



ISBN 978-1-988652-66-5

Abstracts of 7th Canadian International Conference on Advances in Education, Teaching & Technology 2023



**Abstracts of 7th Canadian International Conference on
Advances in Education, Teaching & Technology 2023
(EduTeach2023)**

**June 10 – 11, 2023
Toronto, Canada**

ABSTRACTS

**Unique Conferences Canada Publication
Toronto, Canada**



Published by Unique Conferences Canada

Unique Conferences Canada
18 King Street East, Suite 1400,
Toronto, ON, Canada, M5C 1C4
admin@uniqueca.com
www.uniqueca.com

Printed in Canada
June 2023

ISBN978-1-988652-66-5

ISBN 978-198865266-5



@UCC June 2023
All rights reserved.

**7th Canadian International Conference on
Advances in Education, Teaching & Technology 2023
(EduTeach2023)**

CONFERENCE ORGANIZER

Unique Conferences Canada

CONFERENCE VENUE

University of Toronto, Toronto, Canada

ACADEMIC CHAIRPERSON

Dr. Bronwyn Ewing

Associate Professor

School of Teacher Education and Leadership

Faculty of Creative Industries, Education and Social Justice

Queensland University of Technology,

Australia

EDUTEACH CONVENER

Dr. Prabhath Patabendi

Co-Founder of EduTeach Conference Series

**7th Canadian International Conference on
Advances in Education, Teaching & Technology 2023
(EduTeach2023)**

KETNOTE SPEAKERS

Dr. Bronwyn Ewing

Associate Professor
School of Teacher Education and Leadership
Faculty of Creative Industries, Education and Social Justice
Queensland University of Technology,
Australia

Dr Catherine Challen

Senior Lecturer in Education (Mathematics and Technologies),
Faculty of Creative Industries, Education & Social Justice,
School of Teacher Education & Leadership
Queensland University of Technology,
Australia

Conference Advisors

Prof. Michael Kyobe

Professor of Education Technology
University of Cape Town
South Africa

Dr. S. Ramaratnam

Vice Chancellor
JK University
India

Prof. Francisco Delgado

Professor of Physics
Universidad Autónoma Metropolitana,
Mexico

Prof. Mario Brun

Director
Centre for Innovation and Development in Education and Technology
Argentina

**7th Canadian International Conference on
Advances in Education, Teaching & Technology 2023
(EduTeach2023)**

Members of the Scientific Committee

Prof. Toshiichi Endo (Hong Kong)

Prof. Mario Brun (Argentina)

Prof. Wimal Rankaduwa (Canada)

Prof. Donathan Brown (USA)

Prof. Francisco Delgado (Mexico)

Prof. Michael Kyobe (South Africa)

Prof. Klapproth, Florian (Germany)

Dr. Jerry Schnepf (USA)

Prof. Tennyson Samraj (Canada)

Prof. W. Malalasekera (UK)

Dr. Teles, Rogério (Brazil)

Prof. Michaela Brohm-Badry (Germany)

Dr. Cristeta Dulos (Philippines)

Dr. Bronwyn Ewing (Australia)

Dr. Ramaratnam (India)

Prof. Micheal M van Wyk (South Africa)

Prof. N.S. Cooray (Japan)

Unique Conferences Canada

DISCLAIMER:

All views expressed in these proceedings are those of the authors and do not necessarily represent the views of and should not be attributed to the Unique Conference Canada.

The publishers do not warrant that the information in this publication is free from errors or omissions. The publishers do not accept any form of liability, be it contractual, tortuous, or otherwise, for the contents of this publication for any consequences arising from its use or any reliance placed on it. The information, opinions and advice contained in this publication may not relate to, be relevant to, a reader's particular interest.

Portions of this work are copyrighted. Except as permitted under the Copyright Act, the copyrighted parts may not be reproduced by any process, electronic or otherwise, without the specific written permission of the copyright owners. Neither may information be stored electronically in any form whatsoever without such permission.

Unique Conferences Canada

Email: admin@uniqueca.com

Web: www.uniqueca.com

TABLE OF CONTENTS

	Abstract Titles	Presenting Authors	Page No.
1	The criminalization of children and young people at the intersection of poverty, race, gender and gender identity	Bronwyn Ewing	1
2	Networked Improvement Communities for Educational Justice	Catherine Challen	2
3	Business Accreditation, Assurance of Learning and the Bigger Challenges ahead for Business Schools	Angelito Calma	3
4	Adapting Kothmale Model to Create an Educational Technology Solution in Promoting Security, Empathy and Unity Within and Across Communities	Chris-Abey O. F.	4
5	Mastering The Art of Learning	Dr. Raji Balagopal	5
6	E-learning Environment for Children in Remote Regions	Tuya Legden; Davaajav Unenbayar; Bayarmagnai Bayarmaa; Bayarsaikhan Dulguunsaran	6
7	How the Teachers Learn from the Pandemic: A Comparative Review on the use of LMS, Students' Online and Offline Learning Mode in Post-COVID-19 Era	Dr. Wai Chi HO	7
8	Mental Health Concerns of Students in Durg (India) during COVID-19 Outbreak	Dipty Shrivastava	8
9	What Practices Motivate Learning? Mapping Them into Online Asynchronous Higher Education Program Classrooms	Courtney Jane	9
10	Gender and Reading Comprehension Competence in Chinese Language	Dr. James, Opoku-Darko	10
11	What Factors Influence the Development of Education Quality in Thailand, According to The Concept of Visible Learning? A Mixed Methods Approach Using Qualitative Content Analysis Based on Expert Interviews	Natcha Mahapoonyanont	11

