good teacher. To analyse the material, we have also looked at the assessment in relation to Blooms taxonomy in the cognitive domain (Bloom 1956), using the revision made by Anderson and co-workers in 2001 (Anderson & Krathwohl 2001).

The result of the analysis shows a broad fan of different ways of measuring teacher competence. The assessments are diverse in their challenges, we find assessments that ask for trivial specific facts, to questions of overarching principles and the practical task of teaching of school children.

Keywords: Assessments, teacher education, teacher knowledge, Subject content knowledge, pedagogical content knowledge, curricular knowledge

A 15 C's Pathway of Sustainability in Environmental Health Management & The Crucial Role of Higher Education Institutions

Sotirios Maipas

Manmade environmental degradation has created an unsustainable status quo posing many known and yet unknown environmental health threats. Innovation, which may be considered as a function of time, location, and explicit and tacit knowledge acquisition, is essential for the effective and sustainable management of environmental health issues. The following series of C's is proposed as a pathway towards sustainability in environmental health management: (1) Consciousness of the urgency, (2) Comprehension of the complexity, (3) Confidence in our ability to change, (4) Capacity-building for decision-making, (5) Cooperation among stakeholders, (6) Carbon footprint reduction, (7) Circular economy adoption, (8) Corporate sustainability, (9) Creativity (Creative thinking and action), (10) Creation of resilient and adaptive communities, (11) Creation of sustainable living environments for all social groups, (12) Creation of new explicit and tacit knowledge, (13) Communication of the new knowledge, (14) Curriculum updates, and (15) Crisis management. Apart from the emerging teaching and research priorities, the described pathway requires a strategic higher education institutions' contribution to the necessary societal transformation towards sustainability. A joint, innovative, interdisciplinary and interprofessional effort among higher education institutions, authorities, private and public sector, and local people is urgently required to halt and reverse the constant deterioration of the social determinants of environmental health. Of exceptional note are the indispensable protection of climate-vulnerable population groups, the establishment of widely accessible lifelong learning networks, and the necessary interaction between higher education institutions and local communities. The tacit and traditional knowledge of local communities, empowered by and combined with scientific and technological advances, may generate breakthrough innovations capable of speeding up sustainability. In conclusion, higher education institutions must play a crucial role in all the described steps of the 15 C's pathway and in the interconnections between them. Each step offers emerging opportunities for innovative planning and action towards a more sustainable future.

Keywords: Environmental health, Innovation, Sustainability, Tacit knowledge

Equality in Education: A Philosophical Approach

Gad Marcus

Based on educational and philosophical writings of Buber, Heidegger and Levinas as well as certain literature on lifelong learning, this paper argues for the equality of each, being manifested through our differences and explores the implications of it. We know that each and every one of us is not only different but thereby also unique. Furthermore, it is precisely this uniqueness that we all have in common. Thereby, we are not only connected through our uniqueness but as well equal based on said grounds. Such an understanding of equality however, comes with further implications and responsibilities. For, what are the consequences of being equal to the other? How is one supposed to foster one's own difference and how is one supposed to know who to become? Furthermore, within the educational endeavor, how are we supposed to teach and educate when both, uniqueness and equality are defined by being different to others? I claim that, understanding the 'otherness' as a common denominator means that our own becoming – or becoming who we are, is related not only to ourselves but rather is part of who everyone else is. That is, part of becoming oneself is by defining, understanding and accepting the differences of others. Within the educational realm this notion is important not only for teachers and educators but also for students and pupils. It allows for teachers and students to reflect on who they want to be or become. Furthermore, it demands for one to foster the idea of 'otherness' and the 'other' within oneself. This intellectual exercise or routine ultimately enables one to understand how differences and otherness are a necessity of our own becoming. I argue then, that it is precisely the 'otherness' of others that allow us to be and become who we are. Furthermore, thereby it is each and everyone's duty to allow for the others to become who they want to be, yet more so, to become who one is – for this will allow for the other to flourish.

Keywords: Philosophy of Education, Equality, Heidegger, Buber, Levinas

Visioning Future Ready Learning Spaces

Cynthia Choi

Rethinking how to use existing spaces to better meet twenty-first-century learning demands is at the forefront of the educational trend around the world. With greater interest in active learning and an increase in available instructional technologies, it is necessary to re-think how learning spaces are designed and aligned with the changing curriculum and pedagogy. In this exploration, 17 practicing teachers were invited to conceptualize their vision for a future ready classroom. The preliminary findings are that collaborative, inclusive and flexible learning spaces are prioritized when redesigning learning spaces. While all participants highlighted the importance of aligning pedagogy, space and technology, 65% of the participants prioritized pedagogy as the core principle in their visioning process. As such, all participants articulated that change in learning space alone will not increase learning.

Keywords: learning spaces, pedagogy-space-technology

Some problems related to teaching the transmission line theory

Marjola Puka & Myrteza Braneshi & Romeo Teneqexhi

In engineering and teaching practice, in general, the value of the reflection coefficient of a transmission line is accepted to be less than one unit. This is in agreement with both intuitive thinking and the results of many cases in transmission line theory, treated in teaching to electrical engineering students. However, a more detailed study of the expression of the value of the reflection coefficient for the steady state, shows that it can take even greater values than the unit.

In this paper we have treated some problems encountered in teaching the theory of transmission lines, specifically with the value of the reflection coefficient. Despite the fact that theoretically the value of the reflection coefficient is less than the unit, we have derived the conditions and model of a real transmission line with a reflection coefficient greater than the unit. The applied methodology and the conclusions of the paper are fully conformed to the power balance, the main principle of circuit analysis and transmission line theory.

Keywords: transmission line, theory, reflection coefficient

Do Parents using an Alternative Tool of Communication with their Children with Autism Spectrum Disorder have a Better Quality of Life?

Miryam de Courville & Nadine Chapdelaine & Émilie Cappe & Nathalie Poirier

Autism spectrum disorder (ASD) is a pervasive developmental disorder that can lead to a language deficit. In addition, raising a child with ASD can have a negative impact on the quality of life (QOL) of the parents. The use of pictograms can be a good alternative to verbal communication. The purpose of the present study is to explore the association of the language skills of children with ASD and the use of pictograms with the QOL of their parents. A sample of 158 parents of children with ASD aged between 3 and 18 years old, completed a questionnaire adapted to assess their QOL and a data sheet to assess the language skills and the use of pictograms. With t-tests, our results show that the parents of children with poorer language skills have a lower QOL compared to parents of children with better language skills (p=.001). We also found that parents using pictograms have a better QOL than parents who don't use pictograms as a communication tool (p=.02). These results suggest that, even though poorer language skills are associated with a lower QOL, using pictograms as an alternative tool of communication could have a positive impact on the QOL of the parents.

Keywords: Autism spectrum disorder, language, communication, quality of life

Three Waves against Women Higher Education in America（1870-1920）

Yujie Jiang

Starting from three main waves that were opposed to women higher education, the paper attempts to examine the arguments and institutional dilemmas faced by women higher education in the late 19th and early 20th America, so as to provide us with a new perspective and interpretation for understanding the complexity of women higher education. In view of feminist standpoint theory, it has been discovered that there were three main waves of opposition to women higher education during 1870s-1920s. The first wave of objection denied the necessity of women's higher education, believed that women's unique physiology limited their education capacity and to expose them to the rigorous intellectual exercise of higher education would threaten their future reproductive capacity. The second wave of objection criticized the low fertility rate of the women college graduates of first generation, and even denounced them for "racial suicide" of the white race. By the end of the 19th century, the enrollment rate of women was getting higher and higher especially in coeducation universities and colleges, which caused a scare of "feminization of university" among some groups like university leaders or some famous psychologists. It was called the third wave of opposition. Also, there were other arguments against women higher education such as believing that college women cannot be good housewives and mothers simultaneously. All of above lead to a step backward for women's higher education in institutional level. Gender segregation both in academic and social aspect became the principles of educational organizations once again. In conclusion, it can be said that most of the oppositions had little to do with whether higher education was good for women. On the contrary, more had a greater relationship with whether educated women were accepted for men. In essence, these arguments and institutional dilemmas reflect the patriarchal society's excessive attention to female reproductive functions, the devaluation of women's values and the restrictions of women's social roles.

