

# Twenty-third International Conference on Learning

## XXIII Congreso Internacional de Educación y Aprendizaje

*Education in the Age of the Anthropocene*

13-15 JULY 2016 | UNIVERSITY OF BRITISH COLUMBIA | VANCOUVER, CANADA | THELEARNER.COM



# Twenty-third International Conference on Learning

*“Education in the Age of the Anthropocene”*

University of British Columbia | Vancouver, Canada | 13–15 July 2016



[www.thelearner.com](http://www.thelearner.com)

[www.facebook.com/TheLearnerKnowledgeCommunity](https://www.facebook.com/TheLearnerKnowledgeCommunity)

@onthelearner | #ICL16

**Twenty-third International Conference on Learning**

[www.thelearner.com](http://www.thelearner.com)

First published in 2016 in Champaign, Illinois, USA

by Common Ground Publishing, LLC

[www.commongroundpublishing.com](http://www.commongroundpublishing.com)

© 2016 Common Ground Publishing

All rights reserved. Apart from fair dealing for the purpose of study, research, criticism or review as permitted under the applicable copyright legislation, no part of this work may be reproduced by any process without written permission from the publisher. For permissions and other inquiries, please contact [support@commongroundpublishing.com](mailto:support@commongroundpublishing.com).

Common Ground Publishing may at times take pictures of plenary sessions, presentation rooms, and conference activities which may be used on Common Ground's various social media sites or websites. By attending this conference, you consent and hereby grant permission to Common Ground to use pictures which may contain your appearance at this event.

Designed by Ebony Jackson

Cover image by Phillip Kalantzis-Cope

Dear Learning Conference Delegates,

Welcome to Vancouver and to the Twenty-third International Conference on Learning. The Learner Knowledge Community—its conference, journal collection, and book imprint—was created to explore the meaning and purpose of education, with a focus on innovative pedagogies and a view to new social possibilities through education.

This series of conferences began in 1989 in Sydney, Australia with a focus on literacy and learning. Initially, the conference served as an avenue for exploring ‘genre-based’ approaches to literacy. Since then, the scope has broadened, though literacy has remained one of the key conference themes. The intellectual trajectory of the conference broadened by the mid-1990s, with the development of the idea of ‘multiliteracies’. This idea was grounded in the recognition that there are many more educationally relevant language forms beyond the standard forms of national languages, which had been the characteristic focus of school literacy. It was also based on that idea that there are many more relevant modes of communication and representation beyond alphabetical literacy, a perspective that has become even more pressing with the emergence of new media.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Knowledge Community supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to The Learner Journal Collection. We also encourage you to submit a book proposal to The Learner Book Imprint.

In partnership with our Editors and Community Partners The Learner Knowledge Community is curated by Common Ground Publishing. Founded in 1984, Common Ground Publishing is committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages. Common Ground Publishing takes some of the pivotal challenges of our time and builds knowledge communities which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology’s connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

I would like to thank my Learner Knowledge Community colleagues, Aaron Clark, Patricija Kirvaitis, McCall McComber, and Doriam Reyes, who have put such a significant amount of work into this conference.

We wish you all the best for this conference, and we hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe. We also hope you will join us at the Twenty-fourth International Conference on Learning, 19-21 July 2017, at the University of Hawaii at Manoa, Honolulu, USA.

Yours sincerely,



Kimberly Kendall, PhD  
Common Ground Publishing

## Our Mission

Common Ground Publishing aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative knowledge communities and provide platforms for meaningful interactions across diverse media.

## Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds knowledge communities that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

## Our Media

Common Ground creates and supports knowledge communities through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book imprint offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The knowledge community also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground's own software, **Scholar**, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.

# The Learner Knowledge Community

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

The Learner Knowledge Community is brought together around a common concern for learning and an interest to explore new educational possibilities. The community interacts through an innovative, annual face-to-face conference, as well as year-round online relationships, a family of peer reviewed journals, and book imprint—exploring the affordances of the new digital media.

## Conference

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

## Publishing

The Learner Knowledge Community enables members to publish through two media. First, community members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. The Learner Journal Collection provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, The Learner, publishing cutting edge books in print and digital formats. Publication proposal and manuscript submissions are welcome.

## Community

The Learner Knowledge Community offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the community YouTube channel. Monthly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Join the conversations on Facebook and Twitter. Or explore our new social media platform, **Scholar**.

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

### Theme 1: Pedagogy and Curriculum

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

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

### Theme 2: Assessment and Evaluation

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

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

### Theme 3: Educational Organization and Leadership

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

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

### Theme 4: Early Childhood Learning

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

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

### Theme 5: Learning in Higher Education

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

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

### Theme 6: Adult, Community, and Professional Learning

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

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

### Theme 7: Learner Diversity and Identities

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

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

### Theme 8: Technologies in Learning

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



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

## Theme 9: Literacies Learning

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

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

## Theme 10: Science, Mathematics and Technology Learning

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



## Education in the Age of the Anthropocene

'The Anthropocene' is the term that has been proposed to describe an epoch in which human activity begins to have a noticeable impact on the ecosystems of the earth. Among these impacts, one of the most noted and discussed is climate change.

In addition to its usual range of themes, in 2016 The Learner Knowledge Community will address the area that has traditionally been called "environmental education". This is necessarily a cross-disciplinary endeavor, not only using the methods of natural science to explore the workings of natural environments, but also exploring the relations between humans and the environment in history, social studies, and the humanities. In addressing this special theme, the conference also wishes to raise broad questions about cross-disciplinary practices of critical thinking, citizenship education, environmental ethics, and social/scientific reasoning. In the era of the Anthropocene, we have come to realize that such questions may become life-and-death matters, not only in the face of ecosystemic trauma and more frequent natural disasters, but eventually for the very sustainability of human life on earth. These have become fundamental questions which today's educators and their students must address.

## Learning and Education: Their Breadth and Depth

**‘Learning’ is bigger than education. Humans are born with an innate capacity to learn, and over the span of a lifetime learning never stops.** Learning simply happens as people engage with each other, interact with the natural world, and move about in the world they have constructed. Indeed, one of the things that makes us distinctively human is our enormous capacity to learn. Other species learn, too, from the tiniest of insects to the smartest of chimpanzees. But none has practices of pedagogy or institutions of education. As a consequence, the main way in which other species develop over time is through the incremental, biological adaptations of evolution. Change is natural. It is slow.

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

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

## The Art and Science of Teaching

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

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

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

## Learning Practices

**Learning is how a person or a group comes to know, and knowing consists of a variety of types of action.** In learning, a knower positions themselves in relation to the knowable and engages. Knowing entails doing—experiencing, conceptualizing, analyzing, or applying, for instance.

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

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

Pedagogy is a planned and deliberate process whereby one person helps another to learn. This is what First Peoples did through various formalized rites of passage, from child to adult to elder—learning law, spirituality, and nature. It is also

how teachers in the era of modern, mass, institutionalized education have organized the learners in their classrooms and their learning. Pedagogy is the science and practice of the dynamics of knowing. Assessment is the measure of pedagogy: interpreting the shape and extent of the knower's transformation.

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

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

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

## Towards a Science of Education

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

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

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

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

Often, however, we need to know more. It is indeed helpful to know something of how the mind works, but what of the cultural conditions that also form the thinking person? We need good proofs of which kinds of educational interventions work, but what if the research questions we are asking or the tests we are using to evaluate results can only measure a narrow range of capacities and knowledge? What if the tests can prove that the intervention works—scores are going up—but some learners are not engaged by a curriculum that has been retrofitted to the tests? What if the tests only

succeed in measuring recall of the facts that the tests expect the learners to have acquired—simple, multiple-choice or yes/no answers? A critic of such ‘standardized testing’ may ask, what’s the use of this in a world in which facts can always be looked up, but problem solving and creativity are now more sought-after capacities, and there can be more than one valid and useful answer to most of the more important questions? For these reasons, we also need to work with a broader understanding of the discipline of education, based on a broader definition of science than experimental methods.

## An Interdisciplinary Science

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

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

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

## Education as the Science of Sciences

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

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

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

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

## Education is the New Philosophy

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

Philosophy used to claim a metadisciplinary position like this. It was the discipline where students not only thought, but thought about thinking. However, for decades, philosophy has been making itself less relevant. It has become too word-bound, too obscure, too formal and too disconnected from practical, lived experience.

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

## Investing in Education for a 'Knowledge Society'

**Add to these expanded intellectual ambitions, widened ambitions for education in public discourse and everyday social reality—and these should be good times to be an educator.** Politicians and captains of industry alike tell us that knowledge is now a key factor of production, a fundamental basis of competitiveness—at the personal, enterprise, and national levels. And as knowledge is a product of learning, education is more important than ever. This is why education has become such a prominent topic in the public discourse of social promise.

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

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

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

## Designs for Social Futures: Towards ‘New Learning’

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

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

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

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

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

## Learner Diversity

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

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

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

## Education's Agendas

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

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

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

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

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

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

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

## About

The Learner Knowledge Community is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, The Learner Knowledge Community brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

## Membership Benefits

As a Learner Knowledge Community member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to The Learner Journal Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as an Associate Editor after reviewing three or more articles.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the knowledge community.
- Option to add a video presentation to the community YouTube channel.
- Free access to the **Scholar** social knowledge platform, including:
  - ◊ Personal profile and publication portfolio page;
  - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media;
  - ◊ Optional feeds to Facebook and Twitter;
  - ◊ Complimentary use of **Scholar** in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.

## Present and Participate in the Conference

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

[www.facebook.com/  
TheLearnerKnowledge  
Community](http://www.facebook.com/TheLearnerKnowledgeCommunity)

@onthelerner

#ICL16

## Publish Journal Articles or Books

We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the community. As a member of the community, you will also be invited to review others' work and contribute to the development of the community knowledge base as an Associate Editor. As part of your active membership in the community, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

## Engage through Social Media

There are several ways to connect and network with community colleagues:



**Email Newsletters:** Published monthly, these contain information on the conference and publishing, along with news of interest to the community. Contribute news or links with a subject line 'Email Newsletter Suggestion' to [support@thelerner.com](mailto:support@thelerner.com).



**Scholar:** Common Ground's path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



**Facebook:** Comment on current news, view photos from the conference, and take advantage of special benefits for community members at: [http://www.facebook.com/  
/TheLearnerKnowledgeCommunity](http://www.facebook.com/TheLearnerKnowledgeCommunity).



**Twitter:** Follow the community @onthelerner and talk about the conference with #ICL16.



**YouTube Channel:** View online presentations or contribute your own at [http://  
/commongroundpublishing.com/support/uploading-your-presentation-to-youtube](http://commongroundpublishing.com/support/uploading-your-presentation-to-youtube).

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

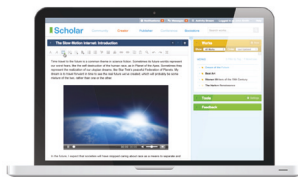
We are grateful for the continued service and support of these world-class scholars and practitioners.

- **Michael Apple**, University of Wisconsin-Madison, Madison, USA
- **David Barton**, Lancaster University, Lancaster, UK
- **Bill Cope**, University of Illinois at Urbana-Champaign, Urbana-Champaign, USA
- **Daniel Madrid Fernandez**, University of Granada, Granada, Spain
- **Ruth Finnegan**, Open University, Milton Keynes, UK
- **James Paul Gee**, Arizona State University, Phoenix, USA
- **Juana M. Sancho Gil**, University of Barcelona, Barcelona, Spain
- **Kris Gutierrez**, University of California, Berkeley, USA
- **Roz Ivanic**, Lancaster University, Lancaster, UK
- **Carey Jewitt**, Institute of Education, University of London, London, UK
- **Mary Kalantzis**, University of Illinois at Urbana-Champaign, Urbana-Champaign, USA
- **Peter Kell**, Charles Darwin University, Darwin, Australia
- **Michele Knobel**, Montclair State University, Montclair, USA
- **Gunther Kress**, Institute of Education, University of London, London, UK
- **Colin Lankshear**, James Cook University, Townsville, Australia
- **Kimberly Lawless**, University of Illinois, Chicago, USA
- **Pierpaolo Limone**, University of Foggia, Foggia, Italy
- **Sarah Michaels**, Clark University, Worcester, USA
- **Denise Newfield**, University of Witwatersrand, Johannesburg, South Africa
- **José-Luis Ortega**, University of Granada, Granada, Spain
- **Francisco Fernandez Palomares**, University of Granada, Granada, Spain
- **Ambigapathy Pandian**, Universiti Sains Malaysia, Penang, Malaysia
- **Brian Street**, King's College, London, UK
- **Gella Varnava-Skoura**, National and Kapodistrian University of Athens, Athens, Greece
- **Yingjie Wang**, Beijing Normal University, Beijing, China.
- **Nicola Yelland**, Victoria University, Melbourne, Australia

## A Social Knowledge Platform

### Create Your Academic Profile and Connect to Peers

Developed by our brilliant Common Ground software team, **Scholar** connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.



### Utilize Your Free Scholar Membership Today through

- Building your *academic profile* and list of published works.
- Joining a community with a *thematic or disciplinary focus*.
- Establishing a new knowledge community *relevant to your field*.
- Creating *new academic work* in our innovative publishing space.
- Building a *peer review network* around your work or courses.

### Scholar Quick Start Guide

1. Navigate to <http://cgscholar.com>. Select [**Sign Up**] below 'Create an Account'.
2. Enter a "**blip**" (a very brief one-sentence description of yourself).
3. Click on the "**Find and join communities**" link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

### Scholar Next Steps – Build Your Academic Profile

- **About:** Include information about yourself, including a linked CV in the top, dark blue bar.
- **Interests:** Create searchable information so others with similar interests can locate you.
- **Peers:** Invite others to connect as a peer and keep up with their work.
- **Shares:** Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground's hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the 'make my site public' option.
- **Image:** Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher:** All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.

## A Digital Learning Platform

Use **Scholar** to Support Your Teaching

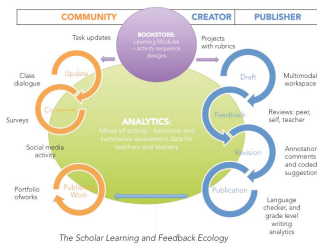
**Scholar** is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first*, positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

**Scholar** also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a knowledge community space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Knowledge Community members as part of their membership. Please email us at [support@cgscholar.com](mailto:support@cgscholar.com) if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.



**Scholar** is a generation beyond learning management systems. It is what we term a *Digital Learning Platform*—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. **For more information, visit: <http://knowledge.cgscholar.com>.**

# The Learner Journal Collection

*Exploring the meaning and purpose  
of education, with a view towards  
new educational possibilities*



## *The Learner Journal Collection*

### **Indexing**

Cabell's  
Education Research  
Complete (EBSCO)  
Education Source (EBSCO)  
Genamics  
Scopus  
The Australian Research  
Council (ERA)  
Ulrich's Periodicals Directory

### **Founded:**

1989

### **Publication Frequency:**

Quarterly (March, June,  
September, December)

### **Acceptance Rate:**

38% (2015)

### **Community Website:**

[thelearner.com](http://thelearner.com)

### **Bookstore:**

[ijl.cgpublisher.com](http://ijl.cgpublisher.com)

### **About**

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

### **Collection Editors**



**Bill Cope**, University of Illinois, Urbana-Champaign, USA



**Mary Kalantzis**, University of Illinois, Urbana-Champaign, USA

### **Associate Editors**

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



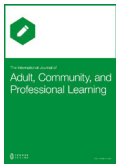
## *The International Journal of Learning: Annual Review*

**ISSN:** 1447-9494 (print) | 1447-9540 (online)

**DOI:** 10.18848/1447-9494/CGP

**Indexing:** Education Research Complete (EBSCO), Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

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



## *The International Journal of Adult, Community, and Professional Learning*

**ISSN:** 2328-6318 (print) | 2328-6296 (online)

**DOI:** 10.18848/2328-6318/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

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



## *The International Journal of Assessment and Evaluation*

**ISSN:** 2327-7920 (print) | 2327-8692 (online)

**DOI:** 10.18848/2327-7920/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), The Australian Research Council (ERA), Ulrich's Periodicals Directory

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



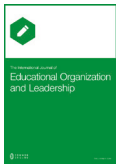
## *The International Journal of Early Childhood Learning*

**ISSN:** 2327-7939 (print) | 2327-8722 (online)

**DOI:** 10.18848/2327-7939/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

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



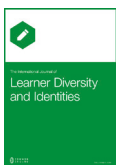
## *The International Journal of Educational Organization and Leadership*

**ISSN:** 2329-1656 (print) | 2329-1591 (online)

**DOI:** 10.18848/2329-1656/CGP

**Indexing:** Education Source (EBSCO), Genamics, The Australian Research Council (ERA), Scopus, Ulrich's Periodicals Directory

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



## *The International Journal of Learner Diversity and Identities*

**ISSN:** 2327-0128 (print) | 2327-2627 (online)

**DOI:** 10.18848/2327-0128/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA) Ulrich's Periodicals Directory

**About:** *The International Journal of Learner Diversity and Identities* investigates the dynamics of learning in diverse communities and classrooms.



*The International Journal of Learning in Higher Education*

**ISSN:** 2327-7955 (print) | 2327-8749 (online)

**DOI:** 10.18848/2327-7955/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

**About:** *The International Journal of Learning in Higher Education* offers studies of learning at college and university levels, including teacher education.



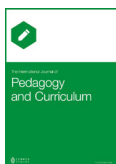
*The International Journal of Literacies*

**ISSN:** 2327-0136 (print) | 2327-266X (online)

**DOI:** 10.18848/2327-0136/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

**About:** *The International Journal of Literacies* inquires into the processes of learning to read, write and communicate, both in conventional alphabetical terms and using new media and multimodal literacies.



*The International Journal of Pedagogy and Curriculum*

**ISSN:** 2327-7963 (print) | 2327-9133 (online)

**DOI:** 10.18848/2327-7963/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

**About:** *The International Journal of Pedagogy and Curriculum* explores the processes of designing and implementing learning experiences and the dynamics of learning.



*The International Journal of Science, Mathematics, and Technology Learning*

**ISSN:** 2327-7971 (print) | 2327-915X (online)

**DOI:** 10.18848/2327-7971/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, Ulrich's Periodicals Directory

**About:** *The International Journal of Science, Mathematics, and Technology Learning* offers studies of best practices in teaching and learning science, mathematics and technology.



*The International Journal of Technologies in Learning*

**ISSN:** 2327-0144 (print) | 2327-2686 (online)

**DOI:** 10.18848/2327-0144/CGP

**Indexing:** Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory

**About:** *The International Journal of Technologies in Learning* explores the role of technologies in learning, and processes of learning about and through technologies.

## Journal Collection Submission Process and Timeline

Below, please find step-by-step instructions on the journal article submission process:

1. Submit a conference presentation proposal.
2. Once your conference presentation proposal has been accepted, you may submit your article by clicking the “Add a Paper” button on the right side of your proposal page. You may upload your article anytime between the first and the final submission deadlines. (See dates below)
3. Once your article is received, it is verified against template and submission requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at [www.CGPublisher.com](http://www.CGPublisher.com).
4. When both referee reports are uploaded, and after the referees’ identities have been removed, you will be notified by email and provided with a link to view the reports.
5. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be required to submit a change note with your final submission, explaining how you revised your article in light of the referees’ comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new referees.
6. Once we have received the final submission of your article, which was accepted or accepted with revisions, our Publishing Department will give your article a final review. This final review will verify that you have complied with the Chicago Manual of Style (16th edition), and will check any edits you have made while considering the feedback of your referees. After this review has been satisfactorily completed, your paper will be typeset and a proof will be sent to you for approval before publication.
7. Individual articles may be published “Web First” with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).

## Submission Timeline

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

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.

## Hybrid Open Access

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

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

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

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

## Institutional Open Access

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

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

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at [support@commongroundpublishing.com](mailto:support@commongroundpublishing.com).