TABLE OF CONTENTS

	Abstract Titles	Presenting Authors	Page No.
12	Boosting Students' Motivation for Achievement in Mathematics Courses at Higher Education through Three Integrated Mathematical Models	Sofiane Grira	12
13	Sensory History: An approach towards Teaching History	Karishma Patel	13
14	Strengthening Students' Knowledge of Basic Thermodynamic Concepts Using Structured Inquiry-Based Instruction	Dr. Ikeoluwa Folasade Adeoye	14
15	Measuring Principal Effectiveness: Measuring the Value of Effective Principals using the Principal Effectiveness Evaluation Rubric	Dr. Jerry R. Burkett	15
16	Effectiveness of Computer-Assisted Instruction for Learning English Language at the Manhean Community Primary School –Tema, Ghana	Rhoda, Kumih Boateng	16
17	Study on Emotional Competence among Secondary School Going Students from A Psychological Perspective	Shaju Varghese P.	17
18	Opening the Doors for Out of School Youths and Adult Learners Through Entrepreneurship Education: Empowerment and Opportunity	Isaias L. Borres	18
19	Investigation of the Effects of Using Mathematical Literacy Questions in Mathematics Teaching on Mathematical Literacy Achievement of Primary School Students	Dr. Sebil Var Şenol	19
20	Soft Skills, New Concept of Metacognition?	Lockman, Aalioui	20
21	Oral Communication Apprehension in an Online Class during the COVID-19 Pandemic: A Phenomenological Study	Maria Vanesa Arador	21
22	Education System of Nepal, Challenges and Ways out	Ramchandra Lamichhane	22
23	Impacts of COVID-19 on Stress among Higher Education Students in Ghana	Anthony Darko	23

Abstract of the Keynote Speech

**The Criminalisation of Children and Young People at the Intersection of Poverty, Race,
Gender and Gender Identity**

Bronwyn Ewing

*Faculty of Creative Industries, Education and Social Justice
Queensland University of Technology,
Australia*

In 2022 I sought to investigate and examine publicly available data about poverty, race, gender and gender identity and their influence on the criminalisation and incarceration of children and young people (10-17 years of age) from low socioeconomic backgrounds, Aboriginal and Torres Strait Islander and Māori and Pacific Islander cultures, children with disabilities, females, and males, and LGBTIQASB+ children. Drawing on intersectionality because it straddles humanities and social sciences (Collin, 2019) it is uniquely positioned to develop critical theoretical analyses of the criminalisation of children and young people involved in youth justice. Analyses considered the Queensland jurisdiction to make up the context of the program. The program used administrative records from the respective agencies responsible for Queensland juvenile justice involvement of children from 10-17 years of age detained between 2017 and 2021.

Abstract of the Keynote Speech

Networked Improvement Communities for Educational Justice

Catherine Challen

Queensland University of Technology, Australia

If we want to eliminate inequity in education, we need to change the system. The continuous improvement (CI) framework, or improvement science, is well-established for refining processes in manufacturing and healthcare and has recently been adapted to promote equity in education. W. E. Deming, who developed the CI framework, emphasised three fundamental questions to initiate the process:

1. What is the problem?
2. What changes are needed to solve it?
3. How can we measure the success of these changes?

After addressing these questions, practitioners drive change through iterative cycles of testing and analysing results. Knowledge and skills are developed not just from the outcome of improvement cycles, but from the process itself.

In this presentation I describe how two networks of schools, each with a shared vision for improvement, used this process. One network included 16 middle schools with a focus on eliminating opportunity gaps in grade eight. The other involved 25 middle and high schools focused on improving agency in mathematics for historically marginalised students. The networks created effective professional learning communities, generating positive results for both teachers and students. The success of these networks suggests that this strategy could be highly effective for addressing equity issues more broadly in education.

Keywords: *continuous improvement, professional learning, networks, equity*

**Business Accreditation, Assurance of Learning and the Bigger Challenges ahead for
Business Schools**

Angelito Calma

Faculty of Business and Economics, The University of Melbourne, Australia

Many business schools around the world engage in Assurance of Learning (AoL) where student performance is measured against business degrees' learning goals. Such assessment data inform continuous program improvement and offer multiple benefits to various stakeholders including students, faculty, industry and employers. However, establishing reliable and sustainable assessment mechanisms is challenging, resource-intensive and requires buy-in from everyone involved. Moreover, what enables or hinders engagement with AoL is not sufficiently understood. In this presentation, I report on the current challenges facing business schools in maintaining accreditation, particularly in keeping with AACSB Standard 5 (Assurance of Learning). This will provide business schools with a deeper understanding of the various aspects of AoL and common implementation obstacles. Non-business schools can also learn from the insights in this presentation as the presentation will conclude with implications for the higher education community.

Adapting Kothmale Model to Create an Educational Technology Solution in Promoting Security, Empathy and Unity Within and Across Communities

Chris-Abey O. F.¹; Abey-Fashae G. C.²

Department of Science Laboratory Technology (Physics/Electronic Technology Major), University of Benin, Benin City Nigeria.