Keywords: sex in education; race suicide; feminization of university; backwards

Centennial Dedication of American Educational Research Association: Leading Educational Reform with Research

ShanShan Jing

American Educational Research Association (hereinafter referred to as AERA), founded in 1916, is the largest national interdisciplinary research association devoted to the scientific study of education and learning. AERA's mission is to: Advance knowledge about education; encourage scholarly inquiry related to education; promote the use of research to improve education and serve the public good. AERA's 25,000+ members in 85 countries worldwide are committed to high-quality research that provides cumulative and replicable findings of value for improving education. AERA's annual meeting is also the largest gathering of education researchers in the world, with more than 2,600 sessions, 10,000 presenters, and 14,000 attendees. 2016 is the 100th anniversary of AERA. In view of its contribution to American education, Barack Obama, then President of the United States, sent a letter of commendation to AERA, praising its contribution for improving American schools and promoting national development in the past 100 years. At the same time, as affirmation of AERA's centennial contribution and influence, the U.S. House of Representatives passed legislation to set April 8 as National Education Research Day on the occasion of the centennial of the association's founding. This article employs the method based mainly on historical literature analysis to review and summarize the century-old educational research course of AERA. Based on it, it hopes to provide enlightenment and reference for current educational research. This article will discuss AERA mainly through the following aspects: 1. Centennial history of educational research: It will illustrate AERA's changes in the times and reveal its research-oriented changes in the different periods; 2. Organizational guarantee of educational research: It will introduce the organizational structure and operating mechanism of AERA; 3. Academic alliance of educational research: This part will explore how AERA establish and expand the research community through internal and external cooperation; 4. Communication and development of educational research: It will show AERA's contribution for educational research through knowledge dissemination, research quality and specialization; 5. Guideline for educational research: This part will tell AERA's research standards and ethical norms; 6. Public relations of educational research: It will reflect the relationship between AERA and government, society, and public interest. Finally, based on the above discussion, it will summarize the historical role and impact of AERA.

Keywords: AERA, Educational Research, History, Contribution

In the Name of Patriotism: The Education Debate in the GI Bill

Mengyuan Zhou

The 1944 GI Bill profoundly changed the mechanism and concept of American higher education. The Roosevelt administration created a consensus that education should be used on a large scale for the demobilization of veterans. But because of the tensions between Roosevelt and Congress, the Legion became a "gleaner" and took a leading role in the legislative process. As a result of the conflict between Roosevelt and Congress, American Legion became the "gleaners" and played a leading role in the legislative process. As for education in the Act, the administration of education and the eligibility of veterans to receive education were the focus of the debate among federal, state, and education groups. Eventually, in the name of "patriotism," universities became shelters for veterans, and the Act became a "wedge" for further federal intervention in higher education.

Keywords: GI Bill of Rights; Federal intervention; American higher education; Popularization of higher education

Remodeling the Educational Space: The Design of Schoolhouse from 1830 to 1860

Xiaofei Qian

Credited as the origin of American public education system, the common school movement which started from the 1830s, has long been the focus of studies on history of American education. Among the inclusive common school reform issues, reformers of common schools gave much heed to better schoolhouse. With the development of common school movement, school reports, proceedings of educational meetings, and public lectures were gradually flooded with trenchant comments on the deplorable condition of the average schoolhouse. In the meanwhile, manuals of schoolhouse emerged, and were disseminated widely, aiming to remodel the educational space.

Despite the importance of better schoolhouse in the common school movement, it hadn't received due attention from historians. Why school reformers attached so much importance to schoolhouse? Why did they come to realize the problems of schoolhouse from the 1830s? How did they reshape the educational space? And what's the historical significance of remodeling educational space? Those questions remain unsolved. Therefore, through collecting and analyzing school reports, educational magazines (e.g., the *American Journal of Education*), proceedings of educational organization (e.g., the *American Institute of Instruction*) and manuals of school architecture (e.g., *School Architecture* edited by Henry Barnard), this paper tries to explore the process of reshaping of educational space from 1830s to 1860s and reexamine the nature and historical significance of common school movement.

Under reformers' critical rhetoric and concrete designs, schoolhouse was gradually vested with great educational significance. Not only would the wretched schoolhouse (bad air, inconvenient layout, ill-looking appearance, uncomfortable furniture, and so on), which can be found all over the country, greatly impair children and teachers' health, but also it would imperceptibly influence children's malleable mind and character. Moreover, school reformers viewed the miserable schoolhouse as graphic symbols, which vividly showed a general disrespect for public education, and thus hindered the development of public education. Therefore, upholding the principles of functional efficiency and symbolism, school reformers provided detailed design for schoolhouse. Through integrating common school idea into the concrete design of schoolhouse, reformers customized educational space for public education, which help facilitate the process of systemization and specialization of public education.

Keywords: common school movement, schoolhouse, educational space

Principals' Accountability System (PAS), Management and Leadership in China"

Xiyuan Zhang

Principal Responsibility System (PRS), first published in the "Decision of the Communist Party of China on the Reform of the Education System" in May 1985, is a school principals' managerial policy focusing on the principals' duty specification and responsibilities' clarification. The principal Responsibility System (PRS) refers to the management system where the principal takes full responsibility for the school's operation, the CPC Committee ensures the supervision, and the staff congress democratically engages in, forming a trinity management style with the principals' overall responsibility in the core. The principals are required to operate schools in accordance with the Ministry of Education's regulation, fully implement the CPC's political ideology in primary and secondary education, complete the tasks assigned by the higher authorities, and accept democratic supervision. As a prevailing principals' leadership policy in China's primary and secondary schools, the Principal Responsibility System (PRS) intends to clarify the institutional process that the principal is in full charge of schools' administrative management from all the aspects, including personnel management, teaching management, scientific research management, and general affairs management.

Experience gained from the 16 provinces and autonomous regions in China, the author finds the most challenging difficulty of the existing Principal Responsibility System (PRS) policy in implementation: the excessive external administrative forces promptly interfere in school affairs. Based on the " Chinese Primary and Secondary School Leaders' Management Project", this paper will adopt a qualitative analysis method, aiming to specify the internal and external administrative division of primary and secondary schools in China and strengthen the policy implementation of the Principal Responsibility System (PRS), offering feasible policy recommendations and implementation approaches. The utilization of the Principal Responsibility System (PRS) can not only effectively solve the existing difficulties in the elementary and secondary schools' governance in China but also empower the principals' assessment, incentive, and leadership development.

Keywords: Principal's Responsibility System (PRS); principal's incentive strategies; principal's leadership development

A study on gender differences in the employment of doctoral graduates in China

Jiaming Wang

The aim of this study is to understand the characteristics of changes in the employment of doctoral graduates and the gender differences in recent years in China. The differences in gender variables in doctoral employment are analyzed to explore whether gender has an impact on doctoral employment in different dimensions, and to understand the overall appearance of doctoral students' employment in China.

Based on the existing literature research, statistical analysis is used to analyze the employment data of a total of 3,293 doctoral students who graduated in 2013-2017. It found that there is a significant difference in the employment rate of male and female doctoral graduates. The employment rate of male doctors is significantly higher than that of female doctors. The growth rate of female doctors is higher than that of male doctors. There are significant differences in the choice of employment areas for male and female doctoral students. The male and female doctoral employment tends to shifts to the place of birth and the surrounding areas of the place where they were studying. The proportion of male doctors in the non-academic labor market is significantly higher than that of female doctors, and both show the characteristic of downward mobility. Male and female doctoral students have a high degree of employment matching. Discipline is not the main factor affecting the employment difference between male and female doctors.

The research results are discussed by gender theory and employment isolation theory. Physiological differences and social differences have an impact on the employment of male and female doctoral students. Male and female doctoral students differ in access to opportunities and resources. Social traditions and gender roles have affected the employment gap between male and female doctoral students. There are significant differences between male and female doctoral graduates in employment units and occupational categories, and there is a certain degree of gender segregation in the doctoral student employment market.

Keywords: Doctoral graduates, Employment, Gender differences, Gender isolation

Novel Adaptive Learning Based Mobile-Assisted Language App for Mandarin Chinese

Ling Luo & Vicky Tang

Mobile-assisted language learning (MALL) was first introduced in 1993 and became a sub-area of the growing field of mobile learning research. It has inspired learners to make use of the "anytime" and "anywhere" technology, the key concepts in MALL, in language learning. Though some mobile apps for Mandarin learning are available, many challenges of the current MALL technology have been recognized. In order to tackle these challenges, we have designed a mobile app (Android and iOS) as a Mandarin supplementary learning tool, using adaptive learning theory. Learning content can be easily customized as needed according to the textbook, which allows both seamless alignment with college curriculum and more quantitative study of MALL technology, with a large group of students over a long period. In addition, the data of students' behaviors and performances, including how often the student used it and what the results are, can be traced. The analysis of these data allows the use of adaptive learning for both students and instructors, which facilitates the language learning. We will pilot the app and conduct various experiments in multiple sections of Chinese I in a US college to assess the effectiveness of the proposed app. The app can be also applied to other foreign languages with little effort.