## International Award for Excellence

The Learner Journal Collection presents an annual International Award for Excellence for new research or thinking in the area of education. All articles submitted for publication in The Learner Journal Collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for The Learner Journal Collection and the annual 2016 Conference. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

## Award Winner, Volume No.

**Deslea Konza**, Edith Cowan University, Australia

**Susan Main**, Edith Cowan University, Australia

## For the Article

“The Power of Pedagogy: When All Else Fails”

## Abstract

This paper reports on a multi-school professional learning project intended to support teachers to improve their instructional skills for children with reading difficulties. Forty-nine Year Two teachers and school-based literacy coordinators from seven metropolitan schools in an Australian capital city participated in a professional learning program throughout one school year. The impact of the professional learning program was evaluated using standardized measures of student outcomes as well as surveys of teacher knowledge and satisfaction. The overall outcomes of the project were positive, with accelerated outcomes for the students overall, but there were lessons to be learnt regarding researching and delivering professional learning in schools. In particular, the complexities associated with professional learning in a multiple school context are explored, as is ensuring research is conducted effectively to enable evaluation of the outcomes.

## Community Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to the entire The Learner Journal Collection. This complimentary personal subscription grants access to both the current volume of the collection as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to <http://ijl.cgpublisher.com/>. Select the “Login” option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select “forgot your login” to request a new password.

## Journal Subscriptions

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

For more information, please visit:

- <http://thelearner.com/journals/subscribe>
- Or contact us at [subscriptions@commongroundpublishing.com](mailto:subscriptions@commongroundpublishing.com)

## Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to The Learner Journal Collection: <http://commongroundpublishing.com/support/recommend-a-subscription-to-your-library>.

# The Learner Book Imprint

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



## *The Learner Book Imprint*

### Call for Books

Common Ground is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we're not interested in the size of potential markets or competition from other books. We're only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

### Book Proposal Guidelines

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

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

Proposals can be submitted by email to [books@commongroundpublishing.com](mailto:books@commongroundpublishing.com). Please note the book imprint to which you are submitting in the subject line.

## Call for Book Reviewers

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

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

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

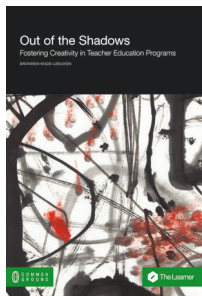
If you would like to review book manuscripts, please send an email to [books@commongroundpublishing.com](mailto:books@commongroundpublishing.com) with:

- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.

## Out of the Shadows: Fostering Creativity in Teacher Education Programs

Bronwen Wade-Leeuwen



*Out of the Shadows: Fostering Creativity in Teacher Education Programs* is a culmination of five years of research into the role teachers have played in nurturing the world's greatest artistic minds. The study focuses on the evolution of creativity in teaching practices and finds that many methods are as relevant in today's classrooms as they were ten thousand years ago. The ancient Chinese used a painting style known as *Moku-Chi* to nurture the creativity of their children. They were encouraged to splash ink freely across rice paper, using broad, abandoned strokes to find inspiration.

This book fuses ancient and modern techniques to inspire teachers and their students.

We encourage teachers of today to learn from the lessons of the past. With a focus on Australian Aboriginal and Chinese arts and culture, comprehensive learning models and innovative teaching approaches aim to improve the art education in primary and secondary schools.

### **Praise for *Out of the Shadows: Fostering Creativity and Teacher Education Programs*:**

“International and Australian research demonstrates how important it is that every early childhood and primary teacher develop the confidence and expertise to teach the arts imaginatively and to embed quality arts processes and experiences across the curriculum. Dr. Wade-Leeuwen’s knowledge and expertise in this field is central to her inquiry in this book. Overall, a very impressive original work which has focused on a critical topic for the education of preservice teachers.”

Professor Robyn Ewing AM, Faculty of Education and Social Work, University of Sydney, Australia.

### **Author Bio:**

**Bronwen Wade-Leeuwen** is an artist and creative arts lecturer at Macquarie University. Her research focuses on creativity in teacher education and understanding the nature of creative development in an intercultural context. A post-doctoral research fellow, she worked on the National Indigenous Science Education Program (NISEP) investigating attitudes and opinions of indigenous youth in regional and urban secondary schools. Her vision is to teach the arts imaginatively and to embed quality arts processes and experiences across the curriculum through STEAM education. She has extensive experience developing creative partnerships with artists from indigenous Australia, the Asian Pacific Region, and the United Kingdom.

### **ISBNs**

978-1-61229-864-1 (hbk)

978-1-61229-865-8 (pbk)

978-1-61229-866-5 (pdf)

390 Pages

### **Community Website:**

[thelearner.com](http://thelearner.com)

### **Bookstore:**

[thelearner.com](http://thelearner.com)

[cgpublisher.com](http://cgpublisher.com)

## Old and New, Tried and Untried: Creativity and Research in the 21st Century University

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



Throughout the twentieth century, the world of higher education appeared to be stable and familiar. Universities delivered education and research under well-established discipline headings, and art schools delivered craft and field knowledge. Toward the end of that century, the relationship between the academy and the creative arts sector changed, and the role of teachers of creative practice and the expectations of tertiary creative arts courses changed with it. The past decades have been characterized by an ongoing debate about the respective value of teaching, creative practice, and research—particularly about the capacity of the arts to deliver research. This volume, from a distinguished list of academic writers and creators, offers contributions to these dialogues, as well as analyses of the international environment for the creative arts in the academy and the key government policies currently shaping the field.

ISBN—978-1-61229-840-5  
160 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

“Questions regarding the relationship between creative practice and academic research continue to be vexed—and no less pressing. The essays in this volume are a welcome contribution to the ongoing process of shaping the future of creative writing research degrees.” Professor Neil McCaw, commissioning editor Winchester University Press

“History shows us universities are essential to the pursuit of discovery. This book reminds us that to separate creative activities from research is to substantially diminish such a pursuit. Rather, we should be celebrating our many wonderful creative-critical conversations.” Professor Graeme Harper, editor *New Writing*

“This volume represents a timely (and international) exploration of the complex relationships between teaching, research and practice in the modern HE sector, and offers a serious contribution to current arguments about the value of creativity.” Professor Steve May, Vice Dean Provost for the College of Liberal Arts, Bath Spa University

### Editor Bios:

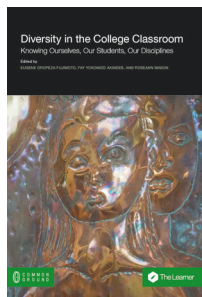
**Jeri Kroll** is a professor of English and Creative Writing at Flinders University. Her most recent scholarly book is *Research Methods in Creative Writing* (2013). She is a prizewinning writer for adults and young people. Her recent books include *Workshopping the Heart: New and Selected Poems* (2013) and a verse novel, *Vanishing Point* (2015).

**Andrew Melrose** is a professor of Children’s Writing at the University of Winchester, UK. He has over 160 film, fiction, non-fiction, research, songs, poems, and other writing credits. He is currently working on a poem and picture book/exhibition project for children about refugees called *The Boat*, see <http://the-immigration-boat-story.com>.

**Jen Webb** is a distinguished professor of Creative Practice at the University of Canberra, and Director of the Centre for Creative and Cultural Research. A poet and researcher, she is a lead investigator on the Australian Research Council Discovery project “Understanding Creative Excellence: A Case Study in Poetry” (DP130100402).

## Diversity in the College Classroom: Knowing Ourselves, Our Students, Our Disciplines

Eugene Oropeza Fujimoto, Fay Yokomizo Akindes, and  
Roseann Mason (eds.)



*Diversity in the College Classroom* is a collection of first-person narratives by multi-disciplinary faculty at the most racially diverse campus in the University of Wisconsin System. It reveals the complex, interior lives of college professors: how their experiences inform their teaching, relationships with students, and experimentation with innovative pedagogical approaches. All of the writers completed UW-Parkside's Summer Institute: Infusing Diversity into the Curriculum. The starting point was looking within.

"Recent events at colleges and universities across the country have demonstrated that our campuses are fraught with tension around race, ethnicity, immigrant status, gender, sexuality, and all forms of perceived difference. *Diversity in the College Classroom* is a smart and timely response to how we ensure that ALL students are included and accepted at the college or university of their choice. Hopefully, faculty, administrators, and staff will make it a must read."

ISBN—978-1-61229-838-2  
217 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

—Gloria Ladson-Billings, School of Education, University of Wisconsin - Madison; author of *Beyond the Big House* and *The Dreamkeepers*

"This book is for postsecondary educators who are willing to take their masks off and confront themselves in a spirit of revolutionary self-reflection in the very same manner as the contributors to this volume... the authors' willingness to publicly check themselves, as they invite their learners to do the same in a spirit of mutual solidarity, is incredible."

—René Antrop-González, Metropolitan State University; author of *Schools as Radical Sanctuaries*

"The counternarratives included in this book reveal the profound difference between teaching from a discipline and teaching from the heart. At a time when educators are beleaguered and dispirited, you will be as heartened as I am by these stories of courage and renewal."

—Parker J. Palmer, Center for Courage & Renewal; author of *The Courage to Teach, Healing the Heart of Democracy*, and several other books

### Editor Bios:

**Eugene Oropeza Fujimoto**, **Fay Yokomizo Akindes**, and **Roseann Mason** are social justice educators who collaborated on diversity initiatives at the University of Wisconsin-Parkside. They served on the Center for Ethnic Studies' Steering Committee and created UW-Parkside's Summer Institute: Infusing Diversity into the Curriculum (2007-2010). Today, Fujimoto is an assistant professor of educational leadership at California State University Fullerton, Akindes is a professor of communication at UW-Parkside, and Mason, retired from UW-Parkside, continues her social justice work in Racine, WI.

## The Physics Educator: Tacit Praxes and Untold Stories

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

The focus of this text is on the essence of “story,” as it relates to the experiences of physics educators at the tertiary level. Each author addresses their career path to their current role as a physics educator and their present situation, including what each does as a physics educator. This includes a discussion of the courses taught and strategies which they have found effective in their teaching environment, the issues faced, and lastly their vision for the future. The views of the experienced instructors include first-hand insights and details of practice that are instructive and distinctive.

The last three decades have seen a wonderful expansion of the modes of research and development that are accepted as giving valid data about teaching. This began with the acceptance of the investigations of “teacher[s]-as-researcher[s],” and, more recently, has been significantly enhanced by the continuous growth of the serious and substantial scholarship of the “Self-Study of Teaching” movement and its range of research networks and publication outlets.

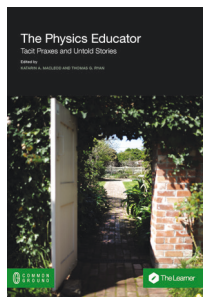
This volume is a welcome addition to the broad field of such scholarship. The authors are university physics educators who give either informed and reflective accounts of their professional practice/development or report systematic (and informed and reflective) inquiry into their own tertiary teaching.

—Richard Gunstone, Emeritus Professor of Science and Technology Education, Faculty of Education, Monash University, Australia

### Editor Bios:

**Dr Katarin A. MacLeod** is an associate professor in the Faculty of Education, St. Francis Xavier University, in Antigonish, Nova Scotia, Canada. She has been teaching since 2000 and currently teaches a range of courses from the undergraduate to graduate level along with supervision of master’s and doctoral students. Her background includes graduate work in experimental physics, and her research includes teaching and learning in the physical sciences from kindergarten to graduate level.

**Dr Thomas G. Ryan** is professor in the Schulich School of Education, Nipissing University, in North Bay, Ontario, Canada. He has been teaching in physical and health sciences since 1985 and currently supervises graduate students while acting as a frequent external examiner of theses. Recent books published include *Canadian Educational Leadership*, *The Masters Journey: Self Development*, *The Doctoral Journey: Perseverance*, and *The Online Educator: Stories from Within*.



ISBN—978-1-61229-844-3  
220 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

## Learning by Design

### Mary Kalantzis, Bill Cope, and the Learning by Design Project Group



Humans learn by nature, from the moment of each person's birth and for the whole of their lives. Most learning is incidental to living. Some learning, however, is by design. This learning we call "education".

*Learning by Design* explores the relationships between the widening circles of pedagogy, curriculum and education. It examines the changing social context of education today and the ways in which teaching and learning might respond to these changes. Along the way, the book redefines the key terms of the debate about the nature of learning, moving in the direction of a socio-cultural theory of the conditions of learning.

*Learning by Design* also speaks in a practical voice. It describes an experiment in which teachers write up their curriculum using a scaffold that highlights its underlying learning sequence and pedagogical architecture, thus making this explicit to themselves, other teachers and learners.

ISBN—978-1-61229-468-1  
295 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

The book tells the story of a number of groups of teachers participating in this experiment in Australia (Victoria, Queensland and Australian Capital Territory) and Malaysia. It tells of their aspirations and fears, and their successes and failures in the quest to find more effective ways of teaching and greater engagement for their learners. The journey takes them into new territories where they become learners themselves, discovering fresh dimensions of a rapidly changing profession. The result is that the process of designing and managing student learning becomes more consciously 'by design'—mindful, premeditated, reflective and shared.

### Author Bios:

**Bill Cope** is a Research Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA and an Adjunct Professor in the Globalism Institute at RMIT University, Melbourne. He is also a director of Common Ground Publishing, developing and applying new publishing technologies. He is a former First Assistant Secretary in the Department of the Prime Minister and Cabinet and Director of the Office of Multicultural Affairs. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. He was Research Director then Director of the Centre for Workplace Communication and Culture at the University of Technology, Sydney and RMIT University, Melbourne.

**Mary Kalantzis** is Dean of the College of Education at the University of Illinois, Urbana-Champaign, USA. Before this, she was Dean of the Faculty of Education, Language and Community Services at RMIT University, Melbourne, Australia, and President of the Australian Council of Deans of Education. She has been a Board Member of Teaching Australia: The National Institute for Quality Teaching and School Leadership, a Commissioner of the Australian Human Rights and Equal Opportunity Commission, Chair of the Queensland Ethnic Affairs Ministerial Advisory Committee, Vice President of the National Languages and Literacy Institute of Australia and a member of the Australia Council's Community Cultural Development Board. With Bill Cope, she is co-author or editor of a number of books.

## Continuity, Complexity, and Change: Teacher Education in Mauritius

Michael Samuel and Hyleen Mariaye (eds.)



ISBN—978-1-61229-820-7  
206 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

*Continuity, Complexity, and Change: Teacher Education in Mauritius* will appeal to audiences with varied interests: those with concern for the ways in which higher education is evolving in the face of global forces; others with a keen eye for how narrative methodology is developing in contexts different from what is dominant in the current literature; and, perhaps, even more to those who are interested in what influences the direction and outcomes of collaborative institutional ventures. It is about the complex choices professionals in education make to reconcile the conflicting demands of continuity and change at the personal, institutional, and systemic levels.

The book capitalizes on the narratives of twelve participants as they navigate their professional journeys, drawing on the thickness of their experience to ask critical questions about how teacher educators construct themselves in the face of the multiple challenges which have come to characterize the world of higher education. At the heart of this work sits a desire for a re-articulation of the nature of what it means to teach teachers, for self-understanding, and for the reclaiming of agency institutionally and individually. As states increasingly capitulate to the agenda of corporate managerialism, this book paints a complex canvas of voices emerging from the past, the present, and the future possibilities for collective and creative reconstruction in higher education.

### Editor Bios:

**Michael Samuel** is a professor in the School of Education at the University of KwaZulu-Natal. He has served locally and internationally as a curriculum designer of innovative master's and collaborative doctoral cohort programs. He has also been a member of the Ministerial Committee on Teacher Education, assisting the development of national teacher education policy in South Africa. He has served as former Deputy Dean: Initial Teacher Education and Dean (Faculty of Education, UKZN). His research interest focuses on teacher professional development, higher education, life history, and narrative inquiry. He is the recipient of the Turquoise Harmony Institute's National Ubuntu Award for Contribution to Education.

**Hyleen Mariaye** holds a position as associate professor at the Mauritius Institute of Education. She is the post-graduate studies coordinator at the MIE, leading the master's and doctoral programs in collaboration with various foreign universities. She is the editor for the conference proceedings of the Annual Post-graduate Education Conference held in Mauritius. Her research interests are in the field of teacher education, identity studies, and narrative inquiry.

## Pedagogy and Practice: A Multi-modal Approach for a Multi-ethnic Online Classroom

Mary-Lynn Chambers

Within the covers of this book you will discover the challenges faced by minority students who have elected to take an online college class. The data indicates that students whose first language is not standard English experience a rhetorical challenge in an online learning setting that has been designed for students who learn best in a linear, text-based, independent setting. The development of the online class will be investigated, and the implications for the online instructor will be considered.

How does an online instructor identify ethnic minority students in the online classroom? What are the differences in the learning styles of different ethnic minorities? What pedagogical adjustments need to be implemented in order to promote student agency? These are a few of the questions that are addressed in *Pedagogy and Practice: A Multi-modal Approach for a Multi-ethnic Online Classroom*.

If you are looking to better understand the rhetorical challenges faced by minority students as you design and implement an online class, then this book is for you. You will gain insight into why some of your minority students struggle in their online classes, and how you can help reduce or eliminate some of these struggles by incorporating a multi-modal approach into your online pedagogy.

### Author Bio:

**Dr. Mary-Lynn Chambers** has her PhD in technical and professional communication from East Carolina University. She has taught English in Virginia and North Carolina at community colleges and universities. Her instructional focus is composition with a research focus in online education at HBCU schools. She enjoys interacting with her students and inspiring them to write better, think more critically, and love literature. Professor Chambers views the classroom as an opportunity to make a difference.



ISBN—978-1-61229-830-6  
202 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

## Learning the Language of Global Citizenship: Strengthening Service-Learning in TESOL

James Perren and Adrian Wurr (eds.)

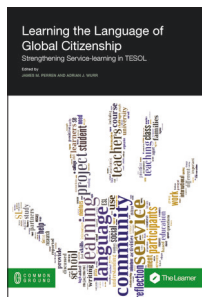
The literature on service-learning in TESOL has developed over the last two decades to include over 50 publications in peer-reviewed journals and several edited collections. Collectively, the research to date indicates that service-learning gives English Language Learners (ELLs) insight on U.S. culture, provides authentic speaking and listening situations, enhances literacy skills, and has a positive effect on retention. When incorporated into TESOL teacher education programs, service-learning enhances pre-service teachers' understanding of ELLs, language learning theories and practices, and the communities in which they serve.

Service-learning scholarship in TESOL has not only increased our collective understanding of engaged teaching and learning in diverse settings, but also demonstrates increased theoretical maturity by systematically applying empirical methods to examine a range of assorted research phenomenon. Key articles in the existing research base tell us powerful stories about language, culture, race, and nationality. They contribute to public discourse on immigration, globalization, education, and civic engagement, to name a few of the issues to which English Language Learners and their teachers can contribute. With detailed examples and case studies in K-12, Intensive English, Academic English, immigrant and adult education, and community-based programs around the world, the present volume provides the most complete discussion of best practices in TESOL service-learning research and praxis in TESOL to date.

### Editor Bios:

**James Perren** is a language teacher, teacher educator, editor, and author, and has worked in Japan, Jamaica, Pennsylvania, Michigan, and California. He is currently employed at Alliant International University in San Diego, California. James Perren works on developing new curricular design and instruction concepts and procedures for graduate TESOL programs in the Hufstедler School of Education. This practical work informs his research and scholarly interests in service-learning curriculum and pedagogy. James Perren holds a BA in Spanish and an MA in TESOL from San José State University in California and an EdD in Language Arts/TESOL from Temple University, Pennsylvania.

**Adrian Wurr** (PhD, University of Arizona) has worked and published extensively in the United States and Asia, exploring the intersections of applied linguistics, literacy studies, and service-learning. He co-edited *Writing, Service-Learning, and Community Literacy: A Critical Sourcebook* (Bedford/St. Martin, 2010), *Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics* (Wiley, 2007) and served as guest editor for numerous journals, most recently for the *TESOL Journal* special issue on service-learning in TESOL (2013). He is currently researching service-learning in immigrant communities worldwide.