2. Department of Adult and Non-Formal Education (Community & Rural Development Major), University of Benin, Benin City Nigeria

While there are many scholarships on global peace and development, the role of security, unity and empathy for peace and progression in climes like Nigeria is critical for cumulative global tranquillity. Similarly, the perception and disposition of community members to the attainment of community progress and global peace are fundamental to the process, because they are supposedly the drivers of development. Instead, most community members hold clannish mind-set and exhibit attitudes based on knowledge gained non-formally, from their various individual community settings. The results are cases of documented crises across several communities in Nigeria. For example, those ridden by Boko Haram in North-East, and those invaded by Bandits in North-Central and North-West. Others are South-East communities, where unknown gunmen seem to be in total control, South-South and South-West communities where militants, land grabbers and kidnappers hold sway, plus the national turmoil caused by difference in religious and political dispositions between community members of Northern extraction and those of Southern extraction of across the Nation. Interestingly, certain technologies can be combined to mitigate the root cause of these crises and improve sustainable community development for global peace. In the said regard, the Kothmale model is effective for reaching and educating community members simultaneously across several autonomous communities toward achieving peace with sustainable development, in spite of implementation challenges. Tactlessly, attention in the model has diminished greatly twenty-five years after its introduction by UNESCO and partners. This discuss posit that creating an effective EduTech solution through a purposeful integration of Kothmale Model with relevant learning strategies, holds very good promise in facilitating peace and national progression. Consequently, it proposed the integration of electronic-based Kothmale model with relevant educational technologies for non-formal instructions in promoting security, empathy and unity within and across communities towards deepening global peace and development.

Keywords: *Educational Technologies; Kothmale Model; Learning Strategies; Peace and Progression*

Mastering The Art of Learning

Dr. Raji Balagopal

*UUP Department, University of the Fraser Valley
Abbotsford, B.C., Canada*

Teaching and Learning are two important aspects of Education. Both educators and learners play a key role in this process. The responsibility of the educator is to provide new information and construct meaningful educational experience that can help learners apply what they have learned to solve real world problems. The role of learners is to follow the instructions given by educators. The role of teacher is not just providing learning materials and delivering lectures, but also help learners master the art of learning. Some key ideas that help to master the learning techniques are: **Procrastination:** Procrastination often involves ignoring an important task that is not very pleasant. This can lead to reduced productivity and missing out important goals. Many learning techniques can help one overcome these challenges. **Chunking:** Chunking is a learning technique where the learning material is broken down into manageable units that are easy to understand. Small chunks of information are later bonded together. Creating chunks are very important. Good chunking helps in comprehension and retrieval of memory. Use Analogies and metaphors to remember the concepts and use interleaving technique to find connection between the chunks of information. **Practice:** As the saying goes- Practice makes permanent. This technique is important in learning concepts that are abstract like Science and Math. Repeated practice helps in strengthening the neural connections made in the brain during the learning process. After a couple of repeated practice sessions over a number of days (spaced practice), one can master the concept in depth. **Recall:** Testing is a wonderful way of concentrating the mind and it is an extension of the normal procedure of learning. Intermittent testing will help to recall what you have learned. Practicing and recalling the concepts make learning of new concepts easier. The retrieval of information helps in deeper learning. By doing this the learner will be able to find relation between the various chunks they have created. This will also help in moving information from the working memory to the long-term memory. Use of *iDoRecall* app to generate spaced repetition flashcards is a good way to recall.

Keywords: *Procrastination, Chunking, Practice, Recall*

E-learning Environment for Children in Remote Regions

Tuya Legden¹; Davaajav Unenbayar²; Bayarmagnai Bayarmaa³; Bayarsaikhan Dulguunsaran⁴.

¹*Methodical Department, Mongolian National University of Education, Mongolia*

²*Methodical Department, Mongolian National University of Education, Mongolia*

³*Naranutai Community Service Provider NGO, Mongolia*

⁴*Naranutai Community Service Provider NGO, Mongolia*

The solution for us Mongolians to preserve our nomadic heritage and support children's education is distance e-learning using information and communication technologies. The COVID- 19 pandemic has not only changed the learning and teaching style of many children, parents and teachers around the world, but also the need to reflect on and explore learning environments, programs and methods (Nasanbayar, 2020). UNESCO reported that 91.3 percent of students were unable to participate in classroom learning. In an online environment, even if the educator does not meet the child in person, training can be organized to assess and support the development of the child. Mellow (1996) creative environment in the development of creativity in young children in educational institutions; creative programs; It is noted that the teaching method of a creative teacher is of great importance. Children often express their subconsciousness, desires, feelings and ideas about the world around them in their works, so we chose the visual and creative activity of the kindergarten. In our study, we sought to explore the impact of the environment on children's creativity through classroom visual arts and e-learning. The experiment involved 108 children from 5 preparatory groups of kindergartens in the suburbs of Ulaanbaatar. Analysis of children's work by organizing classes on the topic "Autumn Season" in the classroom and online, taking questionnaires from parents, conducting focus group interviews with teachers, quantitative and qualitative calculation of the results. As a result of the study, it was concluded that during the classroom, the teacher played with the children in the open field, blowing the leaves, which created a real feeling, and in e-learning, the teacher showed his method through video but it was not possible to create a sense of imagination in children. In the survey, 79.03% of parents from remote areas noted that the Internet speed is insufficient and that they lack digital tools. Thereafter, analyzing the strengths and weaknesses of in classrooms and e-learning resulted in the need for blended and hybrid learning and a need to create e-content that is relevant to course objectives and to have a learning resource base.

Keywords: *Classroom learning, e-learning, environment, children's work.*

How the Teachers Learn from the Pandemic: A Comparative Review on the Use of LMS, Students' Online and Offline Learning Mode in Post-COVID-19 Era

Dr. Wai Chi HO

School of Chinese, The University of Hong Kong, Hong Kong, China

Background: The LMS (Learning Management System) with online teaching system are vital to students' online learning in the during COVID-19 pandemic. Other than valuable experience on online T&L, there are so many initiatives can be applied in post COVID-19 era. A sustainable survey showed that some applications in online teaching can be applied with traditional teaching mode to enhance students' learning.