Keywords: Adaptive learning, mobile app, mandarin, vocabulary, sentence pattern

Bringing Cognitive Science to the Observation of Teaching Practice

Elida V. Laski

The use of classroom observation instruments for mentoring and evaluating teachers is becoming increasingly common. The aim of this paper is to present work on the development of a novel classroom observation instrument — *The Cognitive Principles of Learning* (CPOL) —that focuses observers' attention on the degree to which practice is congruent with learning principles that have emerged from cognitive science. The CPOL instrument includes a 0-4 rating scale (0 = not observed to 4 = high congruence) for eight learning principles: Anchoring, Guided Instruction, Multiple Representations, Quizzing, Self-Explanation, Signaling, Variable Practice, and Worked Examples. The instrument was used to code randomly selected videotaped 4^{th} and 5^{th} grade mathematics lessons (N = 96). These lessons were selected from the Measures of Effective Teaching (MET) Project database (Bill and Melinda Gates Foundation, 2018) which included teachers from five school districts in the USA. Each video lesson was transcribed and rated by at least two independent raters, with 83% interrater agreement. This paper includes a description of CPOL, its development, and the results related to teachers' use of multiple representations. Numerous studies have found that the use of multiple visual representations has a significant positive impact on student's math learning. However, descriptive analyses indicated that half of the instructional lessons in the sample (50%) did not use multiple external representations to explain math concepts and less than a quarter (21%) demonstrated the use of multiple representations in a consistent manner with what research has identified as most effective. To further elucidate these results and their implication for understanding current instructional practice in the USA, qualitative descriptions of the kinds of teaching behaviors reflective of the low congruence, moderate congruence, and high congruence categories for use of multiple representations in mathematics teaching will be presented. The paper will conclude with a discussion of the ways in which CPOL could inform teaching practice and create further intersections between cognitive science and education.

Keywords: Learning Sciences, mathematics education, multiple representations

Professional Kinship Using Social Media Tools: Bridging and Bonding to Develop Teacher Expertise

Amanda Shuford Mayeaux & Dianne F. Olivier

The purpose of this sequential mixed-methods research was to discover the impact school culture, internal factors, and the state of flow have upon motivating a teacher to develop teaching expertise. This research was designed to find answers concerning why and how individual teachers can nurture their existing internal factors to increase their motivation to seek expertise development and to explore how school culture, internal factors, and state of flow may encourage or limit the development of expertise. One major finding of this study concerned how experts choose their professional learning experiences and build professional learning communities based on their perceived weaknesses in content, pedagogy, or social-emotional attributes. They seek to improve their weaknesses to enhance student learning, because the key motivating factor is Teacher-Student Kinship, an almost family-like relationship. Expert teachers bond with peers within their school, but also bridge with peers outside of their school. This bonding and bridging has become more accessible with the use of various technological tools from YouTube to professional learning networks on Twitter. The use of social media and other technology tools has allowed experts to develop Professional Kinship and develop their practice regardless of location and proximity with peers in their professional learning community. These major findings hold implications for theory, practice, and future research particularly in the realm of teacher quality and the change of mindset towards the profession and the standards of education.

Keywords: Motivation, Flow, Expert Teachers, Professional Kinship, Bridging and Bonding, Social Media

The psycho-pedagogical-didactic implications in the post-hospitalization phase with the help of new media.

Le implicazioni psico-pedagogico-didattiche nella fase di post ospedalizzazione con l'ausilio dei new media.

Alessandro Barca & Michele Baldassarre & Mariella Tripaldi

Pediatric hospitalization is particularly traumatic. The child is "catapulted" suddenly in a foreign and hostile environment, completely different from that to which he is accustomed. A long hospital stay can determine also emotional instability, anxiety, relational problems with adults and peers, and often a regression in developmental progression; the same return to school may be difficult whether for what concerns learnings process or relational dynamics that underlie this condition. This paper aims, on the basis of an experiment carried out in a class of primary school, mainly to highlight how the use of the Internet and various computer tools such as App, serious games, Lim, Ebook, and so on., have proved to be particularly effective for the psychological recovery of the pupil hospitalized, his learnings and fruitful reintegration in the group class and, at the same, a significant improvement of prosocial behavior.

Keywords: hospitalization, new media

Social Learning Theory and Academic Writing in Graduate Studies

Catherine E. Deri

Over the past 20 years, the *Organization for Economic Co-operation and Development* has reported a median of 50% for dropout rates in doctoral programs, all disciplines combined (OECD, 2019). Among reasons for not graduating, PhD candidates identify a lack of experience and competencies with academic writing, which not only impede on their progression as students, but also as novice scholars (Litalien & Guay, 2015). Indeed, graduate students are required to undergo professional socialization, by engaging with other scholars, to learn the norms and practices of their respective research fields (Skakni, 2011). As such, academic writing groups are recognized to facilitate the development of writing competencies, all the while, enhancing perseverance in graduate studies (Murray, 2015). More specifically, Ferguson (2009) asserts that dissertation writing groups exclusively formed by doctoral students offer practical and psychological advantages by reinvigorating productivity, resulting in increased motivation and self-confidence.

This presentation aims at communicating results from a doctoral research to provide a greater understanding of peer learning in academic writing groups organized by graduate students. The social learning theory developed by Bandura (1971) is used as a foundation to our study, with its self-efficacy concept at the forefront of our theoretical framework. In that regard, Huerta *et al.* (2017) define writing self-efficacy as "belief in one's capability (or confidence) to write in a given situation" (p. 171). Accordingly, PhD candidates can develop confidence in their abilities to successfully complete writing projects based on four sources of influence: mastery experiences; vicarious experiences; social persuasion; and emotional and physiological states (Bandura, 2019).

While adopting a socioconstructivist approach, our instrumental case study (Stake, 1995) is delimited by a learning community composed of 3,800 graduate students engaged in a myriad of academic writing activities. We conducted semi-structured interviews with 25 PhD candidates, followed by a conceptual analysis of transcripts using a qualitative data analysis software (NVivo12). Participants representing 12 Canadian universities and 14 scholarly disciplines shared significant learning experiences related to all four self-efficacy sources of influence. Of particular interest, findings revealed that PhD candidates gathering in public places (cafés, libraries, museums, parks) enhanced self-efficacy through peer learning (exchanging, observing, modeling). These results are presented with a view of recommending valuable strategies to develop academic writing competencies through social actions led by graduate students. The implementation of such initiatives, in conjunction with institutional support, are expected to increase successful outcomes for graduate students in the context of higher education.

Keywords: graduate studies, academic writing, self-efficacy, social learning, writing groups.

The experiences of Student Parents in the context of Transnational Education

Ron Cambridge

This paper looks into the experiences of non-traditional student groups in Transnational Education (TNE) with a particular focus on Student Parents in Higher Education (HE) and examines how these experiences may be impacted by the local culture and institutional policies and practices, including but not exclusively, during the Covid period.

Over the past three decades the HE sector has developed an innovative education system that is diversified and includes many non-traditional aspects of university life (part time study, flexible entry prerequisites and less rigidity degree structures) and hence has welcomed students from non-traditional backgrounds. This has been referred to as 'the massification of HE'. At the same time, the HE sector has also experienced internalization trends, with creative offerings such as collaborative partnerships teaching their degrees abroad, flying faculties and joint degrees. More recently, universities have also become aware of the social justice aspect of education as well as the need to develop a more decolonized curriculum. Concomitantly, in egalitarian modern societies the feminize gendered functions of women in households worldwide has experienced a gradual transformation which allowed mothers into HE.

Various motivational reasons encourage student parents to enrol on university studies: instrumental reasons (qualification, employment and career enhancement) and personal reasons (self-confidence, self-actualisation, personal challenges and being a role model for their children). Nevertheless, research has demonstrated that for student parents, motivation neither affirms academic success, nor does it prevent attrition. Accordingly, various and differing limiting factors counter the experiences of student parents, abetted by a discourse of invisibility, on the physical and policy levels both at national and institutional levels. Distinctly, policy literature makes little reference to student parents, whilst this ongoing research reveals that HE institutions in many countries do not collect data records about students' parental status and caring responsibilities.

Therefore, this research focuses on student parents in the TNE context, as they seem to be largely omitted from previous research studies. The qualitative study involves interviews and focus groups with student parents, as well as academic and support staff, from different countries in two divergent continents. This research contributes to the understanding of students in different geographical contexts, by also exploring the policy and practices that may positively affect and/or hinder engagement, retention, progression and attainment of student parents, which can in turn inform policy and practice.

Keywords: Student Parents, TNE, Non-traditional Students, Internationalisation of HE

The Impact of Homeschooling on Homeschooling Mothers

Avishag Edri

The concept of homeschooling has various definitions, all of which refer to the phenomenon of parents taking responsibility for the education of their children and educating them at home. Homeschooling is almost always performed by at-home mothers in two parent, heterosexual families with a father serving as the single wage-earner in the paid labor force (Mayberry *et al.* 1995; Stevens 2001). Yet despite this widespread pattern, very little research has focused on the gendered family dynamics of homeschooling (Lois, 2010). Feminist criticism on homeschooling focuses on what appears to be a regression in the status of women: the traditional role of home makers. But opinions are divided about the influence of homeschooling on the status of women: on the one hand research has shown how homeschooling increases mothers' burdens in the home and in many cases leads to emotional burnout but though most homeschooling mothers would utterly reject the term 'feminist' as a self-designation, it is clear that they no longer consider themselves as simply housewives or mothers' (Lois, 2006; McDannell, 2005). Due to the few number of studies on this issue and the lack of clarity regarding the situation of homeschooling mothers, current research is important to understand the impact of homeschooling on homeschooling mothers and to understand the relationship between the phenomenon of homeschooling and concept of motherhood in the postmodern era

The research question is how has homeschooling impacted the homeschooling mothers experience from their perspective as mothers, wives and human beings. In the study I interviewed 27 homeschooling mothers. From analyzing the interviews, various topics related to homeschooling and gender such as fulfillment, distribution of roles in the family and more came up. In my lecture I will present these topics as they are shown from empirical research.