ISBN—978-1-61229-814-6  
602 Pages

**Community Website:**  
[thelearner.com](http://thelearner.com)

**Bookstore:**  
[thelearner.com](http://thelearner.com)  
[cgpublisher.com](http://cgpublisher.com)

# The Learning Conference

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

## Conference History

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

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

## Past Conferences

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



## Plenary Speaker Highlights

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

- Michael Apple, University of Wisconsin, Madison, USA
- Zhong Binglin, Beijing Normal University, Beijing, People's Republic of China
- Courtney Cazden, Harvard University, Cambridge, USA
- Bill Cope, University of Illinois, Urbana-Champaign, USA
- Jim Cummins, Ontario Institute for Studies in Education, Toronto, Canada
- James Paul Gee, Clark University, Worcester, USA
- Kris Gutierrez, University of California, Los Angeles, USA
- Carey Jewitt, Institute of Education, University of London, London, UK
- Mary Kalantzis, University of Illinois, Urbana-Champaign, USA
- Michele Knobel, Montclair State University, Montclair, USA
- Gunther Kress, Institute of Education, University of London, London, UK
- Colin Lankshear, University of Ballarat, Ballarat, Australia
- Graça Machel, South Africa
- Peter McLaren, University of California, Los Angeles, USA
- Sarah Michaels, Clark University, Worcester, USA
- Martin Nakata, James Cook University, Townsville, Australia
- Denise Newfield, University of Witwatersrand, Johannesburg, South Africa
- Amibigapthy Pandian, Universiti Sains Malaysia, Penang, Malaysia
- Fazal Rizvi, RMIT University, Melbourne, Australia
- Crain Soudien, University of Cape Town, Cape Town, South Africa
- Pippa Stein, University of Witwatersrand, Johannesburg, South Africa
- Brian Street, King's College, London University, London, UK

## Past Partners:

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



Beijing Normal  
University  
Beijing, China (2002)



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



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



James Cook University  
Townsville, Australia (1995)



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



RMIT University  
Melbourne, Australia (1999-2009)



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



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



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



The University of Barcelona  
Barcelona, Spain (2009)



University of Mauritius  
Reduit, Mauritius (2011)



University of Technology  
Sydney, Australia (1989-1993)



University of the Aegean  
Rhodes, Greece (2013)



University of the Witwatersrand  
Johannesburg, South Africa (2007)

## Become a Partner

Common Ground Publishing has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Knowledge Community agenda. There are a number of ways you can partner with a Common Ground Knowledge Community. Contact us at [support@thelerner.com](mailto:support@thelerner.com) to become a partner.

## Conference Principles and Features

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

### **International**

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the Learning Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 50 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

### **Interdisciplinary**

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

### **Inclusive**

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

### **Interactive**

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



## Plenary

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



## Garden Conversation

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



## Talking Circles

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



## Themed Paper Presentations

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



## Colloquium

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



### Focused Discussion

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



### Workshop/Interactive Session

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



### Poster Sessions

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



### Virtual Lightning Talk

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



### Virtual Poster

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

### Wednesday, 13 July

8:00–9:00	Conference Registration Desk Open
9:00–9:35	Conference Opening—Dr. Kimberly D. Kendall, Host, Common Ground Publishing, USA; Doriam del Carmen Reyes, Common Ground Español Mexico Indigenous Protocol & Greeting—Professor Cash Ahenakew, pii tai poot taa, University of British Columbia, Vancouver, Canada
9:35–10:10	Plenary Session—Dr. Veronica Pacini-Ketchabaw, University of Victoria, Canada <i>Common World Pedagogies for the Anthropocene</i>
10:10–10:40	Garden Conversation and Coffee Break
10:40–10:50	Transition Break
10:50–11:40	Talking Circles
11:40–12:55	Lunch at The Nest
12:55–14:35	Parallel Sessions
14:35–14:50	Break
14:50–16:30	Parallel Sessions
18:00–19:30	Conference Dinner – Sage Bistro East

### Thursday, 14 July

8:00–8:30	Conference Registration Desk Open
8:30–8:45	Daily Update—Dr. Kimberly D. Kendall, Host, Common Ground Publishing, USA
8:45–9:15	Publishing Your Article or Book with Common Ground
9:15–9:50	Plenary Session—Dr. Mindy Blaise, Victoria University, Melbourne, Australia <i>Trees-Dogs-Children: The Ethics of Conviviality in the Bark Studio</i>
9:50–10:20	Garden Conversation and Coffee Break
10:20–10:35	Transition Break
10:35–12:15	Parallel Sessions
11:30–12:15	Special Event: Meet the Author—Dr. Bronwen Wade-Leeuwen, <i>Out of the Shadows: Fostering Creativity in Teacher Education Programs</i>
12:15–13:30	Lunch at The Nest
13:30–14:15	Parallel Sessions
14:15–14:35	Coffee Break
14:35–15:50	Parallel Sessions
17:00	Tours buses depart in front of Walter Gage Residences

## Friday, 15 July

8:30–9:00	Conference Registration Desk Open
9:00–9:15	Daily Update—Dr. Kimberly D. Kendall, Host, Common Ground Publishing, USA
9:15–9:50	Plenary Session—Dr. Vanessa de Oliveira Andreotti, University of British Columbia, Vancouver, Canada <i>Learning to Unlearn and to Learn Otherwise: New Horizons for Global Citizenship Education</i>
9:50–10:20	Garden Conversation
10:20–10:35	Transition Break
10:35–12:15	Parallel Sessions
12:15–13:30	Lunch at The Nest
13:30–14:15	Parallel Sessions
14:15–14:35	Coffee Break
14:35–15:50	Parallel Sessions
15:50–16:20	Special Event: Closing and Award Ceremony
17:00	Tours buses depart in front of Walter Gage Residences

## Pre-Conference Registration and Reception

### Tuesday, 12 July | 16:00–18:00 | Walter Gage Residences Lobby

Due to the size of this great conference, there will be a pre-conference registration and reception on Tuesday, 12 July from 16:00–18:00 (4:00 p.m. - 6:00 p.m.) at the Walter Gage Residences lobby on the University of British Columbia campus. This is a large conference and, if possible, we invite you to come to this pre-conference registration to pick up materials and avoid potentially long check-in lines on the first morning of the conference.

## Conference Dinner

### Wednesday, 13 July | 18:00 | Sage Bistro East

Join your fellow delegates for an evening of conversation and a delicious, sustainable, locally-sourced buffet dinner at the iconic Sage Bistro East, located at the University of British Columbia campus. Sage Bistro offers fresh, modern West Coast cuisine prepared with ingredients that are local, seasonal, and organic whenever possible. Enjoy a fine dining experience coupled with breathtaking views of the Georgia Strait and North Shore Mountains.

#### Menu

##### Bread & Butter

Rustic loafs, crispy rolls, French baguette, flat breads, lemon thyme compound butter

##### Baby Red & Green Romaine Salad

Blackberries, toasted cashew, cherry tomatoes, daikon, roasted garlic & basil vinaigrette

##### West Coast Cobb Salad

Avocado, strawberries, cucumber, cherry tomatoes, crisp pancetta, butter lettuce, tarragon citrus vinaigrette

##### Roasted Baby Nugget Potatoes

Extra virgin olive oil, fresh thyme, sea salt, cracked black pepper

##### Seasonal Steamed Vegetables

Citrus herb butter

##### Butternut Squash Pappardelle

Zucchini ribbons, tomato, basil & crumbled goats' cheese

##### Grilled Cedar Plank Wild BC Sockeye Salmon

Wild berry & mint salsa, lemon basil butter

If you are interested in joining the conference dinner, please visit the conference registration desk to secure your spot.

## Capilano Suspension Bridge & Nature Park Tour

**Thursday, 14 July 2016 & Friday, 15 July 2016 | 17:00–21:00**

Take a walk on the wild side and join your fellow delegates on an adventure-filled evening of history and exploration. Cross over the world famous Capilano Suspension Bridge and take in the breath-taking views of Vancouver's north shore at Capilano Suspension Bridge Park. View North America's largest private collection of First Nations totem poles, exhibits highlighting the park's history, and embark on a unique tree tops nature tour of the surrounding temperate rain forest.

**Tour Itinerary:** Depart from UBC Walter Gage Residences at 5:00 pm and begin the journey to Capilano Suspension Bridge Park via air conditioned bus. We will take a panoramic bus tour through Vancouver and over the Lion's Gate Bridge to Vancouver's North Shore on our way to the nature park (approx. 45 mins). We will stop briefly at the Capilano Salmon Hatchery located on the picturesque Capilano River to see and learn about Vancouver's salmon industry and preservation efforts (approx. 30 mins). We will continue via bus to the Capilano Suspension Bridge Park. Delegates on this tour will have the opportunity to take part in a brief guided history tour and nature walk as well as explore the following areas of the park on their own (approx. 1.5 hrs).

If you are interested in booking the tour, please visit the conference registration desk.

## Granville Island & Vancouver Panoramic Tour

**Thursday, 14 July 2016 & Friday, 15 July 2016 | 17:00–21:00**

Whimsy has found a home in Vancouver and it's called Granville Island. Granville Island is a delightful place filled with artistry and charm and is a must see stop for any visitor to Vancouver. The island is located in the middle of downtown Vancouver and is home to an array of artists' studios and workshops, art galleries, performing arts, eclectic dining, and a fabulous public market that offers the widest array of fresh food in the Lower Mainland as well as a favourite place for people to meet, eat, and spend some time in an enjoyable and relaxing environment. Join your fellow delegates and preview some of Vancouver's many treasures.

**Tour Itinerary:** Depart from UBC Walter Gage Residences at 5:00 pm and begin the journey to Granville Island via air-conditioned bus. We'll arrive at Granville Island and delegates will have a chance to explore the world-famous market, shops, and food stalls at their leisure (approx. 1.5 hrs). After departing Granville we will take a panoramic bus tour through Vancouver to view some of the city's most notable areas including Gastown, Chinatown, English Bay, Vancouver Harbour, and the Olympic Cauldron (approx. 45 mins) The tour's last stop will be at Stanley Park for a photo opportunity with the park's famous Totem Poles before returning to the conference hotel.

If you are interested in booking the tour, please visit the conference registration desk.

## Cash Ahenakew, pii tai poot taa

### *Indigenous Protocol & Greeting*



Professor Cash Ahenakew is a First Nations' scholar whose research experience and interests focus on the areas of international indigenous studies in education, indigenous curriculum and pedagogy, and indigenous health and well being. He has been a research associate in international research projects on global citizenship education, international indigenous networks, and critical intercultural education at the universities of Oulu (Finland) and Canterbury (Aotearoa/New Zealand). From 2006 to 2012 Cash lectured in the International Indigenous Studies program at the University of Calgary (Canada) on Aboriginal health & well-being; indigenous and Western methodology; and indigenous theory and practice. Cash's doctoral dissertation, "The Effects of Historical Trauma, Community Capacity and Place of Residence on the Self-Reported Health of Canada's Indigenous Population" interprets quantitative data through indigenous theories. Cash is Plains Cree and his family comes from Ahtahkakoop Cree Nation.

## Veronica Pacini-Ketchabaw

### *Common World Pedagogies for the Anthropocene*



Veronica Pacini-Ketchabaw is a Professor in the School of Child and Youth Care and a Pedagogical Facilitator in the Early Childhood Centre at the University of Victoria in Canada. Her current research, within the Common World Childhoods Research Collective, traces the common world relations of children with places, materials, and other species. She has published six books and over fifty articles and book chapters on a diversity of topics relating to early childhood education, including *Encounters with Materials in Early Childhood Education* (Routledge, in press), *Unsettling the Colonial Places and Spaces of Early Childhood Education* (Routledge, 2015), *Journeys: Reconceptualizing Early Childhood Practices* (University of Toronto Press, 2014), and *Flows, Rhythms, and Intensities of Early Childhood Education Curriculum* (Peter Lang, 2010). Veronica is currently working, with her colleague Affrica Taylor, on a book entitled *Children and Animals: Common World Ethics for Entangled Lives* (Routledge). Veronica is the co-editor of the open access Journal of Childhood Studies and the Bloomsbury book series *Feminist Thought in Childhood Research* and serves as an international advisor for the British Educational Research Journal. Many of her publications are available at: <http://www.veronicapaciniketchabaw.com>.

## Mindy Blaise

### *Trees-Dogs-Children: The Ethics of Conviviality in the Bark Studio*



Dr. Mindy Blaise, before coming to VU, was a kindergarten teacher in the US and has worked in American, Australian, and Hong Kong universities. Mindy's scholarship relates to engaging with 'postdevelopmentalism' and post empiricism to reconfigure early childhood research, teaching, and curriculum. A large part of this work involves 'grappling-with' feminist practices that are useful for interrupting the notion of the developmental child. Mindy is a founding member and principal researcher of the Common World Childhoods Research Collective that promotes interdisciplinary research that focuses upon more-than-human childhood relations and pedagogies. Mindy publishes across both early childhood education and gender studies. Her book, *Playing it straight! Uncovering Gender Discourses in an Early Childhood Classroom* (Routledge) brings together feminism, queer theory, and early childhood to rethink childhood, teaching, and learning. Her most recent book, *The SAGE Handbook of Play and Learning*, was co-edited with Liz Brooker and Susan Edwards and showcases how postdevelopmentalism is taken up in early childhood.



**Vanessa Oliveira Andreotti**

*Learning to Unlearn and to Learn Otherwise: New Horizons for Global Citizenship Education*



Dr. Vanessa Oliveira Andreotti is an Associate Professor in the Faculty of Education and Canada Research Chair in Race, Inequalities, and Global Change at the University of British Columbia in Vancouver, Canada. Her research examines historical and systemic patterns of reproduction of inequalities and how these limit or enable possibilities for collective existence and global change. Her publications in this field include analyses of political economies of knowledge production, discussions of the ethics of international development, and critical comparisons of ideals of globalism and internationalization in education and in global activism, with an emphasis on representations of and relationships with marginalized communities. Her work in teacher education conceptualizes education as an expansion of frames of reference and of fields of signification with a view to expanding possibilities for ethical solidarities. Her academic work is committed to protecting the public role of the university as critic and conscience of society and as a space of independent, multi-voiced, critically informed, and socially accountable debates about alternative futures. Dr. Andreotti is also a research fellow at the University of Oulu, where she was chair of global education from 2010 to 2013. Further, she is also a research fellow at the Centre for Global Citizenship Education at the University of Alberta.

### Natalia Panina-Beard



Natalia is completing her doctoral work in Human Development Learning and Culture in the Department of Counselling Psychology and Special Education at the University of British Columbia. She completed her BSc in Engineering in Russia, and her BA in Applied Psychology and her MA in Counselling Psychology in Canada. She is a Registered Clinical Counsellor and worked as an Elementary School Counsellor. Her Masters' thesis and her doctoral dissertation research were both awarded SSHRC Graduate Scholarships. Natalia received an Academic Excellence Award by the Canadian Psychological Association for her Masters' Thesis. Previously, her research was focused on young Aboriginal women's experiences in educational settings. Her present research includes the educational engagement of culturally diverse and marginalized youth, creative education, and alternative educational programs.

### Susan Beierling



Susan Beierling is a PhD Candidate with the Werklund School of Education at the University of Calgary, specializing in Curriculum and Learning. Turning a life-long struggle with body image into an academic journey, Susan's research utilizes phenomenological hermeneutics in an effort to gain and provide deeper understanding of what it means to be a human being, in specific reference to overweight women. Ms. Beierling's research interests include: hermeneutics, interpretive inquiry, guided conversations, critical and interpretive theories, body image, construction of the self, sense of belonging, and inclusion studies. Susan is also a Sessional Instructor, in the Bachelor of Education program, Werklund School of Education, instructing Professional Development and Life-Long Learning (2014 – Ongoing).

### Charles Bell



Charles Bell is a graduate of Detroit Public Schools. He earned his bachelor's degree in psychology from Wayne State University in 2008 and his master's degree in school psychology from Michigan State in 2009. Currently, he is completing his PhD in Sociology with a specialization in Inequality at Wayne State University, and teaching criminal justice courses at Eastern Michigan University. His research interests focus on the school to prison pipeline, mass incarceration, academic achievement, and social security disability.

### Kivanc Bozkus



Kivanc Bozkus is a researcher working at Artvin Coruh University in Turkey. He completed a bachelor's degree in science teaching and worked as a science teacher. By receiving a graduate education grant from the National Ministry of Education, he got a master's degree in educational leadership from Pennsylvania State University. He is currently pursuing his PhD degree in educational administration at Anadolu University in Turkey. His research interests are professional development of teachers, school development, leadership, and organizational behavior.

### Patricia Carson



Patricia Carson is a postgraduate student in Education at James Cook University. An experienced educator, she has taught in the early years of school and in special education in both Australia and Canada. Currently, she is a private consultant working with special needs students in Alberta, Canada. Her research interests focus on working with Three Dimensional Visual Thinkers who are experiencing difficulty with spelling and reading.



## Liesa Clague



Liesa Clague is an Aboriginal woman of the Yaegl peoples, from the North Coast of New South Wales on her mother's side. On her father's side she has Manx heritage. Liesa is completing her PhD at Macquarie University, Sydney researching school gardens and students. After 23 years as a nurse and midwife, Liesa decided it was time for a change of scenery and moved to study in the School of Education. She currently resides in Sydney, with her two daughters Keewa and Kahla and practices her love for growing native plants, fresh herbs, and fruit trees at home.

## Maria Espinet



Maria Espinet is a Master's student in Social Studies Education at the University of British Columbia. With particular interests in feminist perspectives in Social Studies Curriculum and environmental education, she was awarded by her previous University (Pompeu Fabra University, Barcelona) for her research in the representation of women's history in textbooks. She is currently working as a Teacher assistant at the UBC Bachelor of Education Program and as a Graduate Research Assistant for the creation of a new course funded by the UBC Teaching and Learning Enhancement Fund. She is also a member of the Outdoor Learning for Early Childhood Education Reading Group and volunteers for several conferences held at UBC.

## Izabella Orzelski



Canadian educator and visual artist, Izabella Orzelski holds an MFA from the New York Academy of Art, a BFA and a BEd After Degree from the University of Alberta. Presently, she is a PhD candidate in secondary education at the University of Alberta. She is a recipient of the Winspear Fund Grant and the Dahesh Museum Award. She exhibits regularly. Among her commissioned works are portraits of Canadian officials. She works as an art instructor at the University of Alberta and as an art teacher with the Edmonton Public School Board. She is also the owner of the private fine arts school ARTIZA, in which she teaches children and youth.

## Lukas Rokos



Lukas Rokos is a full-time PhD student and lecturer at the Department of Biology, Faculty of Education, University of South Bohemia in the Czech Republic. He formerly graduated in Biology and Chemistry Teaching for secondary schools. He is involved in inquiry-based scientific education and types of assessment in natural science education. His dissertation thesis is focused on inquiry-based approach in human physiology at secondary schools/high schools and its assessment. The full title of this dissertation thesis is Assessment of inquiry-based scientific teaching in biology learning. He also participates in the international project ASSIST-ME (Assess Inquiry in Science, Technology and Mathematics Education) in which he is responsible for one local researching group in the Czech Republic focused on the implementation of formative assessment into biology inquiry lessons at a lower secondary level.

## Karen Sacdalan



Karen D. Sacdalan is a psychologist and a professional teacher with eighteen years of combined work experience in human resource management from various industries such as HR consulting, non-profit organizations, and university-level teaching of Psychology. Over the years, Kay has been an advocate of children with special needs, devoting research studies to expand knowledge and increase awareness of various disabilities. Kay obtained both her bachelor and masters degree in Psychology and is currently pursuing her PhD studies in Special Education at the University of the Philippines. Her publications include different interests in social sciences and human resource management and special education.