Method: From 2019, a continuous survey on outcomes of online learning was applied to the same class year 1 university students in the University of Hong Kong. Until February 2023, there are around 1,200 samples. The results showed students' view on online learning before, within and after the pandemic. Some findings suggest the use of online T&L tools, especially deeper use of LMS. Some new online teaching tools (e.g., The LearnSmart Adaptive Moodle+ Platform) can enhance effective learning in face-to-face lesson.

Conclusion: There are advantages and disadvantages for online and offline learning. Experiences under the pandemic are valuable to teachers' teaching, especially better design of the course and widen use of the LMS.

Keywords: *Digital Learning and Transformation, Post-COVID19 challenges in education, LMS (Learning Management System), Student Learning Experiences*

Mental Health Concerns of Students in Durg (India) during COVID-19 outbreak.

Dipty Shrivastava; Harsh Ranjan; Nishant Shrivastava; Anika Shrivastava,
Rakesh Shrivastava

Department of Education, Hemchand Yadav University, India.

Introduction: The COVID-19 pandemic has impacted physical and mental wellbeing of all individuals. Students are particularly susceptible because of school closures, lack of close interaction with friends, worries about their future, and social isolation. There is concern about negative impact of COVID-19 on psychosocial health of students. This survey was conducted to assess the mental health status of high school and college students in India.

Method: This survey was conducted by phone and in person using a written questionnaire from a group of high school and college students in Durg, India. The students were asked to report how often they experienced little interest or pleasure in doing things, feeling down, depressed or hopeless, feeling nervous, anxious or on edge, and not being able to stop or control worrying over the last two weeks. Data were analyzed for the entire group, for high school and college students, and between male and female students.

Results: A total of 184 students (90-female, 94-male, 14-25 years of age) responded. 51.63% were high school students (HS) and 48.37% were college students (CS). Overall, 84.23% students reported little interest or pleasure in doing things (85.91% HS, 83.01% CS, 71.69% male and 85.96% female). Overall, 67.93% students reported feeling down, depressed or hopeless (66.66% HS, 69.81% CS, 56.60% male, 78.94% female). Overall, 73.36% students reported feeling nervous, anxious or on edge (77.19% HS, 69.81% CS, 67.92% male, 78.94% female) and 63.59% students reported not being able to stop or control worrying (68.42% HS, 58.49% CS, 56.60% male, 70.17% female). Subgroup analysis showed a much higher percentage of female students reporting symptoms to all four questions.

Conclusion: This survey shows that majority of students reported little interest or pleasure in doing things, feeling down or depressed, feeling anxious, and not being able control worrying during COVID outbreak. These symptoms were more severe in female students. Further studies are needed to analyse the impact of these symptoms on the performance and academic achievements of students. Studies are also needed evaluate the impact of social support system and counselling on these students.

Keywords: *Mental Health, Pandemic, Education*

What Practices Motivate Learning? Mapping Them into Online Asynchronous Higher Education Program Classrooms

Bhaskar Sinha¹, Courtney Jane², Douglas P. Roberts³

¹*National University, San Diego, California, USA*

²*DrCourtneyJane.com, USA*

³*Emery-Riddle Aeronautical University Worldwide, Daytona Beach, FL, USA*

Constructivism and behaviourism educational paradigms were used in the past to help industrial growth by creating the required standardized labour force with conformity in abilities. With the advances technology in the 21st century and the availability of content, sufficiency of these educational models require re-evaluation. Employers are now looking for new hires who are self-learners and creative problem solvers. They are primarily focussing on finding talents that are diverse, and this seems to be taking precedence over the traditional conformity of skills. Good and effective teaching practices, and ways to improve student learning environments have not been entirely researched. Learning is a complex multifaceted process, and everyone has the God-Given capability to learn. Activating and encouraging this ability is the challenge that requires delicate and tactful handling. Interest and need to learn precede all learning. From birth, a child needs the ability to communicate his/her physical requirements. This leads to the child very quickly learning to cry when hungry or tired. As the child grows up, there is a human necessity to communicate with others, and this leads to the learning of a language. It is common in some parts of the world for a child to grow up with three, four, or more languages, and, because of the need to understand and communicate with others, the child picks up these multiple languages simultaneously and effortlessly. This continues in adult life when new skills are learned to land a desired job, get a promotion, gain recognition, or simply survive among peers. So, learning is not an isolated process, rather, it is a means of achieving a desired end. Achieving success and understanding the positive outcomes of success is a powerful incentive to continue learning. Self-learning and self-learners are not new phenomena, rather, the ability to learn on your own is a given capability that humans are all born with. Ingredients needed to activate this ability are reasons to learn, interest in the topic, positive reinforcement, early success, collaboration, and peer recognitions. This research critically examines behaviours and environments that encourage and promote educational learning. These factors are then mapped into the online asynchronous classroom space and some best practices are suggested to create these reasons to learn that encourage and promote learning in our students – thus helping them become life-long self-learners.

Keywords – *Asynchronous, education paradigms, LMS, discussion forums, self-learners.*

Gender and Reading Comprehension Competence in Chinese Language

Dr. James, Opoku-Darko

Confucius Institute, Faculty of Arts, University of Cape Coast, Ghana

Ghanaian students find it difficult to read and comprehend Chinese texts – the *Hànyǔ Pīnyīn* (official romanisation for Standard Mandarin Chinese). Empirical evidence have shown, among other factors, that gender may influence reading comprehension competence. Nevertheless, there is a dearth of empirical evidence on the relationship between gender and reading comprehension competence in Chinese language. This study, thus, using a correlational research design, examined the relationship between gender and reading comprehension competence among Ghanaian Chinese language students. Employing the random sampling technique, a sample of 520 students from 12 Chinese learning centres were involved in the study. Data was collected using a Chinese Language Reading Comprehension Achievement Test (CLRCAT). Data collected was analysed using means, standard deviations, two independent samples t-test and the Pearson correlation coefficient. The results showed a strong correlation between gender and reading comprehension competence among the Chinese language students in Ghana. A significant difference was also recorded between male and female students, regarding reading comprehension competence in Chinese language. It was concluded that for improved reading comprehension competence in Chinese language among students, elements of gender should be considered in the instructional approaches. It was suggested that teaching and learning resources are updated to appreciate the inherent comprehension ability of each gender.