Keywords: homeschooling, gender, motherhood

How can parents of secondary school students in China involve in their children's learning effectively?

Li Jiazhe & Hu Yongmei

Family education has an important impact on the academic performance of secondary school students. We employ the sample data from "regional education quality health examination project" jointly carried out by collaborative innovation center of assessment for China basic education quality and a capital city of central province, which include 49186 ninth graders from 233 middle schools in the city. Using HLM model and path analysis model to discuss the influence effects and influence mechanism of parents' learning involvement on their children's academic performance in China, we have gotten the following conclusions. Firstly, as the frequency of parents' learning involvement increases, the academic performance of secondary school students shows a trend of “first rise and then fall”. Moreover, the frequency of parents' learning involvement of secondary school students with poor parent-child relationship should be lower than that with good parent-child relationship. Secondly, the direct influence of parents' learning involvement on secondary school students' academic performance is not significant, while both the self-confidence and learning pressure play a mediating role between them. Thirdly, parent-child relationship will not only have a significant positive impact on the academic performance of secondary school students, but also play a moderating role between the frequency of parental learning and the learning self-confidence of children, that is, the improvement of parent-child relationship will weaken the negative effects of the frequency of parental learning involvement on the learning self-confidence of children and improve their academic performance. Therefore, we suggest that parents of secondary school students should establish a correct educational concept, master the parenting methods suitable for their children's development, build a harmonious parent-child relationship, control the frequency of learning involvement reasonably, and strive to improve the quality of learning involvement. In addition, in the process of parent-child interaction, parents of secondary school students should pay attention to the protection of their children's self-confidence and avoid hurting the self-confidence of their children due to excessive involvement and inappropriate words and deeds. At the same time, parents should try their best to help children ease their academic pressure through learning involvement behaviors, and avoid giving children too much academic pressure as their high academic expectations.

Keywords: secondary school students, parental learning involvement, learning achievement, parent-child relationship, academic confidence, academic pressure

Chinese Parents' Ways of Interacting with Teachers via Home-school WeChat Group: A Bourdieusian Perspective

Xi Wang & Ying Shao

This paper presents data from a qualitative research project with Chinese parents regarding how they interacted with their children's teachers via home-school WeChat group. More concretely, following research questions are focused: (1) How did Chinese parents interact with teachers via home-school WeChat group and to what extent could such interaction be characterized by "collaborative"? (2) How did Chinese parents account for their ways of interacting with teachers and how did they perceive the impact of such mediated parent-teacher interaction on parental involvement? Multi-tiered coding methods are employed to interpret meanings of 14 parents' interview transcripts. From the Bourdieusian theoretical perspective, parent-teacher interaction via WeChat is viewed as practice, which is both socially constituted and constitutive. The findings reveal that most participants in the study were given little space to voice their opinions in the virtual sphere, let alone entering into equal dialogues with teachers about their children's learning and school life. Rather than passive recipients of teacher's authority, participants actively took use of WeChat platform to manage a docile and responsible image of parent, despite their distinct social-economic and educational backgrounds. Such unreflective stance served to maintain and reinforce power asymmetries in parent-teacher relationship. A docile image of parents was given legitimacy by both the Confucian ethical tradition and the neoliberalist ideology of parenting. Middle-class parents with easygoing personalities, sense of responsibilities, and strong social skills were positioned relatively superior than those without the desired capitals and habitus.

Keywords: Parental involvement; Parent-teacher Interaction; WeChat group; Bourdieu; field theory

The Current Situation and Strategies of Implementation of the New Chinese Textbook in Schools for the Deaf under the Curriculum Reform

Xiaohan He & Qin Liu

In compliance with Chinese Curriculum Standards for Compulsory Education in Schools for the Deaf, Experimental Textbooks of Compulsory Education in Schools for the Deaf Chinese (abbr. the New Textbook) by the Ministry of Education were compiled and were applied in the autumn semester 2017. But few studies analyze implementation in practice. To fill in the gaps, questionnaires method were taken in this research to investigate the implementation of schools of the **schools which use the New Textbook for grade one to two**, only students in which are taught by the national textbook. And it was surveyed and analyzed from eight dimensions, including **teachers' understanding about the New Curriculum Standards, teachers' trainings about using the New Textbook, the whole cognition about the New Textbook of teachers and students.** The research mainly shows that teacher's teaching methods are related and influenced by their understanding and cognition of the New Curriculum Standards; the higher the difficulty the New Textbook is, the less effective the teaching will be; examination is still the main way of teachers' evaluation of students. Under these circumstances, strategies of improvement are proposed in three areas: the leadership of the top-level design and support of administration departments should be strengthened, system improved and resources optimized; teachers should implement the concept of the New Curriculum Standards, improve teaching ability and change evaluation ideas while using the New Textbook; the editing department of the New Textbook should enhance the supporting system for compiling supplementary materials and improve the feedback mechanism.

Keywords: Chinese courses of schools for the deaf, curriculum standards, new textbook

Reasoning and proof in algebra: the case of three reform-oriented textbooks in China

Yu Fu & Chunxia Qi & Jiayao Wang

This study examined opportunities for students to learn about reasoning and proof from the narratives of the algebra content of three popular series of mathematics textbooks in China. The study adopted the methodology of Stylianides (2009) and Davis (2014). The results showed that there were relatively limited opportunities for students to learn RP and differences in the distributions of RP tasks in the dimensions of grades and topics in algebra. According to the results, we discussed the arrangement and features of Chinese textbooks to explain why the differences existed. Moreover, we hope that the framework presented in this study can be used not only in textbooks but also in classroom lessons by researchers and teachers to examine the connections of teaching activities and materials.

Keywords： reasoning and proof, mathematics textbooks, China

A Case Study of the Comparative Analysis of Textbooks Using Knowledge Modeling Map

Zhang Huihui

It is of great significance to use an effective method to testify the quality of textbooks, because textbooks are key to the development of curriculum goals and indispensable for teaching and learning as materials. Current textbooks analysis methods can be categorized into quantitative analysis and qualitative analysis. The quantitative analysis method by using knowledge map as the tool has been the widely adopted. However, the subjectivity of some knowledge maps (such as concept map and thinking map) caused by less standardized drawing fails to make objective analysis of a large amount of textbooks. This study introduces a new textbook analysis method, that is, **Knowledge Modeling Map**, which solved the above problem. In this study, a comparative analysis of two chapters on Circle of People's Education Press (PEP) and Beijing Normal University Publishing Group (BNUPG) was conducted. The findings of this study include: (1) The knowledge map of PEP is similar to that of BNUPG, except the fact that the lack of "cognitive strategies". (2) The FCs involved in inquiries and examples of BNUPG version is more than PEP version in quantity and difficulty.

Keywords: textbooks analysis; knowledge modeling map; comparative analysis; case study

Higher Education Accountability System in Germany since the 1990s

Rongmei Guo

The development of accountability system is an important direction of higher education management system reform in Germany since 1990s. This paper aims at exploring the changes in the power relationship of stakeholders in Higher Education in Germany since the 1990s and the main contents of accountability for Higher Education. First of all, as far as accountability subjects are concerned, since the reunification of Germany, the power of German higher education stakeholders has changed. Internal stakeholders such as principals, professors and students, as well as external stakeholders such as state power, certification bodies and public third-party funding providers, are involved in accountability to universities. Among them, the power of external stakeholders has been enhanced, and the accountability of universities has been increasing. Secondly, the content of German higher education accountability is wide. It not only takes into account the interests of the accountability subjects, but also focuses on the achievements of functions of teaching, research, social services and internationalization, and the use of financial resources and human resources. Thirdly, the means of German higher education accountability are diversified. The external accountability subjects mainly use contract management, performance allocation, certification, ranking and other ways, and the internal accountability subjects mainly use information disclosure, self-certification and self-evaluation. In general, after nearly three decades of development, the power of the internal and external accountability subjects have changed, which makes the accountability mechanism of higher education develop continuously. It can be said that the German higher education accountability system guarantees the quality of higher education and promotes its orderly development. It cannot be ignored that in this process, Germany emphasizes the limits of accountability for higher education. In the process of trade-off between accountability and autonomy, Germany puts more emphasis on university autonomy and academic freedom.