## Alejandro Santaflorientina



Alejandro Santaflorientina is a graduate student of the Erasmus-Mundus Programme “Crossways in Cultural Narratives.” He has studied in Adam Mickiewicz University in Poznan (Poland), University of Guelph (Canada), and Université de Perpignan Via Domitia (France). He has a Bachelor’s degree in Fine Arts with specialization in Cultural Pedagogies, from the Universitat de Barcelona (Spain). He has also worked as a teaching assistant at the School of Languages and Literatures, University of Guelph. His research locates itself at the intersection of the disciplines of Visual Culture and Education. His publications include: “Transitando identidades. La mediación artística en el proceso de rehabilitación de personas con problemas de adicciones,” Cuadernos de trabajo social, vol 26 (no 2), 2013, and “A Genealogical Approach to Memory and Identity: Strategies of Remembering in Amin Maalouf’s *Origines*,” in *The Lincoln Humanities Journal*, 2015.

## Clavia Williams



Clavia Williams is an assistant lecturer at the School of Education, The University of the West Indies, Mona, Jamaica, West Indies in the field of Teacher Education. She holds an MEd in Educational Measurement (Distinction, UWI); BA in Literatures in English and Sociology (UWI); Postgraduate Diploma in Language Education (Distinction, UWI); and is currently enrolled as a PhD student in Education, UWI (Mona). Her areas of specialization are English Language, English Literature, Sociology, Literatures in English, and Educational Measurement. Ms. Williams has over nine years of teaching experience. She has taught English Language, English Literature (grades 7 – 11) and Sociology (grade 12), Classroom Testing and Evaluation, The Assessment of Teaching and Learning, and has supervised students on their Field Experience (practicum) as well as the completion of research reports at the undergraduate and graduate levels. Her research interests are assessment, formative assessment, teacher professional development, English language teaching and learning, and gender and performance in English literature and teacher education.

## Andika Yudha Utomo



Andika Yudha Utomo graduated from Universitas Indonesia in 2014 and is currently enrolled as a master’s student, majoring in Advanced Computer Science at the University of Manchester, United Kingdom. He is one of the awardees of the Indonesia Endowment Fund for Education Scholarship (LPDP RI). His specific interests are e-learning and data processing. Some of his research on e-learning was published in IEEE Explore and ACM Digital Library. In 2015, he was a peer reviewer for the Frontiers in Education Conference in the US. Andika also has experience as a data engineer and IT specialist for various projects while working in Indonesia. Now, he serves as the head of the IT Department of Study Circle for Indonesian Scholars in the UK.

## Sola Zaccheus



A native of New Jersey, Sola Zaccheus, EdS, has made great efforts to support the development of young children in the most developmentally appropriate ways. After graduating from Howard University, she received her Masters of Teaching in Early Childhood Education from American University. Ms. Zaccheus completed her Education Specialist degree from George Washington University, in which her research focused on fine motor development, nature-based play, arts education, and autism interventions. In efforts to support families on a more intimate basis, she works as an early childhood interventionist providing developmental supports. Currently, Ms. Zaccheus serves as an adjunct professor at the University Of The District Of Columbia and owns her own education firm called DAP, Consulting.

WEDNESDAY, 13 JULY

8:00-9:00	REGISTRATION DESK OPEN
9:00-9:35	CONFERENCE OPENING - INDIGENOUS PROTOCOL & GREETING, PROFESSOR CASH AHENAKEW, PII TAI POOT TAA, UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA; DORIAM DEL CARMEN REYES, COMMON GROUND ESPAÑOL, MEXICO; DR. KIMBERLY D. KENDALL, COMMON GROUND PUBLISHING, CHAMPAIGN USA
9:35-10:10	PLENARY SESSION - DR. VERONICA PACINI-KETCHABAW, UNIVERSITY OF VICTORIA, VICTORIA, CANADA; "COMMON WORLD PEDAGOGIES FOR THE ANTHROPOCENE"
10:10-10:40	GARDEN CONVERSATION & COFFEE BREAK
10:40-10:50	TRANSITION BREAK
10:50-11:40	TALKING CIRCLE
Room 1	Talking Circle 1 - Pedagogy and Curriculum
Room 2	Talking Circle 2 - Assessment and Evaluation
Room 3	Talking Circle 3 - Educational Organization and Leadership
Room 4	Talking Circle 4 - Early Childhood Learning
Room 5	Talking Circle 5 - Learning in Higher Education
Room 6	Talking Circle 6 - Adult, Community, and Professional Learning
Room 7	Talking Circle 7 - Learner Diversity and Identities
Room 8	Talking Circle 8 - Technologies in Learning
Room 9	Talking Circle 9 - Literacies Learning
Room 10	Talking Circle 10 - Science, Mathematics, and Technology Learning
Room 11	Talking Circle 11 - 2016 Special Focus: Education in the Age of the Anthropocene
11:40-12:55	LUNCH
12:55-14:35	PARALLEL SESSIONS
Room 1	<p><b>Adult Learning Initiatives</b></p> <p><b>Using Short Message Service to Investigate Oral Communication Strategies of EFL Adult Learners</b>            Prof. Shiou-Wen Yeh, <i>Graduate Institute of TESOL, National Chiao-Tung University, Hsin-Chu, Taiwan</i>            Cha-Chi Shih, <i>Graduate Institute of TESOL, National Chiao-Tung University, Hsin-Chu, Taiwan</i>  <i>Overview:</i> This research applied a mobile app, LINE, as an intermediary platform to study the oral communicative strategies applied by EFL adult learners. Students' attitudes toward the usage were also evaluated.  <i>Theme: Technologies in Learning</i></p> <p><b>Negotiating Science Learning with Marginalized Adult Learners in a Pre-University Program</b>            Dr. Wanjia Gitari, <i>Transitional Year Programme, The Department of Curriculum, Teaching, and Learning (CTL) at the Ontario Institute for Studies in Education, University of Toronto, Mississauga, Canada</i>            Darlee Gerrard, <i>The Department of Curriculum, Teaching, and Learning (CTL) at the Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada</i>  <i>Overview:</i> This paper is about the construction of scientific ideas by adults in a pre-university program and the negotiation of that construction by the students and the instructor.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Validation and Certification of Artistic Skills in Vocational Training Programs in Prisons</b>            Gert Hurkmans, <i>Adult education, Asturia Institute of Adult Education, Minderhout, Belgium</i>  <i>Overview:</i> I discuss validation and certification of artistic skills in vocational training programs in prisons.  <i>Theme: Adult, Community, and Professional Learning</i></p>

12:55-14:35

PARALLEL SESSIONS

Room 2 Agency through Education

**Naming Their World: Spoken Word as Praxis in the Middle School**

Elizabeth Hind, *College of Educational Studies, Chapman University, Orange, USA*

*Overview:* Through an assignment aligned with Freirean theory, middle school creative writing students name their world using spoken word poetry. Future directions and themes for further inquiry will also be discussed.

*Theme: Learner Diversity and Identities*

**Procrustes Slain: Give Them a Voice**

Dr. Mary Jones, *Australian Centre for Workplace Learning, The Replay Group, Melbourne, Australia*

*Overview:* This paper describes results of a successful program, based on the theories of Transfer, Transformation and the Indigenous culture of "yarnin" which is meeting the educational needs of Indigenous Australians.

*Theme: Learner Diversity and Identities*

**The Ignored Voice in Teaching and Learning: Students' Insights on How Teachers Teach Science**

Joseph Kennedy Karanja Thuo, *Biology Education, Centre for Mathematics, Science and Technology*

*Education in Africa - CEMASTEIA, Nairobi, Kenya*

Grace Orado, *Research and Development, Centre for Mathematics, Science and Technology*

*Education in Africa - CEMASTEIA, Nairobi, Kenya*

*Overview:* We explore student voices in learning science and mathematics revealing a need to continually listen to students' sentiments.

*Theme: Pedagogy and Curriculum*

**Reconnecting Knowledge and Action: Implications for Educational Institutions in the Anthropocene**

Prof. Marie Brennan, *Victoria University, Melbourne, Australia*

Dr. Lew Zipin, *College of Education, Victoria University, Melbourne, Australia*

*Overview:* Recognising the Anthropocene requires concomitant work to change all institutions, including education. Reconnecting knowledge and action (new praxis) as central to education has implications for teacher and student agency.

*Theme: 2016 Special Focus: Education in the Age of the Anthropocene*

12:55-14:35

PARALLEL SESSIONS

Room 3 Education for the Professions

**Occupational Safety and Health Based on Behaviour Modification: The Importance of Training Focused on Behavioral Changes in Occupational Health and Safety**

Dr. Gokhan Ofluoglu, *Faculty of Economics and Administrative Sciences, Zonguldak Karaelmas University, Zonguldak, Turkey*

Sibel Buzkan, *Faculty of Economics and Administrative Sciences & Management Department, Bulent Ecevit University, Zonguldak, Turkey*

*Overview:* The common point in learning is "behavioral change." However, today, behavioral changes are not only approached as behavioral changes that are observed. Learning concept comprises cognitive, effective and neurophysiological dimensions.

*Theme: Adult, Community, and Professional Learning*

**A Management Framework for Assessments and Certification: Tertiary Educational Institutions in South Africa**

Tinus van Zyl, *Academic Administration, University of Johannesburg, Johannesburg, South Africa*

*Overview:* Tertiary Educational Institutions need to understand what risks are involved in managing the integrity of the assessment and certification business processes and what solutions are available to avoid them.

*Theme: Learning in Higher Education*

**A Collaborative Approach to Student Learning: A Case Study of a First Year Undergraduate Subjects**

Dr. Roshni Narendran, *Australian Institute of Business, Adelaide, Australia*

Dr. Shamika Almeida, *University of Wollongong, Wollongong, Australia*

Geraldine Hardie, *Faculty of Business & Economics, University of Wollongong, Wollongong, Australia*

Ahabab Chowdhury, *Faculty of Business, University of Wollongong, Wollongong, Australia*

Rebecca Coombes, *Faculty of Business, University of Wollongong, Wollongong, Australia*

Eunice Quintana-Smark, *Faculty of Business, University of Wollongong, Wollongong, Australia*

Barry Stevenson, *Faculty of Business, University of Wollongong, Wollongong, Australia*

Dr. Hui-Ling Wang, *Faculty of Business, University of Wollongong, Wollongong, Australia*

Nabi Zaher, *Faculty of Business, University of Wollongong, Wollongong, Australia*

*Overview:* The paper demonstrates how a collaborative teaching approach can facilitate peer learning among students resulting in enhanced individual learning and better pass rate of first year business students.

*Theme: Learning in Higher Education*

**An ICT Enabled Collaboration in a Professional Practice Program: A Reflection Informed by Actor-Network Theory Lens and Moments of Innovation Translation**

Dr. Chandana Unnithan, *CDU Business School, Faculty of Law, Education, Business and Arts, Charles Darwin University, Melbourne, Australia*

Dr. Aggie Wegner, *CDU Business School, Charles Darwin University, Darwin, Australia*

Asheley Jones, *Work Integrated Learning (WIL), Australian Technical Management College (ATMC), Melbourne, Australia*

Ashwin Koneru, *CDU Melbourne, Australian Technical Management College, Melbourne, Melbourne, Australia*

*Overview:* We discuss administration and industry within a Professional Practice Program embedded in a masters degree at an Australian university, translated into successful student outcomes, or graduate employment.

*Theme: Learning in Higher Education*

12:55-14:35	PARALLEL SESSIONS
Room 4	<p><b>STEM Pedagogies and Curricula</b></p> <p><b>An Assessment of a NSF S-STEM Program</b>  Yu-Ju Kuo, <i>Mathematics Department, Indiana University of Pennsylvania, Indiana, USA</i>  Rick Adkins, <i>Mathematics Department, Indiana University of Pennsylvania, Indiana, USA</i>  <i>Overview:</i> Assessments for a NSF-funded STEM scholarship program serving a cohort of undergraduate and graduate students are discussed, including novel methods for tracking student retention and measuring impact of program activities.  <i>Theme: Assessment and Evaluation</i></p> <p><b>Preservice Science Teachers' Confidence for Teaching STEM: Understanding STEM-related Content at the Secondary Level</b>  Siriporn Kruatong, <i>Faculty of Education and Development Science, Kasetsart University, Nakorn Prathom, Thailand</i>  Dr. Tussatrin Wannagatesiri, <i>Faculty of Education and Development Sciences, Kasetsart University, Bangkok, Thailand</i>  Nantarat Kruea-In, <i>Department of Teacher Education, Kasetsart University, Kamphaeng Saen, Thailand</i>  <i>Overview:</i> It is impractical to expect preservice science teachers to teach STEM when most of them have unclear explanations of science and math curricula through the lens of STEM.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>Critical Thinking and Scientific Reasoning Abilities for Students Experiencing Science Experiment Kits and Socio-Scientific Issue-based Learning</b>  Dr. Kulthida Nugultham, <i>Department of Teacher Education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom, Thailand</i>  Dr. Tussatrin Wannagatesiri, <i>Department of Teacher Education, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom, Thailand</i>  <i>Overview:</i> A science teacher training program was developed to enhance secondary school students' critical thinking and scientific reasoning abilities through science experiment kits and socio scientific issue-based learning.  <i>Theme: Science, Mathematics and Technology Learning</i></p>
Room 5	<p><b>Changing Pedagogies in Graduate Education</b></p> <p><b>Promoting Life-Long Learning in Indonesia through Graduate Program Scholarships: Students' Motivations, Expectations, and Potential Challenges</b>  Andika Yudha Utomo, <i>The University of Manchester, Manchester, UK</i>  Dr. Harry Budi Santoso, <i>Laboratory of Digital Library and Distance Learning, Universitas Indonesia, Depok, Indonesia</i>  Muhammad Zulfikar Rakhmat, <i>University of Manchester, Manchester, UK</i>  <i>Overview:</i> This research will reveal the motivations of Indonesian citizens that want to pursue postgraduate study. Data from questionnaire and interviews will be analysed to determine the general characteristics and insights.  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p> <p><b>Charrette: Participatory Learning Space Designing from the Learners' Perspective</b>  Dr. Hilary Hughes, <i>School Cultural and Professional Learning, Faculty of Education, Queensland University of Technology, Brisbane, Australia</i>  <i>Overview:</i> This is a qualitative case study of charrette participatory designing process. MEd students' charrette experiences enhance the potential of a charrette to support learning space designing and innovative pedagogy.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Bringing Oxford Tutorials to Texas: Doctoral Students Respond</b>  Dr. Twyla Miranda, <i>School of Education, M.Ed. and Ed.D. Programs in Education, Texas Wesleyan University, Fort Worth, USA</i>  <i>Overview:</i> A qualitative study finds University of Oxford tutorials provide high student and professor satisfaction in topic preparation, integration, critical discussion and new thinking in one doctoral program in Texas.  <i>Theme: Learning in Higher Education</i></p> <p><b>The Road Less Traveled: Mobile Technology in Social Work Practice Courses</b>  Dr. Denice Goodrich Liley, <i>School of Social Work, Boise State University, Boise, USA</i>  <i>Overview:</i> This paper discusses a university's initiative through multi-year projects promoting strategies and opportunities for using mobile technology to enhance teaching and learning in masters level human service practice courses.  <i>Theme: Technologies in Learning</i></p>

12:55-14:35	<b>PARALLEL SESSIONS</b>
<b>Room 6</b>	<p><b>Being an Educator</b></p> <p><b>Novices to STARS: Experiences and Supports for Effective Teaching Identified by Teachers of the Year</b>  Dr. Ron W. Germaine, <i>School of Education, National University, San Diego, USA</i>  <i>Overview:</i> The paper presents the rationale, methodology, findings, implications, and recommendations from a study investigating experiences and supports that led alumni, recognized as county teachers of the year, to be effective.  <i>Theme: Assessment and Evaluation</i></p> <p><b>Language, Discourse and Identity Construction among Francophone Immigrant Teachers in British Columbia: Between the Obvious and the Oblivious</b>  Ghizlane Laghzaoui, <i>Modern Languages Institute, University of the Fraser Valley, Abbotsford, Canada</i>  <i>Overview:</i> This qualitative study focuses on the integration of Francophone immigrant teachers in Francophone schools in British Columbia and examines social representations present in their discourse on professional practice and discrimination.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>The Evolving Role of a School Leader</b>  Kerry Elliott, <i>Melbourne Graduate School of Education, The University of Melbourne, Melbourne, Australia</i>  <i>Overview:</i> This paper reports on some of the key literature around leadership in schools, outlining emerging instructional leadership practices and what these may mean for educators, systems and school improvement.  <i>Theme: Educational Organization and Leadership</i></p>
<b>Room 7</b>	<p><b>Controversy and Intervention</b></p> <p><b>The South Korean History Textbook Controversy: Comparisons with US Debates</b>  Prof. Benedict Edward DeDominicis, <i>Political Science, Contributing Faculty, College of Social and Behavioral Sciences, Walden University, Bucheon, South Korea</i>  <i>Overview:</i> South Korean and US history textbook controversies are compared in the midst of the current Korean debate on the government asserting control over content in South Korean history textbooks.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>The Psychological Resiliency and Cognitive Modifiability of Children with Learning Disability as a Function of Mother-Child Mediated Learning Strategies</b>  Dr. Vered Shomron, <i>The Department of Special Education, Kibbutzim College of Education, Rishon Le-Zion, Israel</i>  Prof. David Tzuriel, <i>Bar Ilan University, School of Education, Kfar Saba, Israel</i>  <i>Overview:</i> This study aimed to examine an innovative model studying the effect of meditated learning experience as a proximal element on Psychological resilience and cognitive modifiability of children with learning disabilities  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Assessing the Effectiveness of High-Impact Educational Practices for Meeting Learning Outcomes in an Innovative First-Year Arts, Humanities and Social Sciences Program</b>  Dr. Heather Smith, <i>International Studies Centre for Teaching, Learning and Technology, University of Northern British Columbia, Prince George, Canada</i>  Dr. Lisa Dickson, <i>Department of English, University of Northern British Columbia, Prince George, Canada</i>  Dr. Tracy Summerville, <i>Department of Political Science, University of Northern British Columbia, Prince George, Canada</i>  <i>Overview:</i> We evaluate the success of a 3-year pilot innovative first-year Arts, Humanities and Social Sciences program with regard to its use of high-impact educational practices to meet core learning outcomes.  <i>Theme: Assessment and Evaluation</i></p>