Keywords: *Gender, reading comprehension, Chinese language*

What Factors Influence the Development of Education Quality in Thailand, According to The Concept of Visible Learning? A Mixed Methods Approach Using Qualitative Content Analysis Based on Expert Interviews

Natcha Mahapoonyanont¹, Wipapan Phinla², Wipada Phinla², Taradeth Mahapoonyanont³,
Khanittha Jeerarat⁴

¹*School of Evaluation and Research, Faculty of Education, Thaksin University, Thailand*

²*Liberal Arts Teaching, Faculty of Education, Thaksin University, Thailand*

³*Bann-Klang School, Songkhla Primary Educational Service Area Office 1, Thailand*

⁴*Wat-Chalae School, Songkhla Primary Educational Service Area Office 1, Thailand*

Background: Visible Learning is an educational strategy for learning success that emphasizes meaningful learning and leads to everyday application. Visible Learning enables students to cultivate self-control, adaptability, and resiliency in response to societal shifts in various spheres. Since teachers are the backbone of the education system, they are the first line of personnel who interact directly with their pupils on a daily basis to facilitate the learner's assimilation of new concepts and objectives. The most important aspect of Visible Learning should be the transition from "instructor" to "learner" in the classroom. Even though we may not be able to observe how individual students learn, students are able to describe their strategies. When teachers comprehend how students think and process information, they are able to modify their teaching strategies and observe significant improvements in student performance and learning. Visible Learning not only emphasizes what works in the classroom but also encourages students to learn what works best. Educational organizations and agencies tasked with enhancing the quality of education management in Thailand are therefore primarily responsible for preparing educational personnel to manage learning in accordance with visible learning concepts.

Methods: Semi-structured interviews were conducted with 17 experts in the field of educational development (7 educational administrators, 5 education supervisors, and 5 teachers) using a pre-prepared interview template and analysed according to qualitative content analysis.

Results: The study's findings will convey concepts, principles, and management considerations for the development of educational management quality in a concrete manner and in accordance with the concept of visible learning, including at the class level and the school level, which can assist students in acquiring the characteristics and skills of the twenty-first century.

Conclusion: Factors related to the attitudes of administrators and teachers seem to be the main factors influencing the development of educational quality, including the concept and procedures of teacher development and the quality of a professional learning community.

Keywords; *Visible Learning, professional development, school development, achievement enhancing.*

Boosting students' motivation for achievement in mathematics courses at higher education through three integrated mathematical models

Mohamad Mustafa Hammoudi, Sofiane Grira

Department of Mathematics, Abu Dhabi University, Abu Dhabi, UAE

This study aims at boosting students' motivation for achievement in university-level mathematics courses using three mathematical models. The graphic portrayal of the three mathematical models that are used to assess specific aspects in boosting students' motivation for academic achievement in mathematics best captures the originality of this work. Students, instructors of mathematics, higher education administrators, and societies across the world will be benefited from the proposed models. The research, which included 366 female and 319 male students in several college mathematics courses, was designed using a quantitative approach. According to the findings, the Principle Axis factor analysis is a suitable method for analysing the dataset. Moreover, the Cronbach alpha reliability coefficients were measured for all scales, showing good internal validity and reliability. Based on the findings of the regression analysis, students' motivation for academic achievement in mathematics differs depending on their cognitive and emotional self-perceptions of mathematics, extrinsic motivation, and demographic data. The results show that the third, second, and first models are the top three models in order. The third model is responsible for 71.3% of the shift in students' motivation for academic achievement in mathematics courses. Both the second and first models, account for 66.3% and 65%, respectively, of the improvement in students' motivation for academic achievement in mathematics courses. Based on the results of the comparative analysis between the responses provided by female and male students, the responses of both genders are similarly distributed in terms of students' motivation for academic achievement in mathematics courses. Furthermore, the results of the comparative study show a reasonable similarity between the responses of female and male students in terms of their perceptions of their own cognitive abilities as well as emotional feelings in mathematics courses. In comparison to male students' responses, it was found that female students' perceptions of themselves in mathematics were spread out over a smaller range around the median.

Keywords: *students' motivation, academic achievement, mathematics courses, higher education*

Sensory History: An approach towards teaching history

Karishma Patel

Secondary Teacher Education Programme Department, Ismaili Tariqah and Religious Education Board (ITREB), India

This study aims to highlight the perceptions of the Secondary Teachers Education Programme (STEP) teachers towards implementing the sensory history approach and the factors that affect their choice for the same while teaching the Muslim Societies and Civilisations (MSC) module Volume 2 in Religious Education Centres (RECs) in Mumbai, India. STEP teachers are professionally trained teachers that obtain their degrees from the Institute of Ismaili Studies (IIS) and the University College London - Institute of Education to teach the globally implemented IIS secondary curriculum across Ismaili RECs. For the purpose of this study, the conceptual understanding of the term ‘sensory history’ has been derived from several disciplines such as anthropology, sensory studies, psychology and history. For this study, various data collection methods were employed, namely, pre-research questionnaire, semi-structured interview and semi-structured observation, in order to understand the overall perceptions of the STEP teachers about the sensory history approach. The findings reflected multiple understandings of the term sensory history approach and its effectiveness in the class. Teachers perceived sensory history as an approach that is equivalent to experiential learning, involves the use of multiple senses and is an effective tool to increase student engagement in the classroom. Additionally, the findings also highlighted various factors like the scope of the curriculum, the availability and optimum utilization of resources that affect the choice of implementing sensory history approach in the classroom.