Keywords: Germany; higher education; stakeholders; accountability

The Action Logic of Vocational Education Talents Training in the Perspective of Deep Integration of Industry and Education in the New Era

Wang Yufei

In the new era, the deep integration of industry and education is an important measure in the reform and practice of vocational education personnel training. It has injected endless impetus into social development and industrial upgrading transformation. The strategic choice of the deep integration of industry and education will inevitably bring fundamental innovation to vocational education personnel training. However, China's vocational education personnel training reform has not well reflected the basic direction of the deep integration of industry and education. There are many problems, such as imperfect policy support and legal protection, restrictions on the concept of single enterprise participation, and double barriers encountered within vocational colleges. Therefore, under the guidance of the concept of deep integration of industry and education, the action logic of vocational education personnel training in the new era should form a three-dimensional framework of "diversity, linkage and co-governance". It should start with releasing the vitality of diverse participation, creating a new pattern of linkage and improving the mechanism of co-governance, so as to improve the quality of modern vocational education personnel training in an all-round way.

Keywords: vocational education, deep integration of industry and education, talent training

An Empirical Study on the Influence of Social Media on the Interpersonal Relationship of Middle School Students

Fancong Wang, Huayang Zhang & Xingyu Shi

By using the methods of questionnaire and interview, 210 middle school students and 3 teachers from two middle schools in Guangzhou city of China were investigated and interviewed to study the influence of social media on the interpersonal relationship of middle school students. The results show that:
(1)The use of social media can enhance the communication between students' peers;
(2)Middle school students seldom use social media to communicate with teachers and strangers;
(3) For different genders, there are significant differences in the use of social media to communicate with teachers, and social media can promote and strengthen the communication between boys (M = 2.70) and teachers more significantly than girls (M = 2.34) in middle school;
(4) For different areas (rural and urban), the influence of social media on the interpersonal relationship of middle school students is not significant;
(5) For different grades, social media promotes and strengthens the communication between junior one students (M=2.77) and teachers more significantly than junior three students (M=2.23) and senior one students (M=2.25). Compared with junior one students (M = 3.51) and junior three students (M = 3.55), senior one students (M = 3.12) use social media to present themselves less frequently. Junior three students (M=3.36) are more likely to be influenced by social media compared to junior one students (M=2.67), senior one students (M=2.78), and senior two students (M=2.60) on self-behavior and others' evaluation. Compared to junior one students (M=2.67), junior two students (M=2.94), senior one students (M=2.78), and senior two students (M=2.60), senior three students (M=3.53) are more likely to be influenced by social media on self-behavior and others' evaluation. Junior one students (M=3.43) are more likely to use social media to participate in social activities than senior one students (M=3.04).
(6) Teachers have a positive attitude towards using social media among secondary school students, but school management restricts this behavior.

Keywords: Social Media, Middle School Students, Interpersonal interaction, Interpersonal cognition, Social participation

Study on the Relationship between Ways of Working and Professional Competence of TVET Teachers

Fanghui Huang & Zhiqun Zhao

Quality is always a top topic of education and teachers undertake a significant mission as the key factor of education quality. Recently, the competence assessment (COMET) program is used to assess the professional competence of TVET Teachers. The result of the assessment shows that teachers in different levels of professional competence have different ways of working. The purpose of this study is to explore the relationship between professional competence and the ways of working, and to reveal the development rules of professional competence of TVET teachers.

We interview 26 TVET teachers, who have different levels of professional competence, analyze their process of working and classify characteristics of their ways of working, then draw a graph showing the relationship between professional competence and ways of working of TVET teachers.

From the graph we can find out that: 1) there is positive growth relationship between professional competence and ways of working of TVET teachers; 2) there is not a one to one relationship between development of professional competence and transformation of ways of working; 3) Teachers, who have different types of ways of working, have significant differences of improving their professional competence.

Based on the results of the data analysis, the following conclusions can be obtained: 1) Teachers, who have different levels of professional competence, need different training; 2) Working with process-related work and learning content is a key factor in promoting the development of professional competence of teachers; 3) To a certain extent, professional competence of teachers has no connection with seniorities and titles; 4) "Apprenticeship" is the important mode of promoting growth of professional competence of new teachers.

Keywords: TVET Teacher, Professional Competence, Ways of Working

Developing a High-Performance Culture: What Sport can teach and learn from Organizational Theory

Jennifer Walinga

This session draws upon a case study of the 1992 Canadian women's Olympic rowing team who, in a landslide performance, earned 4 gold medals at the 1992 Barcelona games despite the prevalence of performance enhancing drug usage among competitors. The case has much to teach sport organizations about developing leadership capacity and high-performance culture, but the principles governing the team's performance outcomes are relevant to organizations in all sectors.

The case study, based on interviews, group discussions, and participant observation, reviewed the team's development from 1988 to 1992 and identified the leadership values, structures, and environments that were integral to their individual and as team development and ultimately to their performance.

The key finding of the study is that a non-hierarchical model of leadership development facilitates optimal performance in sport and beyond. The resulting model blends theories of leadership development (Day *et al.* 2014), athlete development (Beaudoin, Callary, and Trudeau 2015; Côté, Lidor, and Hackfort 2009), team, organizational and community cultural development (Schein 1985; 2017), team development (Katzenbach & Smith, 1993; Lencioni and Okabayashi 2008; Tuckman 1977), and adult, team and experiential learning (Edmondson, Dillon and Roloff 2007; Kolb 1984).

Keywords: organizational culture, organizational development, team development, leadership, high performance, non-hierarchical models, organizational learning

Improving the student experience through a university-wide approach to change management

Cecile Tschirhart, Jan Bamford & Elena Moschini

In the context of attempts by the UK government to define universities as service providers and students as 'consumers with rights' (Department for Business, Innovation and Skills, 2016), Higher Education (HE) institutions have responded by developing a wide range of Students-as-Partners Initiatives. This paper will briefly set the context for Students as Partners in HE before proposing a new conceptual model for working in partnership. The model introduces the concept of a Student Partnership Ladder which aims at facilitating pedagogical change at all levels of an institution.

Much has been researched about the various ways to engage students as partners (Dunne & Owen, 2013; Cook-Sather *et al.*, 2014; Healey *et al.*, 2014). The 2011 White Paper, Higher Education: Students at the Heart of the System, states that the HE sector should be more accountable to students as well as empower them to be "…equally invested in the common goal of learning" (Cook-Sather *et al*., 2014; 11). Healey *et al*. (2014) in their report, Engagement through partnership: students as partners in learning and teaching in higher education, propose a pedagogical case for partnership and offer a conceptual model that is, to this day, a point of reference. Dunne and Owen (2013) concede there are many definitions of student engagement. Engagement can include student participation, teamwork, community as well as partnership, co-creation and collaboration. It can also relate to different aspects of the curriculum involving teaching and learning and assessment and the engagement of students in these processes. This paper starts by highlighting the current drivers for student partnership in HE in the UK example. The QAA Quality code requirement, the Teaching Excellence Framework, the seven guiding principles of the UK quality code on Student), the Consumer Protection Law (CMA) guidelines, as well as the Access and Participation Plan (APP). This then leads to proposing a new conceptual model for student partnerships and offering a strategy for an implementation plan at institutional level entitled the Student Partnership Ladder.

Keywords: Students as partners, Higher Education, Pedagogical model, Partnership ladder, Third space

A Multi-faceted Approach to Professional Development: Merging Professional Learning Community Dimensions and Online Leadership Learning Community (OLLC)

Mitzi P. Trahan & Dianne F. Olivier

Education has been shifting for some time to teaching and learning in virtual environments. As such, educators need to improve their practices and leverage technology by participating in global networks, collaborating, and sharing resources and ideas. The conceptual model proposed by the authors in this manuscript is designed to enhance interaction among administrators, technology leaders, and classroom teachers across national, state, and district levels. First, the model highlights the integration of the five Professional Learning Community (PLC) dimensions: Shared and Supportive Leadership (SSL); Shared Values and Vision (SVV); Collective Learning and Application (CLA); Shared Personal Practice (SPP); and Supportive Conditions (SC). Secondly, we propose that a multi-faceted professional development approach and design must also recognize the contributions and critical roles of all educators participating in professional learning through virtual and online learning communities. Therefore, the theoretical framework supporting this model is also grounded in the literature of Professional Learning Networks (PLNs).

The purpose of this paper is to illustrate a conceptual model for a multi-faceted professional development approach that incorporates various learning community dimensions addressed across multiple levels including national, state, district, and school level through actions of administrators, educational technology leaders, and classroom teachers within an O*nline Leadership Learning Community (*OLLC). This paper advances the literature of on-ground professional learning communities to the online environment emphasizing the International Standards for Technology in Education (ISTE). ISTE is a nonprofit global organization devoted to the educational communities' efforts to using technology and innovation to transform education by establishing guidelines for competency in technology and leadership. The standards address the need for educators to engage all stakeholders in a shared technology vision beginning at the classroom level and beyond to district, state, and national levels. All actions within this approach target the outcome of improved student learning through improvement of professional learning and practice. Thus, this multi-faceted professional development model, created by the authors, connects professional learning community dimensions to establish an (OLLC) as a vital link to developing practices that translate directly to a current day digital world.