12:55-14:35	<b>PARALLEL SESSIONS</b>
<b>Room 8</b>	<p><b>Managing Schools</b></p> <p><b>Municipal Investment in a School Project</b>  Elisabeth C. Andersson, <i>School of Education, Culture and Communication, Mälardalen University, Västerås, Sweden</i>  <i>Overview:</i> Sustainable development is a Swedish municipality investment to facilitate for all students to get a passing grade when they leave school. What strengths and weaknesses can be seen?  <i>Theme: Assessment and Evaluation</i></p> <p><b>Improving Educational Guidelines</b>  Philip Sisson, <i>Engineering Management and Systems Engineering School of Engineering &amp; Applied Science, George Washington University, Washington, USA</i>  Julie J.C.H. Ryan, <i>Engineering Management and Systems Engineering School of Applied Science and Engineering, George Washington University, Washington, USA</i>  <i>Overview:</i> Educational guidelines should be stated as competencies. Terms for linguistic abilities should be updated and terms for additional competencies, including knowledge management, added.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>The Need for Critical Thinking: Bridging the Philosophical Gap in Canada's Education</b>  Kathleen E. Sumpton, <i>Canadian Poetry Press, London, Canada</i>  <i>Overview:</i> An increase in critical thinking skills for our society could lead to the development of a stronger and more innovative nation on the world stage.  <i>Theme: Early Childhood Learning</i></p>
<b>Room 9</b>	<p><b>Lightning Talks</b></p> <p><b>The Relationship between Students' Math Scores and their Learning Styles</b>  Dr. Hosin Shirvani, <i>Department of Teaching and Learning, University of Texas at UTRG, Edinburg, USA</i>  <i>Overview:</i> The study examines whether students with three types of learning styles have different mathematics achievement.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>Instruments to Measure Competences in Digital Storytelling Design at Preschool and Primary Education: The CINEMA Project</b>  Dr. M. Esther Del-Moral, <i>Department of Education Sciences, Faculty of Teacher Training and Education, University of Oviedo, Oviedo, Spain</i>  Dr. Lourdes Villalustre, <i>Department of Education Sciences, Faculty of Teacher Training and Education, University of Oviedo, Oviedo, Spain</i>  Dr. Rosario Neira-Piñeiro, <i>Department of Education Sciences, Faculty of Teacher Training and Education, University of Oviedo, Oviedo, Spain</i>  <i>Overview:</i> CINEMA is an innovative project focused on digital storytelling, carried out in rural schools of Asturias (Spain), whose purpose is to develop children's narrative, digital, communicative and socio-emotional competences.  <i>Theme: Technologies in Learning</i></p> <p><b>Principles of Financial Accounting Flipped Classroom</b>  Suzanne Lay, <i>Business, Colorado Mesa University, Grand Junction, USA</i>  <i>Overview:</i> The presenter shares her experience in implementing a flipped classroom model for the undergraduate Principles of Financial Accounting course at a state university.  <i>Theme: Learning in Higher Education</i></p> <p><b>Faculty-Student Scholarship Mentorship and Collaborations: Practices, Challenges, and Lessons Learned</b>  Dr. Lydia Kyei-Blankson, <i>Department of Educational Administration and Foundations, Illinois State University, Normal, USA</i>  Parul Gupta, <i>Illinois State University, Normal, USA</i>  <i>Overview:</i> In this study, practices, challenges, and lesson learned by graduate students who engage in research mentorship and collaborative endeavors with faculty that result in scholarly publication are described.  <i>Theme: Learning in Higher Education</i></p>
<b>Room 10</b>	<b>Spanish Session: Late Additions</b>
<b>Room 11</b>	<b>Spanish Session: Diversidad e identidades en el aula I</b>
<b>Room 12</b>	<b>Spanish Session: Teorías pedagógicas</b>
<b>Room 13</b>	<b>Spanish Session: La enseñanza superior y el aprendizaje</b>
14:35-14:50	<b>COFFEE BREAK</b>



14:50-16:30	PARALLEL SESSIONS
Room 1	<p><b>Teaching the University Student</b></p> <p><b>How Professional Development Programmes for Higher Education Staff Can Model Good Assessment Practice: Themes, Principles and a Case Study Example</b>  Patrick Baughan, <i>Department of Learning Enhancement and Development, City University London, London, UK</i>  <i>Overview:</i> Positive assessment practice remains an important challenge in higher education. This paper presents ideas about how professional development programmes for lecturers can serve a key role in promoting good assessment.  <i>Theme: Assessment and Evaluation</i></p> <p><b>The End of Lectures: Interpreting Students' Positive Perceptions of Large Classes</b>  Dr. Mick Charney, <i>Department of Architecture, Kansas State University, Manhattan, USA</i>  <i>Overview:</i> A poll of 500+ undergraduates suggests that lecturing, condemned for its passivity in contrast to active learning, is nevertheless regarded by students themselves to be an effective instructional technique.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Personal Transformative Pedagogy and Recovery from Failure: The Reconditioning of a University Professor</b>  Dr. Kenneth R. Austin, <i>Department of Secondary Education and Educational Leadership, Stephen F. Austin State University, Nacogdoches, USA</i>  <i>Overview:</i> This essay addresses the dispositional transformation from an arrogant and insecure university professor in a teacher education program to one embracing concepts of authentic and unpretentious purposes of education.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>How Blended Learning Opportunities Enhanced Students' Learning: A Case Study in Higher Education</b>  Dr. Ioraine Dale Cook, <i>Faculty of Humanities and Education: School of Education, University of the West Indies, Kingston, Jamaica</i>  <i>Overview:</i> The purpose of this study is to explore students' and lecturer's experiences in a postgraduate course in which the delivery was a blend of online tutorials and face-to-face lectures.  <i>Theme: Technologies in Learning</i></p>

14:50-16:30	PARALLEL SESSIONS
Room 2	<p data-bbox="176 115 384 139"><b>The K-12 Classroom</b></p> <p data-bbox="176 151 1031 196"><b>Peer Mediation with Children in Math Programs: Effects on Modifiability of Executive Functions and Math</b></p> <p data-bbox="176 201 972 224">Dr. Gilat Trabelsi, <i>Department of Special Education, Kibbutzim Academic College, Ashdod, Israel</i></p> <p data-bbox="176 225 806 248">Prof. David Tzurriel, <i>School of Education, Bar Ilan University, Kfar Saba, Israel</i></p> <p data-bbox="176 250 1004 313"><i>Overview:</i> Peer Mediation in Math program (PMC-M) was applied on 55 mediator-learner dyads with severe learning disability. It was effective in improving mediation strategies, cognitive modifiability, executive functions and math performance.</p> <p data-bbox="176 315 461 337"><i>Theme: Pedagogy and Curriculum</i></p> <p data-bbox="176 347 880 393"><b>A Framework Explaining Selected Jamaican Teachers' Use of Information and Communication Technology</b></p> <p data-bbox="176 397 983 443">Tashane Haynes-Brown, <i>Undergraduate Studies Unit, School of Education, University of the West Indies, Kingston 7, Jamaica</i></p> <p data-bbox="176 444 998 508"><i>Overview:</i> This research utilizes an explanatory sequential mixed methods design in examining teachers' use of Information and Communication Technology (ICT) in teaching in selected Jamaican secondary school classrooms.</p> <p data-bbox="176 509 451 532"><i>Theme: Technologies in Learning</i></p> <p data-bbox="176 542 976 587"><b>Managing Disruptive Technologies in the Secondary Classroom: A Case Study of Mobile Learning in Trinidad and Tobago</b></p> <p data-bbox="176 592 1025 638">Dr. Vimala Kamalodeen, <i>School of Education, The University of the West Indies, St. Augustine, Trinidad and Tobago</i></p> <p data-bbox="176 639 610 662">Meshal Maharaj, <i>St. Augustine, Trinidad and Tobago</i></p> <p data-bbox="176 664 983 727"><i>Overview:</i> Teacher perspectives on mobile learning are obtained after experimenting with mobile devices in their classrooms in a rural Trinidad and Tobago school. Recommendations are made to impact school m-learning policy.</p> <p data-bbox="176 729 451 751"><i>Theme: Technologies in Learning</i></p> <p data-bbox="176 761 998 807"><b>Oversold and Underused: A Case Study of Interactive Whiteboards Used at an Elementary School in Taiwan</b></p> <p data-bbox="176 812 908 834">Shih Chun Tseng, <i>Department of Education, National University of Tainan, Tainan, Taiwan</i></p> <p data-bbox="176 836 998 875"><i>Overview:</i> As Professor Larry Cuban said, IWBs were "oversold and underused" at the case school. IWBs were implemented to support but not to enhance instruction.</p> <p data-bbox="176 876 451 899"><i>Theme: Technologies in Learning</i></p>

14:50-16:30	<b>PARALLEL SESSIONS</b>
<b>Room 3</b>	<p><b>The Young Student</b></p> <p><b>Children's Stress Responses at Entrance into Daycare</b>  Mari Nislin, <i>Faculty of Behavioral Sciences, Department of Teacher Education, University of Helsinki, Helsinki, Finland</i>  Dr. Nina Sajaniemi, <i>Faculty of Behavioral Sciences, Department of Teacher Education, University of Helsinki, Helsinki, Finland</i>  Dr. Eira Suhonen, <i>Faculty of Behavioural Sciences, Department of Teacher Education, University of Helsinki, Helsinki, Finland</i>  Prof. Margaret Sims, <i>Department of Early Childhood Education, University of New England, Armidale, Australia</i>  <i>Overview:</i> Young children are vulnerable to stress such as beginning out-of-home care. We examine cognition, SES and temperament and children's stress regulation; demonstrating the link between boys' stress reactivity and cognition.  <i>Theme: Early Childhood Learning</i></p> <p><b>Teaching "Place Value" through Problem-solving as a Process and a Skill</b>  Prof. Kakoma Luneta, <i>Department of Childhood Education in Mathematics, University of Johannesburg, Johannesburg, South Africa</i>  <i>Overview:</i> Teaching place value at elementary level can be a daunting task but by using the skills of problem-solving teachers can ensure that learners understand the "value of the place."  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>International Children in China: Bilingual and Monolingual Children's Acquisition of Mandarin Classifiers in a Childcare Centre</b>  Dr. Ruying Qi, <i>School of Humanities and Communication Arts The Bilingualism Research Lab@ UWS-JNU, University of Western Sydney, Australia, Sydney, Australia</i>  Wanhua Wu, <i>School of Humanities and Communication Arts Bilingualism Research Lab., University of Western Sydney, Sydney, Australia</i>  <i>Overview:</i> This study, likely the first to investigate the input of childcare on acquisition of Mandarin classifiers for international children (ages 3 to 5), who grow up bilingually in China.  <i>Theme: Early Childhood Learning</i></p> <p><b>Dual Input in Bilingual Development</b>  Prof. Virginia Yip, <i>Childhood Bilingualism Research Centre Department of Linguistics and Modern Languages, Chinese University of Hong Kong, Hong Kong, Hong Kong</i>  Prof. Stephen Matthews, <i>School of Humanities, Department of Linguistics, University of Hong Kong, Hong Kong, Hong Kong</i>  <i>Overview:</i> This paper examines the role of input in bilingual children's code-mixing. The findings show an asymmetry in the direction of mixing, which can be attributed to the input children hear.  <i>Theme: Early Childhood Learning</i></p>
<b>Room 4</b>	<p><b>Workshops</b></p> <p><b>Spelling: Now You See It!</b>  Patricia Carson, <i>College of Arts, Society and Education, James Cook University, Edmonton, Canada</i>  <i>Overview:</i> Does creating a three dimensional image of a words meaning and spelling help with recall for some Three Dimensional Visual Thinkers/Dyslexics?  <i>Theme: Early Childhood Learning</i></p> <p><b>The Dynamic Assessment of Learning Potential: Assessment and Intervention</b>  Prof. David Tzuriel, <i>School of Education, Bar Ilan University, Kfar Saba, Israel</i>  <i>Overview:</i> Theoretical foundations of dynamic assessment (DA), major characteristics, mediation strategies and deficient cognitive functions are presented. Simulation of DA with participants are carried out using Mediated Learning Experience strategies.  <i>Theme: Assessment and Evaluation</i></p>

14:50-16:30	<b>PARALLEL SESSIONS</b>
<b>Room 5</b>	<p><b>Leadership and Teamwork in Education</b></p> <p><b>Course Leader Role: Implementation of Enhanced Practices and Enabling Systems of Support and Communication</b>  William Bowen-Jones, <i>Educational Development, University of Worcester, Worcester, UK</i>  Catriona Robinson, <i>Institute of Education, Worcester, UK</i>  Prof. Sarah Greer, <i>Worcester, UK</i>  Carolyn Nisbet, <i>Worcester, UK</i>  <i>Overview:</i> This project is fundamentally aimed at developing a working environment in which course leaders will thrive, flourish and excel. It focuses on 5 work-streams: inter alia: Leadership and Administrative Support.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>Teamwork, Collaboration, and Communication Skills of Undergraduates at Nakhon Ratchasima Rajabhat University: Big Five Learning</b>  Dr. Wasana Keeratchamroen, <i>Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima, Thailand</i>  <i>Overview:</i> Big Five Learning enhances 21st Century learning skills of undergraduates. It consists of learning to question, search, construct, communicate and serve.  <i>Theme: Learning in Higher Education</i></p> <p><b>Student Expectations towards International Program Curriculum: The Case of Thailand</b>  Rawiporn Nonting, <i>Academic Office, Khon Kaen University International College, Khon Kaen University International College, Khon Kaen, Thailand</i>  Phaninee Naruetharadhol, <i>Global Business, Khon Kaen University International College, Khon Kaen, Thailand</i>  <i>Overview:</i> This paper aims to compare 1st-year and 4th-year international program students' expectations towards international program curriculum offered in Thailand. Results could lead to future curriculum development utilized by college management.  <i>Theme: Educational Organization and Leadership</i></p>
<b>Room 6</b>	<p><b>Responsive Assessment</b></p> <p><b>Responsive, Respectful, and Inclusive: Program Evaluation that Engages All Learners</b>  Dr. Linda P. Thurston, <i>College of Education, Kansas State University, Manhattan, USA</i>  Dr. June Gothberg, <i>Western Michigan University, Lansing, USA</i>  <i>Overview:</i> This paper discusses theories and practices of program evaluations that assess learning variables of all program participants including women and girls, racial and ethnic minorities, and individuals with disabilities.  <i>Theme: Assessment and Evaluation</i></p> <p><b>Retention of Learning as a Metric of Quality</b>  Dr. Steven Hunsaker, <i>Department of Languages and International Studies College of Language and Letters, Brigham Young University, Rexburg, USA</i>  <i>Overview:</i> Even with outstanding instructors and instruction, we cannot be satisfied with the quality of our work until we see unambiguous evidence that students learn deeply and with unusually strong retention.  <i>Theme: Assessment and Evaluation</i></p> <p><b>The Theory-Practice Gap in Educational Accountability</b>  Kivanc Bozkus, <i>Education Faculty, Artvin Coruh University, Artvin, Turkey</i>  <i>Overview:</i> The purpose of this study is to bridge the gap between theory and practice in educational accountability. Findings of this study indicate inconsistencies between theory and practice.  <i>Theme: Assessment and Evaluation</i></p> <p><b>Perspectives on Feedback: Psychological Contract Theory</b>  Dr. Stephen Gibb, <i>People and Enterprise Development, University of West of Scotland, Glasgow, UK</i>  <i>Overview:</i> Psychological contract theory can be used to explain how feedback works. Four kinds of psychological contract, derived from the literature are described here. These provide a focus for research.  <i>Theme: Assessment and Evaluation</i></p>

14:50-16:30	<b>PARALLEL SESSIONS</b>
<b>Room 7</b>	<p><b>Arts and Music Pedagogies</b></p> <p><b>Reformed Pedagogical Study of the Art of Mogao Caves</b>  Dr. Leon Kim Liong Chew, <i>College of Arts and Creative Enterprises, Zayed University, Dubai, United Arab Emirates</i>  <i>Overview:</i> This paper illustrates a reformed approach looking at cave art, using "Five-W" instructional strategy I implemented into Middle-East art curriculum, and based on my ongoing research findings on Mogao Caves.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>When Cooperative Learning Meets Ensemble Teaching: An Action Study of a Music Class for Fourth Graders in a Waldorf School in Taiwan</b>  Mei-Yung Chang, <i>Department of Education, National University of Tainan, Tainan, Taiwan</i>  <i>Overview:</i> This study adopted an action research approach to investigate the effects of combining an Orff Schulwerk with problem-solving and cooperative learning strategies on the performance of students in learning music.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Making the Creative Leap into the 21st Century: The Art of Tattoo/ Body Modification as an Educational Tool to Implement Exciting Art Projects in Secondary School Art Classrooms</b>  Izabella Orzelski, <i>Faculty of Education Secondary Education, University of Alberta, Edmonton, Canada</i>  <i>Overview:</i> This paper investigates educational merits of body modification art within the high school art classroom with projects relevant, and of interest, to a new generation of students.  <i>Theme: Pedagogy and Curriculum</i></p>
<b>Room 8</b>	<p><b>Teaching Sustainability</b></p> <p><b>Subjectification of Learners, Educators and the Other in Environmental Education for Sustainability: Pre-service Teachers in an Australian University</b>  Assoc. Prof. Joy Hardy, <i>SIMERR National Research Centre, University of New England, Armidale, Australia</i>  Dr. Nadine McCrea, <i>School of Education, University of New England, Armidale, Australia</i>  <i>Overview:</i> This paper presents a thematic critical discourse analysis of the subjectification of learners, educators and the other in Environmental Education for Sustainability by pre-service teachers in an Australian university.  <i>Theme: Learning in Higher Education</i></p> <p><b>Capturing Students' Reflections on Their Experiences in School-based Gardens</b>  Liesa Clague, <i>Faculty of Human Science Department of Education, Macquarie University, Sydney, Australia</i>  Dr. Neil Harrison, <i>School of Education Faculty of Human Sciences, Macquarie University, Sydney, Australia</i>  Dr. Katherine Stewart, <i>Faculty of Human Science Department of Education, Macquarie University, Sydney, Australia</i>  Dr. Caroline Atkinson, <i>We Al-li Pty Ltd, Lismore, Australia</i>  <i>Overview:</i> The study allowed students to explore school-based gardens using photo-elicitation (photovoice) and Gan'na. Students from two Sydney schools recorded and discussed what they liked about being in their school garden.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Sustainable Development in the Anthropocene Era: Roma Primary School Students' Motivation for Studies in Mathematics and Natural Sciences</b>  Kati Dimiter-Taikon, <i>Roma Culture Class, Hammarby Södra Primary School, Stockholm, Sweden</i>  Angelina Dimiter-Taikon, <i>Roma Culture Class, Hammarby Primary School, Stockholm, Sweden</i>  Mikael Demetri, <i>Roma Culture Class, Hammarby Primary School, Stockholm, Sweden</i>  Mariana Back, <i>Science Centre, Science Centre Principal Teacher, Stockholm, Sweden</i>  HoGul Park, <i>4D Math &amp; Science Creativity Institute, Seoul, South Korea</i>  Dr. Taeyoung Choi, <i>Korea Future Convergence of Creative Foundation, Seoul, South Korea</i>  Dr. Christina Rodell Olgaç, <i>Education, Södertörn University, Huddinge, Sweden</i>  Dr. Patrik Dinnétz, <i>Södertörn University, Stockholm, Sweden</i>  Dr. Alla T. Alzhanova-Ericsson, <i>The School of Natural Sciences, Technology and Environmental Studies, Södertörn University, Stockholm, Sweden</i>  <i>Overview:</i> Bilingual video-lessons made by Roma primary school students' of Roma Culture Class in Stockholm, Sweden motivate them for studies in Mathematics and Natural Sciences applied on sustainable development in Anthropocene.  <i>Theme: Science, Mathematics and Technology Learning</i></p>

14:50-16:30	PARALLEL SESSIONS
Room 9	<p><b>Curricular Intersections with Science</b></p> <p><b>South African Student Teachers' Conceptions of the Role of Language in Science</b>  Dr. Audrey Msimanga, <i>Science and Technology Education Wits School of Education, University of the Witwatersrand, Johannesburg, South Africa</i>  <i>Overview:</i> Language is an important cultural tool for teaching, learning and application of science knowledge, yet little is known of future teachers' understanding of its importance in science teaching and learning.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>Art/science Visual Epistemologies of Learning: New Visuality</b>  Dr. Kath Grushka, <i>School of Education, Faculty of Education &amp; Arts, The University of Newcastle, Newcastle, Australia</i>  Dr. Miranda Lawry, <i>The School of Creative Arts, The University of Newcastle, Newcastle, Australia</i>  <i>Overview:</i> Visual digital new media shapes literacies. This paper, framed by learning theory and neuroscience, presents research findings of high achieving school student learning challenging assumptions about art/science visual learning epistemologies.  <i>Theme: Literacies Learning</i></p> <p><b>Performance Evaluation of College of Science and Engineering Students Studying Mathematics with Peer Assisted Learning</b>  Tarloff S.W. Im, <i>Office of Education Development and Gateway Education, City University of Hong Kong, Hong Kong</i>  <i>Overview:</i> I discuss performance evaluation on Mathematics subjects for undergraduates of College of Science and Engineering with scheme - Peer Assisted Learning with Supplemental Instruction.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>An Innovative Concept of Learning in Higher Education: Students Design and Supervise an Extended Learning Opportunity for a Science Festival</b>  Dr. Thomas Borys, <i>Institute of Mathematics and Computer Science, University of Education, Karlsruhe, Germany</i>  <i>Overview:</i> This paper reports of goals, structure, experience and evaluation of a course for teacher-students at the University of Education in Germany. It combines theory and practice in an innovative way.  <i>Theme: Science, Mathematics and Technology Learning</i></p>
Room 10	<p><b>Late Additions</b></p> <p><b>Investigating Students' Perception and Application of the RT Model</b>  Prof. Mei-Mei Chang, <i>Department of Modern Languages, National Pingtung University of Science and Technology, Pingtung, Taiwan</i>  <i>Overview:</i> This study investigated the correlation between students' perception and the application of the RT model embedded on Moodle. Positive correlations were found between some, but all, strategy perceptions and applications.  <i>Theme: Technologies in Learning</i></p> <p><b>Metacognition: Let's Teach How to Think instead of What to Think in Higher Education</b>  Rubina Qureshi, <i>Humanities and Social Sciences, Abu Dhabi University, Abu Dhabi, United Arab Emirates</i>  <i>Overview:</i> This conceptual paper aims at analyzing the challenges hindering metacognition in higher education, it explores the strategies to enable learners to drive their own brains.  <i>Theme: Learning in Higher Education</i></p> <p><b>Moving beyond Access: Capacity Building through Online Education</b>  Dr. Albert Sangrà, <i>UNESCO Chair in Education &amp; Technology for Social Change, Open University of Catalonia, Barcelona, Spain</i>  Dr. Adnan Qayyum, <i>School of Education - Learning and Performance Systems Department, Penn State University, State College, USA</i>  <i>Overview:</i> The goal of this study is to focus on how online education institutions are moving beyond providing access and toward building students' capabilities and society's capacity.  <i>Theme: Learning in Higher Education</i></p> <p><b>Situational Analysis of the Vulnerability of Potential Dropouts: A Case Study of Indian Schools</b>  Pankaj Das, <i>University of Delhi, New Delhi, India</i>  <i>Overview:</i> Based on the data collected from the 72 government schools, the study analyzes the basic situational problems of potential dropouts in Indian schools.  <i>Theme: Learner Diversity and Identities</i></p>

14:50-16:30	PARALLEL SESSIONS
Room 11	Spanish Session: La tecnología en la educación I
Room 12	Spanish Session: Pedagogía y conocimiento I
Room 13	Spanish Session: El futuro de la educación superior
16:30-16:35	END OF SESSIONS
18:00-19:30	CONFERENCE DINNER - SAGE BISTRO EAST - FOR MORE INFORMATION OR TO BOOK YOUR SPOT, PLEASE VISIT THE CONFERENCE REGISTRATION DESK.