Keywords: *sensory history, senses, experiential learning*

Strengthening Students' Knowledge of Basic Thermodynamic Concepts Using Structured Inquiry-Based Instruction

Ikeoluwa Folasade Adeoye (PhD)

*Department of Integrated Science, School of Secondary Education (Science Programmes)
Emmanuel Alayande University of Education, Oyo, Oyo State, Nigeria.*

The study compared the achievement of Senior Secondary School Two (SSS2) chemistry students in basic thermodynamic topics between structured inquiry-based instruction and the traditional method of teaching chemistry. One hundred and nine sampled students were randomly selected from six secondary schools, who actively engaged in six weeks of structured inquiry-based instruction and participated in pre-test post-test were samples for the study. The structured inquiry-based instruction was constructed in line with the identified students' learning difficulties in thermodynamics. The inquiry-based instruction featured meaningful engagement in tasks, problem solving, group work, exploration, investigation, questioning, discussion and communication. The test was constructed to determine the students' critical reasoning in application, analysis, synthesis and evaluation of basic thermodynamic concepts rather than memorization of the concepts. The test and the structured inquiry-based instruction were validated by two chemistry educators and the test reliability coefficient was highly positive using pre-test post-test technique. The study identified students' learning difficulties in thermodynamic concepts. The result showed that, the structured inquiry-based instruction improved students' achievement in thermodynamic concepts. There was a significant difference in the students' achievement between the traditional method and inquiry-based instruction using paired t-test statistical method in favour of inquiry-instruction. The study recommended provision of learning resources and chemistry teachers' adequate knowledge of learning pedagogy and chemistry contents in implementing well-structured chemistry curriculum.

Keywords: *Inquiry-based Instruction, Learning Difficulties, Students' Achievement, Thermodynamic Concepts.*

**Measuring Principal Effectiveness: Measuring the Value of Effective Principals
using the Principal Effectiveness Evaluation Rubric**

Dr. Jerry R. Burkett

*Texas Woman's University, Teacher Education, College of Professional Education, United States of
America*

The evaluation of a campus principal can be a challenging process due largely to the complicated factors that exist to capture an accurate assessment of a principal's leadership effectiveness. Generally, principal evaluations are conducted by district-level officials who often do not have the time or the resources to observe campus principals on a regular basis. Further, principal evaluation systems (PES) are designed to improve the practice of principals (Clifford & Ross, 2012; Davis, Kearney, Sanders, Thomas, & Leon, 2011; Fuller & Hollingworth, 2014a; Fuller et al., 2015), and there has historically been an acknowledgment that these evaluations do not always achieve this purpose. Therefore, the overarching purpose of an evaluation is to use defensible criteria to judge the worth or merit of a principal. Critical to this definition is "defensible criteria" as the Joint Committee on Standards for Educational Evaluation's (Gullickson & Howard, 2009) recommends that personnel evaluations should rely on defensible criteria to ensure such evaluations are "ethical, fair, useful, feasible, and accurate". The Principal Effectiveness Evaluation Rubric is designed evaluate the various themes found in the literature to help determine set criteria that is most used to measure principal effectiveness.

Keywords: *Educational Leadership, Principal Evaluation Systems, Principal Effectiveness*

Effectiveness of Computer-Assisted Instruction for Learning English Language at the Manhean Community Primary School –Tema, Ghana

Dr. James, Opoku-Darko¹; Rhoda, Kumih Boateng²

¹*Confucius Institute, Faculty of Arts, University of Cape Coast, Ghana*

²*Department of Communication, University of Cape Coast, Ghana*

Despite the benefits associated with computer-assisted instruction (CAI) in teaching and learning basic school subjects, several basic schools in Ghana either do not have computer labs or appreciate the importance of CAI and how it can enhance the study of and performance in subjects, such as the English language. Besides, there is a modicum of empirical evidence on how CAI influences basic pupils' performance. This study therefore determined the effect of CAI on pupils' performance in English language at the Manhean Community Primary School in Tema, Ghana. The study was quantitative in nature and employed quasi-experimental design. A total of 134 out of 200 respondents were selected using the purposive sampling technique, based on the respondents' level of knowledge in the use of computers. English Language Achievement Test (ELAT) was used for data collection. Mean, standard deviation and the Analysis of Covariance (ANCOVA) were used for data analysis. The findings showed that CAI was better than the traditional method of instruction (TMI). It was also revealed that there is no significant difference between mean scores of males exposed to CAI and females taught using CAI. Furthermore, the results indicated no significant interaction effect between gender and methods of instruction on pupils' performance in English language. It was concluded that CAI as an instructional method enhances pupils' achievement in English language, compared to the conventional method (TMI). It was, thus, recommended that basic schoolteachers are pre-exposed to CAI during their training programmes so that they can be effective in the classroom, afterward.

Keywords: *Computer-assisted instruction, English language, Manhean Community Primary School*

Study on Emotional Competence among Secondary School Going Students from a Psychological Perspective

Shaju Varghese P., Dr. Seema Agnihotri, Dr. Santosh Arora.