Keywords: Professional Learning Networks, Professional Learning Communities, Virtual Learning Environments.

Once Upon a Teacher: A phenomenological Investigation of Teachers who begin to use storytelling in the classroom

Moira Dougherty

This phenomenological study was undertaken to make meaning of the question: what is the lived experience of teachers who begin to tell stories in their classrooms?
As humans we use stories to understand ourselves and the world. We learn how to conduct ourselves as members of a group and to live a good life, one that conforms to the rules and norms of society. A coherent sense of self is developed by the stories we hear about our world, our families. We also form our sense of self through the stories we tell ourselves and we constantly reinvent as we shed our old, no longer useful stories and create new narrative about who we are.
Neurological research has shown that the human brain is structured to process information as narrative. This places storytelling in a unique position with regard to learning. Storytelling allows us to make deeper connections and integrate information more fully. Characteristics of storytelling, such as socialization and regularization, assist us to function in communal setting. The significant pedagogical benefits that accrue to students exposed to storytelling in the classroom have is well documented.
The nature of storytelling is one of reciprocity and partnership between the teller and the listener, each having an active role. Storytelling is a performance that allows teachers to assume another role that connects them to the power of listening. As teachers progress further into their storytelling, they begin to understand the role the audience plays in storytelling, and develop new understandings and respect for their pupils as partners in the learning process. Through storytelling the teachers make connections, more confidence in the pupils' capacity in academic area and also for empathy and responsibility for classroom life. They rediscovered the care that is at the heart of teaching. This perspective offers teachers a different approach to teacher practice and professional development; one ones based on collaboration, allows them to take risks, and nurtures the well being of teachers and students.

Keywords: Storytelling; Professional Development; Teaching Practice

A systematic literature review of media and multimodal literacy in a digital context (MML@) in French teaching practices and its cross-curricular uses.

Amal Boultif & Béatrice Crettenand Pecorini

The main objective of our study is to identify media and multimodal literacy uses and practices in a digital context (MML@) and to highlight some of the practices regarded as innovative and outstanding, in the French education contexts). This systematic review covers the years 2015 to early 2020 and goes from early childhood to university. Our context includes Ontario, Québec, and other francophone or bilingual Canadian provinces, as well as some European countries that have French as first or second learning and teaching language. We focused on studies about literacy practices (reading comprehension, grammar, and writing) but also the transversal uses of LMM@ in inter-disciplinary contexts, for example in social and art studies. All along with this study, we developed a systematic literature review in both French and English academic publications, including book chapters, Thèses* (in French), and Minister Reports. We used Nvivo12 to analyze a database of 233 articles from which we selected 189, after abstracts and keywords analysis. Our first findings show that many of the uses described as LMM@ are not quite so. There is more empirical research (exploratory) than theoretical research. The multimodal media literacy (MML) needs to be better clarified as it seems that some of these practices do not fall under the MML. As this research is still in progress, we will have more results to share in our presentation in regard to the innovative practices.

Keywords: Multimodal and media literacy, digital literacy, multimodality, French, Multiliteracies, FLS, FLM.

Structural Equation Modeling of Successful Secondary Aviation/ Aerospace/Engineering Education Program Organizational Design

Susan Kelly Archer & David Esser

Modern nations operate within a global economy, which relies heavily on the aviation industry for efficient and effective transportation of passengers and goods. The Boeing 2018 Pilot and Technical Outlook Report indicated that over the next 20 years, the aviation industry will need almost two and a half million new aircrew and maintenance employees to meet anticipated global demand. The industry will also need engineers, aviation managers, and workers in other aviation and aerospace disciplines. Aviation and aerospace jobs require solid backgrounds in mathematics, science, and technology; development of pre-college aviation/ aerospace/ engineering career education programs would presumably enhance student preparation in these areas and increase the workforce pipeline for the industry. This study began with a grounded theory approach to identify and evaluate the underlying organizational factors of successful secondary aviation/aerospace/engineering career education programs. The study objective was to develop an effective structural equation model that can be used in designing new programs and revising existing programs that may be struggling. Modifications to data collection and, subsequently, to evaluation of hypotheses led to incorporation of explanatory factor analysis in development of the final model that was a good fit for the collected data. The hypothesis testing results suggested that the most important factor in predicting success for an aviation/ aerospace/ engineering academy or program is personal motivation related to learning. Though other underlying factors were clearly related to perceived academy/program success, they appeared to have indirect relationships with success. It is also important to recognize that a paired qualitative analysis of additional participant comments generated themes that transcended survey item topics, and the identification of these themes supported the conclusions from hypothesis testing regarding underlying factors. Personal motivation was the most commonly recurring theme in comments, supporting the hypothesis testing result indicating its predictive strength for an organization's success.

Keywords: Career Education; Aviation; Aerospace; Engineering; Organizational Design

Conference Program

2nd International Conference on Education (EDU2021),

8-12 May 2021, in Athens, Greece

Conference Venue: online (ZOOM in combination with other interactive tools)

With the endorsement of

University of Versailles Saint-Quentin-en-Yvelines, France , King Graduate School at Monroe College, USA
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Journal of Education, Innovation and Communication (JEICOM), Journal of Applied Learning and Teaching (JALT),
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*Dr. Michael Sutton, Game-Based Learning Author, Educator, Innovator, & Facilitator, Researcher, Edupreneur, USA
*Ms. Thespinis Asimina, Modern Greek Educator at Prospect Primary School and Musician, Australia.

2nd International Conference in Education

Sunday 08-08-2021

10:00- 10:30

Zoom waiting room opens

Important notice: the ZOOM link remains the same for these 3 conference days (8-10 August 2021). Each participant has 15 min to present. Q&A takes place at the end of each session. Participants are able to send their questions to the chairperson throughout the session via the chat box. The **Community Lounge** and **Community Exchange Session** are proposed for participants to interact, and exchange of good practices from all around the world. The music breaks are there to help us walk a little and get away from the computer to be able to better engage afterwards. We highly recommend the participation of you all, throughout the conference. Every proposal/suggestion from you to ameliorate this program is more than welcome. Thank you.

10:30 – 11:00

Opening of the Conference & Opening Remarks.

Session 1: *Pedagogy in the Time of Pandemic: From Localisation to Glocalisation* (This is a paper we created in 2020 with some of the Vice Presidents and Ambassadors of COMinG. We invite you to click on the title of the article, download it and read it)

Dr. Margarita Kefalaki, President, Communication Institute of Greece & Adjunct Professor, Hellenic Open University, Greece.

11:00- 11:40

Session 2: Workshop *An authentic assessment framework that fosters work readiness in students*

Dr. Catherine Snelling, Associate Professor, Adelaide Dental School, University of Adelaide, Australia & Pr Tania Crotti, Associate Professor, Adelaide Medical School, University of Adelaide, Australia & Dr Robyn Davidson, Associate Professor, Adelaide Business School, University of Adelaide, Australia & Pr. Sophie Karanicolas, Associate Professor, Adelaide Dental School, University of Adelaide, Australia & Braden

Phillips, Senior Lecturer, School of Electrical and Electronic Engineering, University of Adelaide, Australia.

11:40-11:50

Music break (a music playlist will be played while all participants take a break from the screen)

11:50-12:30

SESSION 3: Ameliorating Education -ROUND TABLE SESSION

Round Table Facilitator: Dr. Jürgen Rudolph, Head of Research, Senior Lecturer & Academic Partner Liaison, Kaplan, Singapore & Editor-in-chief Journal of Applied Learning and Teaching (JALT), Singapore.

Dongying Ma, Ph.D. student, Comparative Education, Institute of International and Comparative Education, Beijing Normal University, China.

World-class Universities' Proactive Actions and Logical Implications For Fighting COVID19 —A Case Study of Nanyang Technological University

Shuchen Zhou, Graduate Student, Faculty of Education, Beijing Normal University, China.

What Motivates Undergraduates to Learn and be Recommended for Graduate Study? A Case Study Based on a Professional University in China

12:30- 14:00

Lunch break

14:00- 14:30

Active audience participation!

Session 4: Community Lounge - Community Exchange Session.

We have a discussion to enjoy each other's company and discuss about current issues

Title: *'Universities around the world- Sharing experiences and practices' (ex.* Book review: Fleming, Peter (2021). Dark academia. – This a book review published in JEICOM, by Dr. Jürgen Rudolph in 2021. We invite you to click on the title of the Book Review, download it and read it *)*

Chairperson/facilitator: Dr. Arthur Shelley, Independent Learning Facilitator, Intelligent Answers, Australia

Key Questions:

1_What is the actual situation in Academia (after COVID world)?