THURSDAY, 14 JULY

8:00-8:30	REGISTRATION DESK OPEN
8:30-8:45	DAILY UPDATE - DR. KIMBERLY D. KENDALL, COMMON GROUND PUBLISHING, CHAMPAIGN, USA
8:45-9:15	PUBLISHING YOUR ARTICLE OR BOOK WITH COMMON GROUND
9:15-9:50	PLENARY SESSION - DR. MINDY BLAISE, VICTORIA UNIVERSITY, MELBOURNE, AUSTRALIA; "TREES-DOGS-CHILDREN: THE ETHICS OF CONVIVIALITY IN THE BARK STUDIO"
9:50-10:20	GARDEN CONVERSATION & COFFEE BREAK
10:20-10:35	TRANSITION BREAK
10:35-12:15	PARALLEL SESSIONS
Room 1	<p><b>The New Classroom</b></p> <p><b>Distance Education and Discovery Learning in Journalism: A Case in Course Improvement</b>            Dr. Kate Ames, <i>School of Education and the Arts, Central Queensland University, Brisbane, Australia</i>  <i>Overview:</i> This paper examines the implications of adopting a discovery learning education model for distance education student in a first year undergraduate journalism course.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Open Educational Resource Model Variation: Using a Software Product's Help as a Course's Primary Text</b>            Prof. Robert Workman, <i>Computer Science, Southern Connecticut State University, Hamden, USA</i>            Dr. Thomas Christ, <i>Education Leadership, University of Bridgeport, Bridgeport, USA</i>  <i>Overview:</i> Using a software product's built-in help as a primary text is a variation of the Open Educational Resource model. This model was used in an Information Management course.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Implementing Curriculum Reform: A Case Study of the National Curriculum in Australia</b>            Dr. Mark Askew, <i>Catholic Schools Office, Broken Bay, NSW Australia, Diocese of Broken Bay, Sydney, Australia</i>  <i>Overview:</i> The Australian curriculum has three facets: discipline knowledge, seven general capabilities and three cross curriculum perspectives. This paper will examine the implementation of the Australian curriculum in a school system.  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p>
Room 2	<p><b>New Initiatives in Higher Education</b></p> <p><b>Service Learning for Pre-Service Teachers: Mentoring Under-Sourced Elementary Students</b>            Dr. Jannah Nerren, <i>College of Education, Stephen F. Austin State University, Nacogdoches, USA</i>  <i>Overview:</i> This paper details a service-learning project for pre-service teacher candidates in an educator preparation program in Texas who are engaged in mentoring under-resourced elementary students in a rural elementary school.  <i>Theme: Learning in Higher Education</i></p> <p><b>A Boundary Encounter Focused on Writing: Reimagining a Collaboration between the Writing Center and a Discipline-specific Course</b>            Dr. Amy Zenger, <i>Department of English, American University of Beirut, Beirut, Lebanon</i>  <i>Overview:</i> The paper will analyze a collaboration between a writing center and a discipline-specific course to re-conceptualize the relationship as a boundary encounter between two communities of practice.  <i>Theme: Learning in Higher Education</i></p> <p><b>Imaging the Hidden Curriculum: Practices of Looking in Higher Education</b>            Alejandro Santaflorentina, <i>School of Languages and Literatures, University of Guelph, Guelph, Canada</i>  <i>Overview:</i> This paper presents a case study at the University of Guelph in which different concepts from visual studies are applied to reflect on the pedagogical experience.  <i>Theme: Learning in Higher Education</i></p>



10:35-12:15	PARALLEL SESSIONS	
Room 3	<p><b>Education for the Health Professions</b></p> <p><b>Active Learning in Nurse Education: Using Quantum Learning and Campbellteaching to Improve Retention</b>  Corrine Sydney Roberta Jones, <i>Diploma of Nursing, Victoria University Institute of Technology, Melbourne, Australia</i>  <i>Overview:</i> Retention of Theory in nursing students through the use of Quantum Learning and Campbellteaching. Could active learning be the key?  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Engaging in the Interprofessional Science of Education: The Metamorphosis of One Graduate Health Sciences University</b>  Dr. Barbara Schwartz-Bechet, <i>College of Education and Rehabilitation, Salus University, Elkins Park, USA</i>  <i>Overview:</i> I discuss a health sciences university transformed into an interprofessional collaborative practicing community of learners guided by an educator, learning theory, and the changing shape of higher education reforms.  <i>Theme: Learning in Higher Education</i></p> <p><b>Learning and Place: Extending Professional Skills and Knowledge</b>  Prof. Annmarie Ruston, <i>Health and Social Care Research Centre, College of Health and Social Care, University of Derby, Derby, UK</i>  <i>Overview:</i> The paper examines the effect of place - as a negotiated reality on the development of skills, knowledge and cultural values and in re-defining normal professional boundaries.  <i>Theme: Adult, Community, and Professional Learning</i></p> <p><b>The Lived Experience of Nursing Faculty Members Regarding Academic Teacher Roles</b>  Dr. Fariba Bolourchifard, <i>Nursing and Midwifery School, Department of Medical Surgical Nursing, Tehran University of Medical Sciences, Tehran, Iran (Islamic Republic of)</i>  <i>Overview:</i> Nursing teachers have important roles in educational system.  <i>Theme: Adult, Community, and Professional Learning</i></p>	
Room 4	<p><b>Workshops</b></p> <p><b>The Knuckles and Knots of Fine Motor Development</b>  Sola Zaccheus, <i>Education, University of the District of Columbia, Washington, USA</i>  <i>Overview:</i> Name writing has become an end of year expectation for many early childhood children. Fine motor development needs consideration due to poor handwriting and lack of fine motor strength.  <i>Theme: Early Childhood Learning</i></p>	

10:35-12:15	PARALLEL SESSIONS
Room 5	<p><b>Teacher and Student Interactions</b></p> <p><b>A Student's Point of View of Interdisciplinary and Collaborative Training</b>  Travis Austin, <i>Virginia Commonwealth University, New York, USA</i>  <i>Overview:</i> Interdisciplinary and collaborative studies are increasingly prevalent in top MFA programs. This paper discusses potential benefits and pitfalls of collaborative and interdisciplinary training from one student's point of view.  <i>Theme: Learning in Higher Education</i></p> <p><b>A Study of the Impact of Teacher-Student Interactions in an Afterschool Program: More Talk During Tutoring Time</b>  Dr. Francine Falk-Ross, <i>School of Education, Pace University, Pleasantville, USA</i>  <i>Overview:</i> This paper reviews process and outcomes of an effective tutoring program involving language interaction development and content learning support to individualize instruction and identify/build upon strengths of young bilingual students.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>A Work-integrated Reflective Journal for Sustainable Teacher Development in a Distance Learning Program: A South African Case Study</b>  Dr Cornè Kruger, <i>School of Human and Social Sciences for Education, North-West University, Potchefstroom, South Africa</i>  <i>Overview:</i> A four-category coding scheme is used to explore the level of distance learning teacher-students' reflections on practice in a first cycle of a designed based research project.  <i>Theme: Learning in Higher Education</i></p> <p><b>Performative Pedagogy: Critical Empathic Thinking and Learner Investment</b>  Dr. Susanne Even, <i>Department of Germanic Studies, Indiana University, Bloomington, USA</i>  <i>Overview:</i> I discuss the effects of performative approaches on learner investment and critical empathic thinking.  <i>Theme: Learning in Higher Education</i></p>

10:35-12:15

PARALLEL SESSIONS

Room 6 Technologies in the College Classroom

**The Acceptance of Social Networking Systems as an e-Learning Tool in ODL Institutions**

Prof. Michael Colin Cant, *Department of Marketing & Retail Management, University of South Africa (Unisa), Pretoria, South Africa*

Prof. Johannes Wiid, *Department of Marketing & Retail Management, University of South Africa (Unisa), Pretoria, South Africa*

*Overview:* We determine the level of acceptance of e-learning systems and technology in ODL institutions.

*Theme: Technologies in Learning*

**Asynchronous Functionalities as Scaffolding for Development of Oral Proficiency in a Foreign Language: An Example Using VoiceThread**

Dr. Jeffrey Hugh Gamble, *Department of Foreign Languages, National Chiayi University, Chiayi, Taiwan*

Dr. Ya-Ting Carolyn Yang, *Institute of Education and Center for Teacher Education, National Cheng-Kung University, Tainan, Taiwan*

*Overview:* This paper highlights the limitations of synchronous online activities for improving EFL oral proficiency and then proposes and explains the benefits of an asynchronous platform for language learning.

*Theme: Technologies in Learning*

**Bring Your Own Device Technology: Exploring Student Experience of In-class Response System in Post-secondary Education**

Dr. Matthew Numer, *School of Health and Human Performance, Dalhousie University, Halifax, Canada*

Rebecca Spencer, *School of Health and Human Performance, Dalhousie University, Halifax, Canada*

*Overview:* This paper will present the qualitative findings of a mixed methods study on the effectiveness of Bring Your Own Device Technology (BYOD) in a post-secondary classroom.

*Theme: Technologies in Learning*

**Technologies Supporting Learner Diversity**

Cristina Solís, *School of Literature and Language Sciences, Universidad Nacional, Heredia, Costa Rica*

Lindsay Chaves, *School of Literature and Language Sciences, Universidad Nacional, Heredia, Costa Rica*

*Overview:* In this new millennium, professors must adapt to the new technological students that arrive to their classroom. This means embracing the students, their different learning styles and technology as one.

*Theme: Technologies in Learning*

10:35-12:15	<b>PARALLEL SESSIONS</b>
<b>Room 7</b>	<p><b>Pedagogies for the 21st Century</b></p> <p><b>What Does Learning Mean, Today? A Sociocultural Approach to Youth Learning Practices across Contexts</b>  Miño Puigcercós Raquel, <i>Department of Didactics and Educative Organization, University of Barcelona, Barcelona, Spain</i>  <i>Overview:</i> This paper draws upon the empirical results of an ethnographical and participative study with young people, highlighting how they perceive their blended learning experiences across contexts.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>The Use of Interdisciplinary Inquiry Subjects to Develop 21st Century Skills: How to Effectively Develop Collaboration and Problem Solving in Secondary Education</b>  Loren Clarke, <i>University of Melbourne, Melbourne, Australia</i>  <i>Overview:</i> This paper explores the impact of interdisciplinary inquiry on collaborative problem solving learning and skill acquisition. It outlines the findings of a research at a Victorian secondary school in Australia.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>The Use of Facebook and Smartphone Applications in Second Language Teaching to Enhance Motivation and therefore Performance: A Positive Experience</b>  Martine Thivierge-Bournival, <i>Language Centre or the Royal Military College of Canada, Department of National Defense, Kingston, Canada</i>  <i>Overview:</i> I will share research conclusions showing the positive impact of using Facebook and other technologies with students in the context of second language learning.  <i>Theme: Technologies in Learning</i></p> <p><b>Teaching and Learning in a Virtual Student Club</b>  Dr. Lora Reed, <i>Faculty Advisor, Human Resources Management Club Organizational Studies Division, Forbes School of Business, Ashford University, Bradenton, USA</i>  Dr. Alan Swank, <i>Faculty Advisor, Human Resources Management Club Organizational Studies Division, Forbes School of Business, Ashford University, San Diego, USA</i>  Dr. Marvee Marr, <i>Faculty Advisor Human Resources Management Club Organizational Studies Division, Forbes School of Business, Ashford University, San Diego, USA</i>  <i>Overview:</i> We explore a virtual student club as a learning community and the basis for multi-directional mentoring, ongoing social network development for student success and proactive, meaningful, student engagement and leadership.  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p>
<b>Room 8</b>	<p><b>The EFL/ESL Teacher and Classroom</b></p> <p><b>"I'm a Celebrity EFL Teacher!": A Critical Analysis of TESL Practicum Abroad</b>  Dr. Terrence McCain, <i>Department of Language, Literacy, and Special Education, Central Washington University, Ellensburg, USA</i>  Dr. Yukari Takimoto Amos, <i>Department of Language, Literacy, and Special Education, Central Washington University, Ellensburg, USA</i>  <i>Overview:</i> We analyze the attitudes/beliefs of our TESL minors using observations, interviews, and reflective journals, to reveal that they develop empathy toward immigrant children while gaining a sense of "white privilege."  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Implementation of EFL Learners' Theatre Participation in the Practicum Setting: A Course Design</b>  Dr. Yow-jyy Joyce Lee, <i>Department of Applied English, National Taichung University of Science and Technology, Taichung City, Taiwan</i>  <i>Overview:</i> This research examines the impacts of course design on EFL learner self-efficacy and PS skills acquisition with a drama-mediated practicum to the audience in the community.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Enhancing EFL Teachers' Pedagogical Pragmatic Knowledge in a Cloud-enriched Professional Development Project</b>  Dr. Mei-Hui Liu, <i>Department of Foreign Languages and Literature, Tunghai University, Taichung, Taiwan</i>  <i>Overview:</i> This paper reports English as a foreign language (EFL) teachers' learning to teach pragmatics in a technology-enhanced professional development project implemented on a Cloud platform in Taiwan.  <i>Theme: Adult, Community, and Professional Learning</i></p>

10:35-12:15	PARALLEL SESSIONS
Room 9	<p><b>Lightning Talks</b></p> <p><b>21st Century Higher Education and Teaching and Learning</b>  Udan Kusmawan, <i>Universitas Terbuka, Ciputat, Indonesia</i>  <i>Overview:</i> Education has evolved to meet the challenges of the 21st Century. It has placed greater emphasis on accountability of educational context, process and evaluation.  <i>Theme: Technologies in Learning</i></p> <p><b>Building Capacity through Leadership: Changing the Urban Educational Landscape</b>  Dr. Mette Baran, <i>School of Education, Doctoral Program, Cardinal Stritch University, Milwaukee, USA</i>  Dr. Glady Van Harpen, <i>Cardinal Stritch University, Iron Mountain, USA</i>  <i>Overview:</i> The research question focuses on how leaders create a successful learning environment when faced with the extremely complex issues of a low performing urban school.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>Teachers Training: Developing Digital Competence in a Bilingual School in the Southeast of Murcia</b>  Francisco Lopez Peinado, <i>UMU and C.C. Las Claras del Mar Menor, San Javier, Spain</i>  Maria Esther Lopez Peinado, <i>Educational Research Department, C.C. Las Claras del Mar Menor, San Javier, Spain</i>  <i>Overview:</i> This study will articulate the teachers training necessities in a real bilingualism case through the educational research department, to develop digital competence.  <i>Theme: Technologies in Learning</i></p> <p><b>The Construction and Reconstruction of ESL Student Teachers' Professional Identity</b>  Dr. Raja Nor Safinas Raja Harun, <i>English Language and Literature Department, Faculty of Languages and Communication, Sultan Idris Education University, Tanjong Malim, Malaysia</i>  <i>Overview:</i> This paper delves into the construction and reconstruction of ESL student teachers' professional identity before and after going for their teaching practice.  <i>Theme: Learning in Higher Education</i></p>
Room 11	Spanish Session: Organizacion educativa y liderazgo
Room 12	Spanish Session: La tecnologia en la educacion II
Room 13	Spanish Session: Evaluacion y medicion de la calidad educativa I
11:30-12:15	SPECIAL EVENT
Room 4	<p><b>"Out of the Shadows: Fostering Creativity in Teacher Education Programs"</b>  Meet Dr. Bronwen Wade-Leeuwen, author of, "Out of the Shadows: Fostering Creativity in Teacher Education Programs"</p>
12:15-13:30	LUNCH

13:30-14:15

PARALLEL SESSIONS

Room 1 Poster Session: Virtual

**The Role of Abductive Reasoning in Dialogue Design**

Dr. Joy Benson, *College of Business and Economics, University of Wisconsin-River Falls, River Falls, USA*

Dr. Sally Dresdow, *College of Technology, Engineering and Management, University of Wisconsin Stout, Menomonie, USA*

*Overview:* Conversation is critical for addressing organizational issues. Yet, conversations are frequently ineffective. The paper illustrates how using abductive reason grounded in the spaces of design help to generate effective dialogue.

*Theme: Pedagogy and Curriculum*

**Improving Literacy Development in Foster Children: Best Practices for the K-6 Classroom**

Dr. Misty LaCour, *School of Education, Kaplan University, Magnolia, USA*

Dr. Penny McGlawn, *Harding University, Searcy, USA*

Dr. Laura Dees, *University of West Florida, Pensacola, USA*

*Overview:* This paper will share the results of a recent research study which explored current teachers' best practices for improving literacy development in foster children in the K-6 classroom.

*Theme: Literacies Learning*

**Machinima versus Real Life Videos: Engaging ESP Students in the Development of Presentation Skills**

Carol Anne Ochoa, *Languages Department, Universidad Santo Tomás, Tunja, Colombia*

*Overview:* This research was carried out in order to contrast a 3D world with real life videos, focusing on English for Specific Purposes. Students worked collaboratively to improve their presentation skills.

*Theme: Technologies in Learning*

**Evaluating Foreign Language Competence Institutional Policies in Postgraduate Education**

Dr. M. Pilar González-de la Rosa, *Department of Modern Languages, University of Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain*

Asst. Prof. Sandra Marrero Morales, *Department of Modern Philology, Universidad de Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain*

Dr. Karina Socorro Trujillo, *Department of Modern Philology, Universidad de Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain*

Dr. M. Isabel González Cruz, *Department of Modern Languages, University of Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain*

Dr. Nayra Rodríguez, *Department of Spanish, Classical and Arabian Philology, Universidad de Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain*

Dr. Juana-Rosa Suárez Robaina, *Department of Especial Teaching Methodologies, Universidad de Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain*

*Overview:* B1 level proficiency (CEFRL) of a second language has become an institutional challenge for students taking Master's degree programmes. We show the results of a survey conducted among Master's students.