Amity Institute of Education, Amity University, Noida, Uttar Pradesh, India

The current competitive scenario demands multi roles with performance and effectiveness from all Secondary School students. They need to realize their proper position with a keen intuition for their hidden intricacies and high-quality education. Emotional maturity is vital for preparing students for the real world after graduation. In recent years there has been an increased interest in studying the emotional competence of secondary students. The current demands of society require additional skills in emotional awareness, decision making, social interaction and conflict resolution in students. Emotional competence has been an emerging topic among social and organizational psychologies. Emotional competence is a set of complementary skills composed of the ability to perceive accurately, appraise and express emotions, access and generate feelings when they facilitate thought and regulate emotions to promote emotional and intellectual growth. This paper analyses the emotional competence among Secondary School going students from a psychological perspective. Structured questionnaires were used to collect primary data from Secondary School going students through questionnaires. Secondary data was collected from school websites and reports. SPSS was used for statistical analysis, and statistical procedures such as percentage analysis, correlation and 'z' test were utilized. Findings based on research hypothesis, demographic profile and various dimensions of emotional competence among Secondary School going students from a psychological perspective.

Keywords: *Personal leadership, Self-awareness, managing emotions, Motivating oneself.*

Opening the Doors for Out of School Youths and Adult Learners Through Entrepreneurship Education: Empowerment and Opportunity

Isaias L. Borres

*Chair, Graduate School, Department of Management, Our Lady of Fatima University,
Philippines*

Teaching "for" entrepreneurship refers to delivering the relevant knowledge and skills to potential entrepreneurs in an occupationally oriented manner. Students participate in a real-world entrepreneurial learning experience "via" a methodical, often hands-on strategy. The goal of this study was to analyze the empowerment of out-of-school teenagers and adult learners in their communities through entrepreneurial education. Although tough, the idea of bringing business education to the fringes could be appealing. The study's respondents are members of a marginalized minority who dream of a simple existence but are unable to achieve it, in the remote provinces of Misamis Oriental and Camiguin. This study aims to investigate the personal empowerment of out-of-school youth (OSY) and adult learners who are "*magniniyog*," or coconut farmers, through entrepreneurship education. Some people have finished the ALS program, while others have not. To reflect participants' points of view, provide study participants a voice, and ensure that study findings are founded in participants' experiences, a mixed method approach was adopted. Resource and time constraints, family reluctance, assessment, and cost implications were mentioned as obstacles to incorporating entrepreneurship into school. The r-value of -0.124 indicates that there was a strong association between entrepreneurial intention and limiting variables. The grand mean of the push factors pushing respondents to become entrepreneurs was 3.17. It is advised that they be given functional knowledge and skills, as well as the ability to take charge of their own life.

Keywords: *enterprise education, entrepreneurship, out-of-school-youth, adult learners, empowerment.*

Investigation of the Effects of Using Mathematical Literacy Questions in Mathematics Teaching on Mathematical Literacy Achievement of Primary School Students

Dr. Sebil Var Şenol

Ministry of Education, Turkey

This research is based on the students' readiness to use the basic mathematical knowledge they learned in their daily lives in the primary school years, when the foundations of mathematics teaching were laid. For this reason, the effect of teaching primary school fourth grade students consisting of mathematical literacy questions appropriate to the curriculum and adapted to the level on the success of students' mathematical literacy, the development of mathematical competencies in the teaching process, the effect of the teaching on students' attitudes towards mathematics, and students' views and thoughts were investigated in all aspects. In the research, the process of understanding and solving the mathematical literacy questions of the fourth-grade students in primary school was examined by applying the intertwined mixed design in which the quasi-experimental study was dominant. At the end of the research, it was observed that mathematics literacy teaching positively affected students' mathematical literacy achievements, that there was an improvement in the development of mathematical competences of representing, communication, reasoning and problem solving, that it positively affected their interest and necessity attitudes towards mathematics, and that there was a decrease in anxiety attitude. The students stated that the questions in the instruction were somewhat difficult, intelligence-enhancing and different, and that they would like to see these questions in school mathematics.

Keywords: *Primary school mathematics curriculum, mathematical literacy, mathematical competencies, concrete operations period.*

Soft Skills, New Concept of Metacognition?

Lockman, Aalioui¹; Elodie, Labeye¹ Nathalie, Huet¹

¹*University of Toulouse Jean Jaurès, Cognition, Languages, Language, Ergonomics (CLLE)
Laboratory, UMRS 5263-CNRS, Toulouse, France*

Soft skills called in different ways (non-cognitive skills, non-technical skills, generic skills...), are skills that develop throughout life. The study of these skills remains unclear in current research with weak theoretical frameworks, sometimes, evoking a non-conscious learning of these skills while others link them to personality traits. Nevertheless, these soft skills are characterized by their vast field of application, linked to both personal and professional life. They are mainly interpersonal, intrapersonal, emotional, methodological skills and/or meta-skills that contribute to the efficiency of various tasks. Strongly favoured by the labour market, the acquisition of these skills is the subject of growing number of studies. However, there is a lack of consensus on their definition and naming, mainly due to the very varied theoretical fields (marketing, economics, sociology...). These various terms, give rise to different meanings that generates confusion. Therefore, the aim of this communication is to clarify the concept of soft skills through a critical study, to categorize the different types of soft skills mentioned above and to show how processes underlying these skills refer to processes and metacognitive knowledge. In this context, we will present the current research to better understand the acquisition and application of soft skills within an adult learning organization. Indeed, our ongoing research will allow us to lead understand the acquisition of soft skills and to identify whether this direction of research supports the need for an awareness of one's own cognitive functioning. Consequently, we will develop how considering metacognition in research of soft skills could remedy the theoretical gaps.