2_International examples to share

14:30- 14:50

Music break (a music playlist will be played while all participants take a break from the screen)

14:50- 15:50

Session 5: Workshop *Virtual social learning through cocreation of new insights*

Dr. Arthur Shelley, Independent Learning Facilitator, Intelligent Answers, Australia

The aim of this workshop is for participants to experience a virtual activity conducted using the Reverse Bloom Learning Framework in an Applied Social Learning Ecosystem. Participants will be "learning by doing", through engaging with others to

cocreate an output from two activities. Having engaged in the activities, the participants will be able to facilitate the techniques themselves in their own courses to generate superior learning outcomes. The two planned activities selected for this workshop are "Behavioural DNA of Collaborative Learning" and "CoCreated Projects Worth Doing". These workshop activities were originally developed for face-to-face learning with mixed international students in Australia, but during the COVID pandemic were adapted to a virtual learning experience for a course in international business in Vietnam.
These activities develop capabilities across eight of the top ten future skills nominated by the World Economic Forum, making the highly applicable in the modern workplace. This workshop is mainly associated with the Theme of Models and frameworks of innovative learning and teaching approaches. However, it also has strong aspects of the themes, Workplace preparation and inquiry-based learning, Technology-enhanced active learning, Students as partners and co-creators and Creating inclusive learning environments.

15:50- 16:00
Closure of the conference day.

Monday 09-08-2021

08:30- 08:40
Zoom waiting room opens

08:40- 08:50
Opening of the conference
Dr. Margarita Kefalaki, President, COMinG & Adjunct Professor, Hellenic Open University

8:50- 11:20
Session 6: Innovation and Internationalization in Education
Chairperson: Dr. Margarita Kefalaki, President, COMinG & Adjunct Professor, Hellenic Open University

Dr. Jürgen Rudolph, Head of Research, Senior Lecturer & Academic Partner Liaison, Kaplan, Singapore & Editor-in-chief Journal of Applied Learning and Teaching (JALT) & Shannon Tan, Journal Manager, JALT; Research ASST, Kaplan Higher Education. Singapore.
COVID-19 and higher education megatrends

Dr. Hao NI, Researcher, China Academy of West Region Development, Zhejiang University & Associate editor, Springer journal, Entrepreneurship Education, Chinas
Teaching Social Entrepreneurship Education in HEIs.

Dr. Fotini Diamantidaki, Associate Professor in Education, UCL Institute of Education, University of London, UK.
Teaching Literature in Languages Education as a tool towards nurturing intercultural competence

Dr. Jan Bamford. Professor, Head of Student Experience, Guildhall School of Business and Law, London Metropolitan University, UK.

The internationalisation of the self: insights into students' cultural learning developed through international mobility to China

Dr. Einav Argaman, Head Language Education in a Multicultural Society, Faculty of Multi-Disciplinary Studies, Levinsky College of Education, Israel,
Solidarity with whom? Webs of connectedness in a higher education teacher-training institution

Jing Wang, Ph.D. student & Yan Dong, Professor in BNU, School of Educational Technology, Beijing Normal University, China.
Assessing Chinese Teachers' Beliefs, Knowledge, Practices and Intrinsic Challenges of STEM Teaching (unable to attend)

Yu Wang, Ph.D. student, Faculty of Education of Beijing Normal University, China & JingYu He, Postgraduate student, Faculty of Education of Beijing Normal University, China & Yan Dong, Professor, Faculty of Education of Beijing Normal University, China.
The development of the construction of marine education curriculum in K-12 schools in China

Yujuan Guo, Ph.D. student, Research Center of Distance Education, Faculty of Education, Beijing Normal University, China.
Evaluation of Enrollment of Continuing Education Institutions Based on Text Mining Technology (didn't present)

11:20- 11:30
Music break (a music playlist will be played while all participants take a break from the screen)

11:30- 12:30 - Breakout Room "Plaka"

Session 7: Teaching Methods in the New era and Other Issues

Chairperson: Dr. Jan Bamford. Professor, Head of Student Experience, Guildhall School of Business and Law, London Metropolitan University, UK.

Dr. Beret Wicklund, ASST Professor, Department of Teacher Education, Norwegian University of Science and Technology, Norway & Dr. Ann Sylvi Larsen, Professor, Department of Teacher Education, Norwegian University of Science and Technology, Norway.

Identity Building by Use of Local Legends

Ms. Afroditi-Maria Koulaxi, ESRC Ph.D. Researcher, Media and Communications Department, London School of Economics and Political Science, UK & Jessica Kong, PhD Researcher, Media and Communications Department, London School of Economics and Political Science, UK.

Re-thinking Virtual Writing Retreats in the Covid-19 Higher Education Environment

Dr. Orr Levental, Senior Lecturer, Department of PE, Ohalo College, Israel & Dr. Hadas Brodie Schroeder, Lecturer, Department of Education, Oranim College, Israel.

From the sports field to the classroom: The sociological role of an elite sports team in the periphery (click on the link for the paper)

BEST PAPER AWARD! Congratulations from us all!

11:30- 12:30 - Breakout Room "Syntagma"

Session 8: Innovative Actions towards a Sustainable Educational System

Chairperson: Xiyuan Zhang, Ph.D. Student, College of Educational Administration, Beijing Normal University, China & Mr. Louis-Caleb Remanda, Research Fellow & Ph.D Candidate, ISM Graduate School of Business, University of Versailles Saint-Quentin-en-Yvelines, France

Dr. Annepetra Røkke Jenssen, Associate Professor, Norwegian University of Science and Technology, Department of Teacher Education, Norway & Dr. Gun Svartaas, Educator, Norwegian University of Science and Technology, Department of Teacher Education, Norway.

How do we assess teacher students in Norwegian language and texts and Physical Education? Similarities and differences

Dr. Sotirios Maipas, Research Associate, School of Medicine, National and Kapodistrian University of Athens, Greece.

A 15 C's Pathway of Sustainability in Environmental Health Management & The Crucial Role of Higher Education Institutions

(YTUBE presentation)

Dr. Gad Marcus, Adjunct Professor & Research Fellow, Faculty for Education, University of Haifa, Israel.

Equality in Education: A Philosophical Approach

12:30- 13:00
Lunch Break

13:00 – 14:40
Session 10: The future of Education- Poster Conference Session with Discussion and Interaction
Poster Session Facilitator: Dr. Fotini Diamantidaki, Vice President of Research and Academic Affairs, COMinG & Associate Professor in Education, UCL Institute of Education, University of London, UK.
Let's Interact! Please place your questions/comments at https://padlet.com/fotinidiamantidaki/51q3xe8uvunv

1-Dr. Cynthia Choi, Associate Professor, Le Moyne College - Syracuse, NY, USA.
Visioning Future Ready Learning Spaces (didn't come to present)

2-Dr. Marjola Puka, Lecturer, PhD, Polytechnic University, Tirana, Albania & Dr. Myrteza Braneshi, Lecturer, Prof.Asoc/ PhD, Albania & Dr. Romeo K. Teneqexhi, Director, Distance Education Center, Polytecnic University of Tirana, Tirana, Albania.
Some problems related to teaching the transmission line theory

3-Miryam de Courville, PhD student, Université du Québec à Montréal, Canada & Nadine Chapdelaine, PhD student, Université du Québec à Montréal, Canada & Dr. Émilie Cappe, Professor, Université Paris Descartes, France & Dr. Nathalie Poirier, Professor, Université du Québec à Montréal, Canada.
Do Parents Using an Alternative Tool of Communication with Their Children with Autism Spectrum Disorder Have a Better Quality of Life? (didn't come to present)

4-Yujie Jiang, Ph.D student, Faculty of Education, Beijing Normal University, China.
Three Waves against Women Higher Education in America

5-ShanShan Jing, PhD student, Faculty of Education, Beijing Normal University, P.R.China.
Centennial Dedication of American Educational Research Association: Leading Educational Reform with Research

6-Mengyuan Zhou, Ph.D. student, Institute of Education History and Culture, Beijing Normal School, China.
In the Name of Patriotism: The Education Debate in the GI Bill (didn't come to present)

7-Xiaofei Qian, Ph. D. student, Faculty of Education, Beijing Normal University, China.
Remodeling the Educational Space: The Design of Schoolhouse from 1830 to 1860

8-Xiyuan Zhang*, Ph.D. Student, College of Educational Administration, Beijing Normal University, China.
Principals' Accountability System(PAS), Management and Leadership in China

9-Jiaming Wang, Ph.D. Student, Institute of Higher Education, Beijing Normal University, China.
A study on gender differences in the employment of doctoral graduates in China
BEST POSTER AWARD! Congratulations from us all!

14:40 - 15:00
Music break (a music playlist will be played while all participants take a break from the screen)

15:00 - 16:50

Session 11: Teachers' Evaluation, Development and Practices

Chairperson: *Dr. Beret Wicklund, ASST Professor, Department of Teacher Education, Norwegian University of Science and Technology, Trondheim, Norway.*

Dr. Ling Luo, Associate Professor, Modern Languages Department, The City University of New York (BMCC), New York, USA & Vicky Tang, Westfield High School, New Jersey, USA.