*Theme: Learning in Higher Education*

**Advancing Teacher Leadership in Public Secondary Schools, Lagos Nigeria**

Dr. Tola Olujuwon, *Department of Educational Foundations and Administration, Adeniran Ogunsanya College of Education, Otto/Ijanikin, Nigeria*

Juliet Perumal, *Head, Dept of Education Leadership and Management University of Johannesburg, University of Johannesburg, Johannesburg, South Africa*

*Overview:* This multiple case study explored how to advance the practice of teacher leadership in public secondary schools.

*Theme: Educational Organization and Leadership*

13:30-14:15	<b>PARALLEL SESSIONS</b>
Room 1	<p><b>Poster Session: In Person</b></p> <p><b>Are Podcasts Effective Tools to Assist Students in Achieving Learning Objectives?</b>  Dr. Kristen Waughen, <i>Math &amp; Computer Science, Business, Education, Elizabethtown College, Elizabethtown, USA</i>  <i>Overview:</i> Using three different types of podcasts, the goal of this study was to determine if podcasts were an effective tool to assist students in achieving course objectives.  <i>Theme: Technologies in Learning</i></p> <p><b>The Effects of Gender Discrimination and Self-efficacy in Science upon Public Scientific Competencies</b>  Prof. Chun-Yen Tsai, <i>Center for General Education, National Sun Yat-sen University, Kaohsiung City, Taiwan</i>  <i>Overview:</i> This study focused on investigating the relationship between public self-efficacy in science and scientific competencies and the moderation of gender on this relationship.  <i>Theme: Adult, Community, and Professional Learning</i></p> <p><b>Marketing Strategies for Higher Education: A Study of Hong Kong Hospitality and Tourism Undergraduate Programs</b>  Grace Ho, <i>The Hong Kong Polytechnic University, Hong Kong</i>  Prof. Rob Law, <i>School of Hotel and Tourism Management, The Hong Kong Polytechnic University, Hong Kong</i>  <i>Overview:</i> Higher education institutions that offer hospitality and tourism Bachelor degree in Hong Kong have variations in marketing elements such as product, price, place, promotion, people, physical evidence, and process.  <i>Theme: Learning in Higher Education</i></p> <p><b>Cultivating "Kindfulness" in the Classroom</b>  Dr. Paige Schulte, <i>Department of Teaching and Learning, Southeastern Louisiana University, New Orleans, USA</i>  <i>Overview:</i> This session will focus on strategies for building relationships and promoting kindness, mindfulness, empathy, and compassion in classrooms at all levels.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Virtual Inclusion via Telepresence Robots in the Classroom</b>  Veronica Ahumada Newhart, <i>School of Education, University of California, Irvine, Irvine, USA</i>  Dr. Mark Warschauer, <i>USA</i>  <i>Overview:</i> Telepresence robots may provide a way for students to remain connected to their schools, classmates, teachers, and maintain or develop critical social relationships via virtual inclusion.  <i>Theme: Technologies in Learning</i></p>
Room 3	<p><b>Focused Discussions</b></p> <p><b>Life Changing Connections: Creating Positive Student-Teacher Relationship</b>  Dr. Emi Koga, <i>Student Services, Connections Education, San Juan Capistrano, USA</i>  Dr. Richard Savage, <i>Administration, Connections Education, San Juan Capistrano, USA</i>  <i>Overview:</i> We will be discussing how participants engage their students and families and share ideas on how best to increase school connectedness for our student population.  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p> <p><b>Globalising Neoliberalism, Market Hegemony and Equity Students: The Higher Education Landscape in Transition</b>  Sandra Marie Walsh, <i>UniSA College, University of South Australia, Whyalla, Australia</i>  <i>Overview:</i> Improving equity, access and success, in higher education has been a common goal for higher education for the last 30 years. Is globalising neoliberalism and market hegemony undermining this?  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p> <p><b>Students from Two Alternative Schools Explore Their Educational Experiences and Create a New Vision for Education</b>  Natalia Panina-Beard, <i>Faculty of Education, Department of Special Education and Counseling Psychology, The University of British Columbia, Vancouver, Canada</i>  <i>Overview:</i> Students attending alternative high school explore their educational experiences and in collaboration with an Elder and a learning spaces designer create a vision for education for their school district.  <i>Theme: Learner Diversity and Identities</i></p>

13:30-14:15	<b>PARALLEL SESSIONS</b>
<b>Room 4</b>	<p><b>Focused Discussions</b></p> <p><b>Reinventing the Wheel? Modeling Integrated STEM through Classical Technology Education Activities</b>  Paul Asunda, <i>Department of Technology Leadership and Innovation in the College of Technology, Purdue University, West Lafayette, USA</i>  <i>Overview:</i> I examine how STEM teachers practice reflection when preparing an integrated STEM course by re-purposing classical technology education activities to depict cross cutting concepts.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>Peer Response within an Introductory Teacher Education Course</b>  Cathleen Stutz, <i>Education Department, Assumption College, Worcester, USA</i>  Susanne Rubenstein, <i>English Department, Wachusett Regional High School, Holden, USA</i>  Lynn Leschke, <i>English Department, Wachusett Regional High School, Holden, USA</i>  <i>Overview:</i> Prospective education majors responded to peers' written drafts of a paper recommending an educational policy/program. This pilot study examines to what extent students addressed their peers' suggestions in subsequent drafts.  <i>Theme: Learning in Higher Education</i></p> <p><b>Discussion and Seminar in an Age of Fractured Attention: Learning Now</b>  Prof. Sean OConnor, <i>Department of Education, Washington College, Chestertown, USA</i>  <i>Overview:</i> How can a course be reconstructed using "Learning Now" practices, creating a developmental process, which ends with deliberative seminars that engage and value each individual in their community of learning?  <i>Theme: Learning in Higher Education</i></p>
<b>Room 5</b>	<p><b>Workshop</b></p> <p><b>Universally Designing Classroom Success</b>  Dr. Ellen Warrington, <i>Education, Mount Mercy University, Cedar Rapids, USA</i>  <i>Overview:</i> This session will explore the elements of universal design implemented to increase effectiveness of instruction and meeting the needs of the more diverse population in today's classrooms.  <i>Theme: Learner Diversity and Identities</i></p>
<b>Room 6</b>	<p><b>Workshop</b></p> <p><b>The Assessment Flow: A Five-Step Success Model</b>  Dr. Virginia G. Quinonez, <i>Academic Affairs, The Chicago School of Professional Psychology, Chicago, USA</i>  Dr. Halyna Kornuta, <i>Academic Affairs, Independent, San Diego, USA</i>  <i>Overview:</i> The assessment process can be defined by a five-step model. What is distinct to this model is the necessary relationship between a culture of assessment and a culture of learning.  <i>Theme: Assessment and Evaluation</i></p>
<b>Room 7</b>	<p><b>Workshop</b></p> <p><b>Performing Early Childhood Leadership: Struggles in a Neoliberal Context</b>  Prof. Margaret Sims, <i>School of Education, University of New England, Armidale, Australia</i>  Manjula Waniganayake, <i>School of Education, Macquarie University, Sydney, Australia</i>  <i>Overview:</i> We perform the struggles of contemporary EC leaders in Australia. Our analysis positions these struggles in an international neoliberal context and reflects on engaging in leadership activity in EC settings.  <i>Theme: Educational Organization and Leadership</i></p>
<b>Room 8</b>	<p><b>Workshop</b></p> <p><b>Reading, Writing, Listening and Speaking: Best Practices for Developing Literacy in Elementary Students</b>  Dr. Lisa Dryden, <i>School of Education, Texas Wesleyan University, Fort Worth, USA</i>  <i>Overview:</i> Join the fun as we explore new and exciting best practices for enhancing the development of literacy in your elementary students.  <i>Theme: Literacies Learning</i></p>

13:30-14:15	<b>PARALLEL SESSIONS</b>
<b>Room 9</b>	<p><b>Workshop</b></p> <p><b>An Expressive Art Activity for Adolescents to Build Classroom Bonds and Encourage Creative Self-Reflection</b></p> <p>Dr. Timothy McHargue, <i>Student Services, Folsom Lake College, Sacramento, USA</i>  Lynnette Diem, <i>High School Art Department, Davis Senior High School, Davis, USA</i></p> <p><i>Overview:</i> We will explore the use of creative and expressive arts with participants and present activities and strategies for using artistic media to increase the sense of identity in young persons.  <i>Theme: Early Childhood Learning</i></p>
<b>Room 11</b>	<b>Spanish Session: Taller</b>
<b>Room 13</b>	<b>Spanish Session: Debates</b>
14:15-14:35	<b>COFFEE BREAK</b>
14:35-15:50	<b>PARALLEL SESSIONS</b>
<b>Room 1</b>	<p><b>Diversity and Inclusion</b></p> <p><b>Reflections on Inclusive Education in Taiwan</b></p> <p>Yung-Tso Kuo, <i>Department of Education, National University of Tainan, Tainan, Taiwan</i>  <i>Overview:</i> Inclusive education in Taiwan will be reflected with sociological theories. The paradoxes within the inclusion containing physical, policy and curriculum indicate the necessities of reconceptualization.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Destination Africa: Understanding the Motivations of American Students</b></p> <p>Prof. Abalo Adewui, <i>College of Education, Central Michigan University, Midland, USA</i>  <i>Overview:</i> Educational programs in less traveled locations and less understood cultures are appealing American college undergraduates for different reasons. This paper reports on findings of a study about why Africa?  <i>Theme: Learner Diversity and Identities</i></p>
<b>Room 2</b>	<p><b>Math and Science for Preservice Teachers</b></p> <p><b>Unpacking the Mathematical Knowledge and Beliefs of Preservice Primary Teachers in Hong Kong</b></p> <p>Dr. Wing Yee Lo, <i>Early Childhood and Elementary Education Division, School of Continuing Education, Hong Kong Baptist University, Hong Kong</i>  <i>Overview:</i> This study investigated Hong Kong pre-service primary teachers' curriculum knowledge, mathematical content knowledge, pedagogical content knowledge, and their mathematical beliefs. These factors have significant implications for mathematics teacher education.  <i>Theme: Learning in Higher Education</i></p> <p><b>A Framework for Developing Preservice Secondary Mathematics Teachers' Knowledge of Content and Students in the Technology Age</b></p> <p>Dr. Connie Yarema, <i>Department of Mathematics Professor of Mathematics, Abilene Christian University, Abilene, USA</i>  Dr. Donna Gee, <i>Department of Teacher Education, Angelo State University, San Angelo, USA</i>  <i>Overview:</i> This paper provides results of a study that examined preservice secondary mathematics teachers' growth in pedagogical content knowledge related to knowledge of content and students using Lesson Study.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>ICT for Science Teacher Courses on Pre-service Science: Teachers' Confidence in TPACK</b></p> <p>Dr. Tussatrin Wannagatesiri, <i>Department of Teacher Education, Faculty of Education and Developmental Sciences, Kasetsart University, Kamphaeng Saen Campus, Kamphaeng Saen, Thailand</i>  Dr. Witat Fakchareonphol, <i>Department of Teacher Education, Faculty of Education and Developmental Sciences, Kasetsart University, Kamphaeng Saen, Thailand</i>  Dr. Thanarat Taewattana, <i>Department of Teacher Education, Faculty of Education and Developmental Sciences, Kasetsart University Kamphaeng Saen Campus, Kamphaeng Saen, Thailand</i>  <i>Overview:</i> The study aims to investigate the perspective of ICT to support teaching and learning science through the lens of TPACK framework.  <i>Theme: Technologies in Learning</i></p>

14:35-15:50	<b>PARALLEL SESSIONS</b>
<b>Room 3</b>	<p><b>The Science of Learning</b></p> <p><b>Harmonizing Environmental Enrichment for Learning</b>  Dr. Roy Thurston, <i>Educational Psychology, University of Mississippi, Oxford, USA</i>  Dr. Jim Paul, <i>University of Calgary, Calgary, Canada</i>  <i>Overview:</i> We discuss the various environmental factors that impact learning, and how to effectively utilize this information from an educational and neuroscience perspective.  <i>Theme: Pedagogy and Curriculum</i></p>
<b>Room 4</b>	<p><b>Professional Learning</b></p> <p><b>Gamification in Corporate e-Learning: More Than Just a Buzzword?</b>  Natasja Bollyn, <i>iLearn, Edegem, Belgium</i>  <i>Overview:</i> This paper is about the concept of gamification and its role in corporate e-learning. We'll share our experiences with gamified content delivery as well as gamified project development.  <i>Theme: Adult, Community, and Professional Learning</i></p> <p><b>A Framework for Understanding and Using Feedback in Professional Education: Delivering Effective Feedback</b>  D. Mark Ragg, <i>School of Social Work, Eastern Michigan University, Ypsilanti, USA</i>  Dr. James C. Piers, <i>Department of Sociology and Social Work, Hope College, Holland, USA</i>  <i>Overview:</i> This paper explores the challenges to effective feedback delivery in higher education and provides a system for effective feedback delivery.  <i>Theme: Adult, Community, and Professional Learning</i></p>
<b>Room 5</b>	<p><b>Students at Risk</b></p> <p><b>Behavioral Risk Factors among High School Students</b>  Dr. Jeffrey Cozzens, <i>Graduate Studies in Education, Freed-Hardeman University, USA</i>  Dr. Judith Hoover, <i>Crockett County School System, Alamo, USA</i>  <i>Overview:</i> This research concluded that a significant statistical correlations existed between behavioral factors such as attendance and office referrals and graduation and high school graduation.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>The Comparative Power of Improvement Strategies for Elementary ESL Struggling Readers: A 2-year Study of School-Wide Tier 2 Interventions</b>  Dr. Gordon Gibb, <i>Counseling Psychology and Special Education, Brigham Young University, Provo, USA</i>  <i>Overview:</i> I describe the structure, strategies, and outcomes of three school-wide Tier 2 interventions implemented at a low-SES, high-ESL urban elementary school.  <i>Theme: Literacies Learning</i></p> <p><b>Methods for Teaching Literacy to Students with Intellectual Disabilities: A Systematic Review of the Last Two Decades of Research</b>  Dr. Lily Dyson, <i>Faculty of Education, University of Victoria, Victoria, Canada</i>  <i>Overview:</i> The paper reports a systematic review of the last 2 decades of research on the methods and their effectiveness of teaching literacy for children with moderate to severe intellectual disabilities.  <i>Theme: Literacies Learning</i></p>
<b>Room 6</b>	<p><b>The Roles of Digital Technologies</b></p> <p><b>Teachers' Perspectives on Integrating Digital Technologies with School Practices</b>  Ana Amelia Calazans da Rosa, <i>Applied Linguistics, Universidade Estadual de Campinas, Campinas, Brazil</i>  <i>Overview:</i> The theme of this paper is teachers' education for new learning practices. I will discuss the preliminary results of a research related to teachers' attitudes regarding new technologies.  <i>Theme: Technologies in Learning</i></p> <p><b>Capacity Development for Canadian Entrepreneurial Mothers through Informal Learning</b>  Nicole Christen, <i>Doctoral Programme in Education and ICT, Open University of Catalonia, Abbotstford, Canada</i>  Dr. Albert Sangrà, <i>eLearn Center, Open University of Barcelona, Barcelona, Spain</i>  Dr. Mercedes González-Sanmamed, <i>University of A Coruña, Spain</i>  <i>Overview:</i> This is a call for research to support the capacity development of Canadian entrepreneurial mothers through an exploration of their digital learning ecologies.  <i>Theme: Adult, Community, and Professional Learning</i></p>

14:35-15:50	PARALLEL SESSIONS
Room 7	<p><b>Aspects of Achievement</b></p> <p><b>High Performing Students Program: Linking Schools, University and Community for Regional Growth</b>  Dr. Miranda Lawry, <i>School of Creative Arts, The University of Newcastle, Newcastle, Australia</i>  Dr. Kath Grushka, <i>School of Education, The University of Newcastle, Newcastle, Australia</i>  <i>Overview:</i> The University of Newcastle, Australia and the Department of Education and Communities partnered an innovative program to keep the best and brightest studying locally.  <i>Theme: Learning in Higher Education</i></p> <p><b>Linking Organizational Health in Jeddah Secondary Schools to Students' Academic Achievement</b>  Dr. Saleh Alqarni, <i>Educational Administration, Institute of Graduate Educational Studies, Jeddah, Saudi Arabia</i>  <i>Overview:</i> This study examined the organizational health in Jeddah secondary schools and explored the differences that may exist among schools, in this regard, in relation to their rankings on student achievement.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>Stop Memorizing: Interactive Pedagogical Activities in History Education</b>  Dr. Jong Hyuk David Kang, <i>Department of Literature and Cultural Studies, The Hong Kong Institute of Education, Hong Kong, Hong Kong</i>  <i>Overview:</i> This paper will showcase how to bring classroom knowledge to real life in university history curriculum.  <i>Theme: Learning in Higher Education</i></p>
Room 8	<p><b>Teaching Gifted Students</b></p> <p><b>Teaching Relevance of the Triumvirate Theory of Self-regulated Learning for Gifted Pupils</b>  Prof. Prakash Singh, <i>Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa</i>  <i>Overview:</i> The triumvirate theory of self-regulated learning can be used to improve the practice of teaching with the goal of achieving optimal learning for gifted students.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>The Adversity Quotient, Emotional Empathy, Self-Efficacy of Talented High School Students in the Philippines</b>  Prof. Karen Sacdalan, <i>Mapua Institute of Technology, University of the Philippines, Manila, Philippines</i>  <i>Overview:</i> The study explored the level of adversity quotient and emotional intelligence to a student's way of coping and how it influences their abilities to become highly motivated and achieving individuals.  <i>Theme: Learner Diversity and Identities</i></p>
Room 9	<p><b>Late Additions</b></p> <p><b>Learning Expectations and Experiences of Mainland Students in Master's Degree Programmes in Hong Kong</b>  Prof. Manhong Lai, <i>Department of Educational Administration and Policy, The Chinese University of Hong Kong, Hong Kong, Hong Kong</i>  Prof. Genshu Lu, <i>Institute of Higher Education Research, Xian Jiaotong University, Xian, China</i>  <i>Overview:</i> This study investigates the expected and actual learning experiences of mainland students in Master's degree programmes in Hong Kong.  <i>Theme: Learning in Higher Education</i></p> <p><b>Hong Kong Chinese versus Mainland Chinese: Group Interactions, Perceptions and Prejudice in Higher Education</b>  Hau Yu Christine Tang, <i>Department of Psychological Studies, The Hong Kong Institute of Education, Hong Kong, Hong Kong</i>  <i>Overview:</i> This project investigated how Hong Kong students are affected by the media's portrayal of mainland people, which could lead to prejudice or discrimination against mainland students in Hong Kong.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>The Efficacy of Neurofeedback Training as an Intervention for Reading Disorders</b>  Dr. Sherri Franklin-Guy, <i>Department of Special Education, Rehabilitation, and Counseling, California State University, San Bernardino, San Bernardino, USA</i>  <i>Overview:</i> This paper reviews the use of neurofeedback training as an effective, neurologically based intervention for reading disorders. Implications for practice will be discussed.  <i>Theme: Learner Diversity and Identities</i></p>

14:35-15:50	PARALLEL SESSIONS
Room 10	Spanish Session: Late Additions
Room 11	Spanish Session: La educación internacional, global, multicultural e intercultural
Room 12	Spanish Session: Diversidad e identidades en el aula II
Room 13	Spanish Session: Aprendizaje en la educacion superior
15:50-15:55	END OF SESSIONS