Keywords: *Soft skills, metacognition, vocational training programs.*

Oral Communication Apprehension in an Online Class during the COVID-19 Pandemic: A Phenomenological Study

Maria Vanesa Arador

College of Arts and Social Sciences, Tarlac State University, Philippines

When learning has shifted from in-person to online classroom set-up, many students experienced communication apprehension (CA) in virtual public speaking classrooms. Thus, the current study finds it very significant to assess the level of students' oral communication apprehension (OCA) and gather qualitative description of their OCA using their lived experiences at home, in school and most especially in their virtual public speaking class during the COVID-19 pandemic. This study used McCroskey's PRPSA (Personal Report of Public Speaking Anxiety) online survey to determine the students' OCA levels. A phenomenological method of investigation was conducted to explore the OCA phenomenon. There were 185 students who took the survey but only ten students were interviewed. The data was gathered through two 50-minute interviews, observation, and researcher's notes. The participants' lived experiences were comprised of the following themes: (1) physical manifestations of oral communication apprehension; (2) effects of the pandemic and virtual learning set-up; (3) common OCA triggers such as teachers and classmates, open camera in virtual learning, anxiety in using English, physical appearance, family reunion, parental expectation and pressure, and fear of negative evaluation; (4) traumatic experiences as underlying cause of OCA; and, (5) management of OCA.

This study found that most participants shared common physical manifestations and triggers of the OCA phenomenon and applied self-developed mitigating techniques. Some participants in the study reported that the virtual learning set-up lessened their anxiety in speaking with their online teachers and classmates. Others expressed lack of confidence in their ability to communicate with people face-to-face as a result of the online learning set-up. This study is significant as it contributes knowledge derived from a phenomenological investigation which is not a common approach in OCA research.

Keywords: *Oral communication apprehension, online class, pandemic, virtual public speaking*

Education System of Nepal, Challenges and Ways out

Lamichhane Ramchandra

*Principal of Gyansudha English School/coordinator of English Department in Crystal Collage,
Nepal*

Education is considered the backbone of a country. It shapes human resources of a nation that leads to social and economic development. Modernization in different sectors depends on the education system of the concerned region. Education system or structure varies according to the interest of the people and goal of the education. Ultimate goal of education in the world is for quality life. Social and economic conditions mainly determine the education structure of the country. Nepal is a developing country and enrolling to be better in the world. It is searching the ways to march ahead. Nepal should begin changes in education system to uplift the country. Education structure assumed in Nepal is not much bad; but its management and achievement is not satisfactory. Now, the curriculum has been designed focusing competency base rather than knowledge base. The practical aspect is emphasized but the part of implementation due to lack of resources. Political influences, lack of fusion between pedagogy and content, use of traditional methods, less use of technology, not much focused in practical or life skill aspects in education. The implementation of designed curriculum, education policy of Nepal and operating it has brought imbalance in achievement. Lack of adequate financial support; poor and insufficient physical facilities; lack of basic requirements problem of roads and bridges, difficult weather and geographical conditions, poor socio-economic conditions, high drop-out rate; negative influence of culture; donors' dominance and unnecessary influences of foreign programmes and institutional competition; and lack of technological support and quality teaching-learning practices are some long-standing problems in Nepal's education sector. Although the system has challenges, the solutions are also not much far. Maintaining political stability, launching effective education policy, changing in curriculum as per the demand of global society and focusing on life skill and practical aspects with use of technology can contribute to improve education system of Nepal.

Impacts of COVID-19 on Stress among Higher Education Students in Ghana

Anthony Darko¹

¹*Christ the King Catholic Church, P. O. Box 8774, Ahinsan Kumasi, Ghana.*

Globally, the COVID-19 pandemic has affected human health and well-being including psychological and mental health, making it difficult to achieve sustainable development goal 3 targeting good health and well-being. Students are vulnerable to the mental health impacts of the COVID-19 pandemic, yet there is insufficient information on how the COVID-19 affects the psychological and mental health of students, particularly in sub-Saharan Africa countries including Ghana. This study addresses the gap by examining how students at a Ghanaian university perceive the impacts of COVID-19 on stress and associated consequences and challenges. A total of 66 final year students in the counselling psychology department from the University of Education, Winneba, Ghana were census for survey using a quantitative research approach. Results show that COVID-19 impacts on different dimensions of stress including anxiety stress, emotional stress, psychological stress, mental stress and sleeping disturbance. COVID-19-related stresses generate consequential health and financial threats, collapse of social relations and impact teaching and learning strategies. Results further show that COVID-19-related stress pose challenges to students such as difficulty in assessing teaching and learning resources and excessive spending on data for online classes. The study adds to the understanding of how higher education students are experiencing stress from the impacts of COVID-19 pandemic. COVID-19-related stresses have implications for educational outcomes and achieving the sustainable development goal 4, which targets quality education. The findings suggest the need to build the resilience of higher education students by developing robust interventions that can mitigate the spread of COVID-19 and associated perceived and financial stress for sustainable educational outcomes.

Keywords: *COVID-19 pandemic, Mental health, University students, Sustainable educational outcomes, Ghana.*

EduTeach2023 – LISTENERS

Name	Institute	Country
Anna Canova	Riverview High School, Sydney, Nova Scotia	Canada
Vemulaveda Nagaraja	BYJU’S (Think and learn PVT LTD Company)	India
Md. Zahidul Islam	Zahids Chem Clinic	Bangladesh
Sam Frederick	Bishop O’Byrne High School, Calgary, Alberta	Canada
Joceline Young	Tantramar Regional High School, Sackville, New Brunswick	Canada
Dr Gadinga Walter Forje	The University of Bamenda	Cameroon
Prof. Alan Parkinson	University College London	U K
Prof. Lysie Chew	University College London	U K
Thaddeus Bourassa	Victor Mager School, Treaty 1 Territory, Winnipeg, Manitoba	Canada