Novel Adaptive Learning Based Mobile-Assisted Language App for Mandarin Chinese

Dr. Elida Laski, Associate Professor, Applied Developmental and Educational Psychology, Boston College, USA.

Bringing Cognitive Science to the Observation of Teaching Practice **(didn't come to present)**

Dr. Amanda Shuford Mayeaux, ASST Professor, College of Education, Educational Foundations and Leadership, University of Louisiana at Lafayette, USA. & Dr. Dianne F. Olivier, Professor, College of Education, Educational Foundations and Leadership, University of Louisiana at Lafayette, USA

Professional Kinship Using Social Media Tools: Bridging and Bonding to Develop Teacher Expertise

Dr. Alessandro Barca, Tutor Organizzatore, Università degli Studi "A. Moro", Bari, Italy & Dr. Michele Baldassarre, Professore Ordinario, Coordinatore del Corso di Laurea, Università degli Studi "A. Moro", Bari, Italia & Dr. Mariella Tripaldi, Tutor Coordinatore, Università degli Studi della Calabria, Rende (CS), Italia.

The psycho-pedagogical-didactic implications in the post-hospitalization phase with the help of new media. **(didn't come to present)**

Ms. Catherine E. Deri, Ph.D. Candidate, Faculty of Education, University of Ottawa, Canada.

Social Learning Theory and Academic Writing in Graduate Studies

16:50 -17:00

Closing of the conference day

Tuesday 10-08-2021

09:40- 09:50 **Zoom waiting room opens**

09:50 – 10:10 Opening of the conference day
Dr. Margarita Kefalaki, President, COMinG, Greece
Dr Yue Kan, Professor and Associate Dean, College of Education Zhejiang University, China

10:10- 11:30 - Breakout Room “Plaka”

Session 12: Parents Role in Education

Chairperson: Dr. Michael A. Altamirano, Vice President of Strategic Management, COMinG & Professor, King Graduate School, Monroe College, USA.

Dr Ron Cambridge, Head of Collaborative Partnerships, SFHEA UTF DBA MEd MSc BA(Hons), Guildhall School of Business & Law, London Metropolitan University, UK.

The experiences of Student Parents in the context of Transnational Education

Dr. Avishag Edri, Hemdat Hadarom College of Education, Netivot, Israel.

The Impact of Homeschooling on Homeschooling Mothers

Li Jiazhe, PhD Student, Faculty of Education, Beijing Normal University, China & Dr. Hu Yongmei, Professor, Faculty of Education, Beijing Normal University, China.

How can parents of secondary school students in China involve in their children's learning effectively?

Dr. Xi Wang, Associate Professor, Beijing Normal University, Beijing, China & Ying Shao, PhD Student, Beijing Normal University, China.

Chinese Parents’ Ways of Interacting with Teachers via Home-school WeChat Group: A Bourdieusian Perspective

10:10- 11:30 - Breakout Room “Akropoli”

Session 13: Textbooks in Education and historical elements

Chairperson: Ms. Afroditi-Maria Koulaxi, ESRC Ph.D. Researcher, London School of Economics and Political Science, UK.

Ms. Xiaohan He, Master Student, Faculty of Education, University of Malaya, Malaysia & Dr Qin Liu, Lecturer, School of Special Education, Leshan Normal University, China.

The Current Situation and Strategies of Implementation of the New Chinese Textbook in Schools for the Deaf under the Curriculum Reform

Yu Fu, Ph.D. student, Beijing Normal University, China & Chunxia Qi, Professor, Beijing Normal University, China & Jiayao Wang, Graduate student, Beijing Normal University, China.

Reasoning and proof in algebra: the case of three reform-oriented textbooks in China

Zhang Huihui, PhD candidate, Beijing Normal University, China.

A Case Study of the Comparative Analysis of Textbooks Using Knowledge Modeling Map

Rongmei Guo, Ph.D student, Institute of International and Comparative Education, Beijing Normal University, China.

Higher Education Accountability System in Germany since the 1990s

10:30- 10:40

Music break (a music playlist will be played while all participants take a break from the screen)

10:40- 11:20

Session 14: Education in the New Era, from a difficult past to a promising future

Chairperson: Dr. Sotirios Maipas, Research Associate, School of Medicine, National and Kapodistrian University of Athens, Greece.

Yufei Wang, PhD Student, Faculty of Education, Beijing Normal University, China.

The Action Logic of Vocational Education Talents Training in the Perspective of Deep Integration of Industry and Education in the New Era

Fancong Wang. Ph.D. student, Faculty of Education, Beijing Normal University, China & Huayang Zhang, Ph.D. student, Faculty of Education, Beijing Normal University, China & Xingyu Shi, Business School, Beijing Normal University, China.

An Empirical Study on the Influence of Social Media on the Interpersonal Relationship of Middle School Students

Fanghui Huang, PhD Student, Beijing Normal University, China & Zhiqun Zhao, Professor, Beijing Normal University, China.

Study on the Relationship between Ways of Working and Professional Competence of TVET Teachers (didn't present)

11:20- 13:00

Active audience participation!

Session 15: Community Lounge and Community Exchange Session.

Title: *The importance to Inspire and get Inspired in Education*

Chairperson/facilitator: Dr. Michael A. Altamirano, Vice President of Strategic Management, COMinG & Professor, King Graduate School, Monroe College, USA.

Key Questions:

1_Do you believe in Inspiration while studying/ teaching?

2_Do you have any inspirational examples/ techniques (case studies) to share?

13:00- 14:00

Lunch Break

14:00 – 15:20 – Breakout Room "Monastiraki"

Session 16: Leadership and Management Development in Education
Chairperson: Dr. Ron Cambridge, Head of Collaborative Partnerships, SFHEA UTF DBA MEd MSc BA(Hons), Guildhall School of Business & Law, London Metropolitan University, UK.

Dr. Jennifer Walinga, Professor, Royal Roads University, School of Communication and Culture, Canada.
Developing a High-Performance Culture: What Sport can Teach and Learn from Organizational Theory(didn't present)

Dr. Cécile Tschirhart, Director of Learning and Teaching, Canterbury University, UK & Dr. Jan Bamford, Professor and Head of Student Experience and Academic Outcomes, London Metropolitan University, UK & Mrs. Elena Moschini, Head of Student Experience and Academic Outcomes, London Metropolitan University, UK
Improving the student experience through a university-wide approach to change management

Dr. Mitzi P. Trahan, Associate Professor, University of Louisiana at Lafayette, United States, USA & Dianne F. Olivier, Professor, University of Louisiana at Lafayette, USA.
A Multi-faceted Approach to Professional Development: Merging Professional Learning Community Dimensions and Online Leadership Learning Community (OLLC) (didn't present)

14:00 – 15:20 – Breakout Room "Kolonaki"

Session 17: Teaching Practices and Development
Chairperson: Dr. Arthur Shelley, Independent Learning Facilitator, Intelligent Answers, Australia

Dr. Moira Dougherty, Educational Consultant, USA.
Once Upon a Teacher; A phenomenological Investigation of Teachers who begin to use storytelling in the classroom(didn't present)

Dr. Amal Boultif, Adjunct professor. Education faculty, University of Ottawa, Canada & Béatrice Crettenand Pecorini, PhD student in Education, Education faculty, University of Ottawa, Canada.
A systematic literature review of media and multimodal literacy in a digital context (MML@) in French teaching practices and its cross-curricular uses.

Dr. Susan Kelly Archer, Adjunct Instructor, College of Arts and Sciences, Embry-Riddle Aeronautical University – Worldwide Campus, USA & Dr David Esser, Dissertation Chair, ASST Professor, College of Aviation, Embry-Riddle Aeronautical University – Daytona Beach Campus, USA.
Structural Equation Modeling of Successful Secondary Aviation/Aerospace/Engineering Education Program Organizational Design

15:20 – 17:00

Session 18: Closing Remarks & Presentation of Awards

Virtual Celebration of our time together!

Dr. Margarita Kefalaki, President, COMinG

Communicate through music

Get Ready for a GREAT SURPISE with

***Asimina and Johnny* from Australia *singing Greek songs* !**

Some links to Explore Athens: https://www.thisisathens.org/arts-entertainment/explore-urban-soul-athens-sofka-zinovieff?fbclid=IwAR3druEnEquUGqPxO-0UXDP5EcdEgAcYLzrQGVrS_s7rH-G2NNmZnSQB4MU

Discover Athens Greece: https://open.spotify.com/episode/0ppjq8hXaoWSr7wQ4mluXi?si=f123174612fc454f&fbclid=IwAR2J2VZ0BLT80jhMEDLZW3NuUXoi_-GXzKrv78GY9k2KUBlX_IPoPyfSDjE&nd=1 (Writer Sofka Zinovieff explores Athens in a quest to understand this complex, seductive city. She visits unusual places and meets Athenians, native and adopted: from singers, poets and graffiti writers to architects, journalists and chefs.)