8:30-9:00	REGISTRATION DESK OPEN
9:00-9:15	DAILY UPDATE - DR. KIMBERLY D. KENDALL, COMMON GROUND PUBLISHING, CHAMPAIGN, USA
9:15-9:50	PLENARY SESSION - DR. VANESSA DE OLIVEIRA ANDREOTTI, UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA; "LEARNING TO UNLEARN AND TO LEARN OTHERWISE: NEW HORIZONS FOR GLOBAL CITIZENSHIP EDUCATION"
9:50-10:20	GARDEN CONVERSATION & COFFEE BREAK
10:20-10:35	TRANSITION BREAK
10:35-12:15	PARALLEL SESSIONS
Room 1	<p><b>Global Education Initiatives</b></p> <p><b>Promoting Holistic Global Citizenship and Intercultural Engagement: Insights from an Online Course for International Exchange Students</b>  Prof. Jane Jackson, <i>Department of English, The Chinese University of Hong Kong, Hong Kong</i>  <i>Overview:</i> This paper centers on the first offering of an online, credit-bearing, general education course, which aims to foster mindful global citizenship and meaningful intercultural learning in international exchange students.  <i>Theme: Learning in Higher Education</i></p> <p><b>Developing Global Awareness and Social Responsibilities by Examining What's in Your Closet</b>  Dr. Allan Yarema, <i>Department of History and Global Studies, Abilene Christian University, Abilene, USA</i>  <i>Overview:</i> This paper describes activities in a college world geography course that are designed to build global awareness and social responsibilities by examining the clothing in students' closets.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>The Islamophobia: What Teachers Can Do in the Classroom to Reduce It?</b>  Kazi Hossain, <i>Department of Early, Middle, &amp; Exceptional Education, Millersville University of Pennsylvania, Millersville, USA</i>  <i>Overview:</i> Islam is the most misunderstood religion in the world. This paper will provide educators with strategies to help debunk stereotypical perceptions of students about Islam in their classrooms.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Nurturing Global Education at the High School Level: Lessons from Starehe Boys Centre and School, Kenya</b>  Dr. Peter Otiato Ojumbo, <i>The Department of African and African-American Studies, The University of Kansas, Lawrence, USA</i>  <i>Overview:</i> The article discusses emerging literature on global education, Starehe's efforts to offer global education to its students, the challenges it has faced and educational lessons that emanate from the process.  <i>Theme: Pedagogy and Curriculum</i></p>

10:35-12:15	PARALLEL SESSIONS
Room 2	<p><b>Technologies and the College Classroom</b></p> <p><b>Perceptions of Computer and Internet Use among Communication Design Students: A Study on Cybermedia Literacy</b>  Laura Scherling, <i>Department of Arts and Humanities, Art and Art Education Program, Teachers College, Columbia University, Brooklyn, USA</i>  <i>Overview:</i> The purpose of this pilot study is to explore perceptions of communication design students toward computer and Internet use for learning.  <i>Theme: Technologies in Learning</i></p> <p><b>Smartphones for Engineering Education</b>  Mazharuddin Syed Ahmed, <i>University of Canterbury, Christchurch, New Zealand</i>  John Everett, <i>New Zealand</i>  Wendy Fox-Turnbull, <i>New Zealand</i>  <i>Overview:</i> Engineering education can greatly benefit from the smartphones that offer exponential possibilities, from using as a productivity enhancement tool, mobile computing and anytime any where learning resource.  <i>Theme: Technologies in Learning</i></p> <p><b>Countering Language Anxiety in the Classroom with Avatar-based Apps</b>  Sarah Hopkyns, <i>Foundation Programme, Zayed University, Abu Dhabi, United Arab Emirates</i>  Timothy Nicoll, <i>Foundation Programme, Zayed University, Abu Dhabi, United Arab Emirates</i>  <i>Overview:</i> Fear of speaking in front of a group is common in classrooms around the world. This paper will explain how avatar-based apps can be used to reduce learners' language anxiety.  <i>Theme: Technologies in Learning</i></p> <p><b>First Year Students' Perceptions of Computer Training Programs</b>  Dr. Nontokozi Mashiya, <i>Teaching and Learning Centre, University of Zululand, Empangeni, South Africa</i>  <i>Overview:</i> The paper reports on first year students perceptions of the computer training programs. Students attend the programs focusing on equipping them with necessary knowledge and skills for effective learning.  <i>Theme: Learning in Higher Education</i></p>
Room 3	<p><b>Cross Cultural Challenges in the Classroom</b></p> <p><b>Preparing Teachers for Linguistically and Culturally Diverse Classrooms: Connecting Field-based Experience to Empirical Research</b>  Dr. Aurora Cortes, <i>Professional Program in Education, University of Wisconsin Green Bay, Green Bay, USA</i>  <i>Overview:</i> This study explores how field-based experiences can prepare pre-service teachers to develop intercultural sensitivity, empathy, and insight for teaching linguistically and culturally diverse students for a more equitable learning environment.  <i>Theme: Learning in Higher Education</i></p> <p><b>Cross-Cultural Team Teaching as Pedagogy for English Teacher Training in Cambodia</b>  Dr. Yen-Hui Lu, <i>Center for Teacher Education, Chung Yuan Christian University, Zhubei City, Taiwan</i>  <i>Overview:</i> The purpose of this study is to examine the construction of learning to teach through cross-cultural team-teaching activities by exploring teaching reflections from both Taiwanese teachers and Cambodian teachers.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>"Can't Be What You Can't See": Intercultural Capabilities in Pre-service Teacher Education</b>  Dr. Bronwen Wade Leeuwen, <i>Department of Education and National Indigenous Science Education Program, Macquarie University, Sydney, Australia</i>  <i>Overview:</i> Looking for newness in pre-service teacher educational programs can be more effective when critically exploring the collaborative interactive processes. This study employs inquiry-based learning to develop pre-service teachers world mindedness.  <i>Theme: Learning in Higher Education</i></p> <p><b>The Effect of Listening Script Writing on Improving Iranian EFL Learners' Listening Comprehension</b>  Dr. Hamid Reza Haghverdi, <i>English Department, Islamic Azad University, Isfahan, Iran (Islamic Republic of)</i>  <i>Overview:</i> This research investigated the effect of listening script writing on improving Iranian EFL (English as Foreign Language) Learners'listening comprehension.  <i>Theme: Pedagogy and Curriculum</i></p>

10:35-12:15	PARALLEL SESSIONS
Room 4	<p><b>Assessment Strategies</b></p> <p><b>Disposition as a Criterion for the Evaluation of Student Texts</b>  Dr. Joshua P. Kutney, <i>School of Humanities and Fine Arts, Lakeland University, Sheboygan, USA</i>  <i>Overview:</i> When instructors are unable to engage the content of student texts, they comment not on rhetoric, but disposition.  <i>Theme: Assessment and Evaluation</i></p> <p><b>A Study on the Use and Related Factors of Learning and Reading Strategies of Sixth Graders in Tainan</b>  Dr. Yi-Li Chen, <i>Department of Education, National University of Tainan, Tainan, Taiwan</i>  <i>Overview:</i> This study was designed to investigate the situation in learning and reading strategies and relevant factors of the sixth graders in Tainan. The questionnaire includes five learning-skills variables to collect.  <i>Theme: Assessment and Evaluation</i></p> <p><b>A Comparative Study on Understanding Assessment Tasks by Diverse Students in an Australian University</b>  Dr. Helena Hing Wa Sit, <i>School of Education, The University of Newcastle, Newcastle, Australia</i>  Shen Chen, <i>School of Education Faculty of Education and Arts, The University of Newcastle, Callaghan, Australia</i>  <i>Overview:</i> Student's assessment task is a priority research area within Australia. Hence, this study explores students' perspectives in dealing with their assessment tasks and performances within the Australian higher education context.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Assessment in the Jamaican Classroom: Types of Assessment Used by Secondary School Teachers</b>  Clavia Williams, <i>School of Education, University of the West Indies, Kingston, Jamaica</i>  <i>Overview:</i> This quantitative study investigated the types of assessment tools and strategies used by Jamaican secondary school teachers by surveying 1088 secondary school teachers from 5 types of secondary schools.  <i>Theme: Assessment and Evaluation</i></p>
Room 5	<p><b>Foundations in Math and Science</b></p> <p><b>Context-based Science for Middle School Students</b>  Dr. Tussatrin Wannagatesiri, <i>Kasetsart University, Kamphaengsean, Thailand</i>  Dr. Rujiraporn Ramsiri, <i>Kasetsart University Laboratory School Center for Educational Research and Development, Kasetsart University, Kamphaeng Saen, Thailand</i>  Dr. Witat Fakcharoenphol, <i>Department of Teacher Education, Kasetsart University, Kamphaeng Saen, Thailand</i>  <i>Overview:</i> We discuss context-based science developed to included multiple-contexts and a diversity of learning strategies aimed at restructuring student alternative conceptions and motivating active learning.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Triggering and Maintaining Secondary School students' Interest in Science Lessons</b>  Prof. Derek Cheung, <i>Department of Curriculum and Instruction, The Chinese University of Hong Kong, Shatin, Hong Kong</i>  <i>Overview:</i> This study aimed to investigate secondary school students' sources of triggered and maintained situational interest in the science classrooms. Data were collected from student interviews, teacher interviews and classroom observations.  <i>Theme: Science, Mathematics and Technology Learning</i></p>

10:35-12:15	PARALLEL SESSIONS
Room 6	<p><b>Learning and the Roles of Peers</b></p> <p><b>The Impact of Digital Peer Interaction on Developing Second Language Learners' Information Literacy Skills</b>  Dr. Mehtap Kocatepe, <i>English and Writing Studies, Zayed University, Abu Dhabi, United Arab Emirates</i>  <i>Overview:</i> Research is presented on the impact of digital peer interaction on the development of second language learners' skills in identifying and using external sources in writing projects.  <i>Theme: Literacies Learning</i></p> <p><b>Peer Assessment in Inquiry-based Tasks: Biology Lessons at Lower Secondary Level</b>  Lukas Rokos, <i>Department of Biology, University of South Bohemia, Ceske Budejovice, Czech Republic</i>  <i>Overview:</i> ASSIST-ME research group in the Czech Republic investigated the students' attitude to peer-assessment as the methods of formative assessment. Semi-structured interviews were used to obtain the data.  <i>Theme: Assessment and Evaluation</i></p> <p><b>Fostering Student Learning with Peer Grading: A Case Study of Teaching Undergraduate Subjects in Computing</b>  Dr. Vincent Ng, <i>Department of Computing, The Hong Kong Polytechnic University, Hong Kong, Hong Kong</i>  Memory Chiu, <i>Department of Computing, The Hong Kong Polytechnic University, Hong Kong, Hong Kong</i>  <i>Overview:</i> Learning by teaching can be far more effective than other learning methods. We have adopted peer assessment approach in two undergraduate subjects for motivating students to have an in-depth learning.  <i>Theme: Learning in Higher Education</i></p> <p><b>The Impact of Low-Income Single Mothers' Identities and Roles Salience on Post-Compulsory Education Persistence Decisions</b>  Dr. Rebecca McPherson, <i>College of Business Administration, Texas A&amp;M University-Central Texas, Belton, USA</i>  <i>Overview:</i> This phenomenological study evaluated the impact of identities and social roles on educational persistence and career commitment decisions for six low income single mothers.  <i>Theme: Learner Diversity and Identities</i></p>
Room 7	<p><b>Workshops</b></p> <p><b>Using Historical Narrative to Teach Science: Voices from the Westward Movement in the United States</b>  Dr. Melanie Reap, <i>Department of Early Childhood and Elementary Education, Winona State University, Winona, USA</i>  <i>Overview:</i> The workshop illustrates use of historical narrative and primary documents plus computer technology to discover patterns of influence of gender, age, and family structure on survival in an extreme situation.  <i>Theme: Science, Mathematics and Technology Learning</i></p>

10:35-12:15	PARALLEL SESSIONS
Room 8	<p data-bbox="176 110 420 134"><b>Teaching in a Digital Age</b></p> <p data-bbox="176 144 870 168"><b>Just-in-Time Teaching for Online Learning: Bridging the Student/Faculty Gulf</b></p> <p data-bbox="176 170 732 191">Carrie Bailey, <i>English, University of Phoenix Online, Vancouver, USA</i></p> <p data-bbox="176 193 795 214">Sherry Howard Salois, <i>English, University of Phoenix Online, St. Louis, USA</i></p> <p data-bbox="176 215 646 237">Dr. Karl Bailey, <i>Chemistry, Clark College, Vancouver, USA</i></p> <p data-bbox="176 238 1008 305"><i>Overview:</i> Just-in-Time Teaching (JiTT), a niche learning strategy, is adapted to online, entry-level college courses; outcomes are examined in terms of efficacy, engagement, and in creating a student-focused learning environment.</p> <p data-bbox="176 306 481 328"><i>Theme: Learning in Higher Education</i></p> <p data-bbox="176 337 770 362"><b>From e-Marking to e-Feedback: Training, Applying and Evaluating</b></p> <p data-bbox="176 363 1008 404">Catherine Hua Xiang, <i>Language Centre, London School of Economics and Political Science, London, UK</i></p> <p data-bbox="176 406 998 451"><i>Overview:</i> The proposed paper looks at e-marking and e-feedback. It aims to explore how teachers and learners perceive technology enhanced marking and receiving feedback.</p> <p data-bbox="176 453 447 474"><i>Theme: Technologies in Learning</i></p> <p data-bbox="176 483 1022 508"><b>Experiments at Home: Evaluating Student Performance in an Online Introductory Physics Lab</b></p> <p data-bbox="176 509 1019 531">Georg Rieger, <i>Department of Physics &amp; Astronomy, University of British Columbia, Vancouver, Canada</i></p> <p data-bbox="176 532 969 578"><i>Overview:</i> The paper discusses learning an introductory physics lab compared to an on-campus teaching lab.</p> <p data-bbox="176 579 639 600"><i>Theme: Science, Mathematics and Technology Learning</i></p> <p data-bbox="176 610 815 634"><b>Students' Perceptions on Using Blogs in Oral Communication Classes</b></p> <p data-bbox="176 636 969 677">Asst. Prof. Dr. Muge Gunduz, <i>Faculty of Education, Department of Foreign Language Education, Middle East Technical University, Ankara, Turkey</i></p> <p data-bbox="176 678 985 724"><i>Overview:</i> This research study aims to understand the perceptions of students on the use of blogs integrated into teaching to enhance their learning and also their language skills.</p> <p data-bbox="176 725 481 747"><i>Theme: Learning in Higher Education</i></p>

10:35-12:15	<b>PARALLEL SESSIONS</b>
<b>Room 9</b>	<p><b>Lightning Talks</b></p> <p><b>A Developing Mathematical Concepts through Bruner's Theory</b>  Ruchi Sharma, <i>Institute of Advance Studies in Education, Institute of Advance Studies in Education, New Delhi, India</i>  <i>Overview:</i> I explore the learning process with reference to Mathematical concepts, specifically fractions asking does it really work from an Indian perspective?  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>The General Education Curriculum: Some Reflections on What Should be Included</b>  Dr. Amy W. S. Lee, <i>Department of Humanities and Creative Writing, Hong Kong Baptist University, Hong Kong, Hong Kong</i>  <i>Overview:</i> What should be included in the General Education component of the university curriculum? What functions does it serve besides the major studies?  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Access Granted: The Development of Technology Literacy in Black Males</b>  Bernard Bell, <i>Herbert Hoover Middle School, San Jose, USA</i>  David Anderson, <i>Department of Leadership and Counseling, Eastern Michigan University, Ypsilanti, USA</i>  <i>Overview:</i> This research, using the Expectancy Value Model and Critical Race Theory, examines the impact of self-efficacy, social support, microaggressions, and digital media experiences on technology literacy for Black males.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Equity Matters in a Flat World: Taking Indigenous Education Reform Seriously</b>  Dr. Yatta Kanu, <i>Department of Curriculum, Teaching and Learning, University of Manitoba, Winnipeg, Canada</i>  <i>Overview:</i> The author draws on her research in curriculum integration and educational equity practices in three high achieving countries to propose reforms for educational success for Indigenous students in Canada.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>The Role of the Support Systems for the Independence of Individuals with Intellectual Disabilities</b>  Ioanna Dimitriadou, <i>Department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece</i>  Dr. Lefkothea Kartasidou, <i>Department of Educational and Social Policy, University of Macedonia - Greece, Thessaloniki, Greece</i>  <i>Overview:</i> This paper is based on a recent study of individuals with intellectual disabilities (ID), their parents and the educational staff, in Greece, and the independent living of individuals with ID.  <i>Theme: Pedagogy and Curriculum</i></p> <p><b>Investigating Leadership Styles and Their Impact on the Success of Educational Institutions</b>  Lara Abdallah, <i>The British University in Dubai, Dubai, United Arab Emirates</i>  Dr. Sufian Forawi, <i>Faculty of Education, The British University in Dubai, Dubai, United Arab Emirates</i>  <i>Overview:</i> The purpose of this article is to study the effectiveness of the leadership style and the strategic plans of school principals. Administrative tasks and student performance were most time consuming.  <i>Theme: Educational Organization and Leadership</i></p>
<b>Room 11</b>	<b>Spanish Session: Pedagogia y conocimiento II</b>
<b>Room 12</b>	<b>Spanish Session: Evaluacion y medicion de la calidad educativa II</b>
<b>Room 13</b>	<b>Spanish Session: Aprendizaje de las ciencias, las matematicas y la tecnologia</b>
12:15-13:30	<b>LUNCH</b>

13:30-14:15

**PARALLEL SESSIONS**

**Room 1**

**Poster Session**

**Racialisation, Racism and Teenage Students' Social Networks**

Dr. Maria Papapolydorou, *University of Nicosia, European University of Cyprus, Nicosia, Cyprus*  
*Overview:* This paper explores the role of ethnicity in students' friendships within multicultural schools. Findings suggest that despite most students' positive cross-ethnic mixing, racism and racialization still hinder cross-ethnic friendship formation.  
*Theme: Learner Diversity and Identities*

**What Makes Primary School Children Laugh? Categorical Analysis of the Non-verbal Cartoon Jokes**

Dr. Jana Marie Havigerová, *Department of Primary and Preprimary Education, University of Hradec Králové, Hradec Králové, Czech Republic*  
Kristýna Honzíčková, *Department of primary and pre-primary education, University of Hradec Králové, Hradec Králové, Czech Republic*  
*Overview:* The paper describes the results of research on the topic of what makes children laugh. The article proposes an original categorization of non-verbal cartoon jokes schemes.  
*Theme: Learner Diversity and Identities*

**Post-Graduate Greek Student Teachers' Beliefs about History Teaching: Opportunities for Professional Development**

Dr. Maria Mamoura, *Faculty of Philosophy-Pedagogics-Psychology, Department of Pedagogics, National and Kapodistrian University of Athens, Nea Smyrni, Greece*  
*Overview:* The aim of this study is to illuminate beliefs student-teachers have about history teacher's role and investigate if these beliefs transformed as they undergo training during university courses and practicum.  
*Theme: Learning in Higher Education*

**Completing the Circle: Instructional Staff Roles in Cohort Experiences**

Dr. Clive Hickson, *Department of Elementary Education, Faculty of Education, University of Alberta, Edmonton, Canada*  
*Overview:* This paper addresses the concept of creating community and the interpretation and understanding of the experiences of a group of instructors who work within a student cohort learning community.  
*Theme: Learning in Higher Education*

**A Student-Centered Approach: English Language Support Program for International Students**

Melania Pantelich, *Federation College, Federation University, Ballarat, Australia*  
*Overview:* This poster will exhibit the English Language Support Program, an innovative support mechanism which assists commencing and continuing international students throughout their higher education experience at Federation University, Australia.  
*Theme: Learning in Higher Education*

**Environmental Research in Freshman English**

Linda Shelton, *Department of English and Literature, Utah Valley University, Orem, USA*  
*Overview:* This paper will report on an intervention at Utah Valley University that infuses a central focus of environmental awareness into the second semester research-based writing course.  
*Theme: Learning in Higher Education*

**College Students' Attitudes toward Children's Poem Writing in an English Children's Literature Class**

Prof. Ching-Huang Wang, *Department of Applied Foreign Languages, National Formosa University, Yun-lin, Taiwan*  
Dr. John Armstrong, *AFL, National Formosa University, Yunlin, Taiwan*  
Dr. Wei-Shi Wu, *AFL, National Formosa University, Yunlin, Taiwan*  
Tian-You Wu, *Applied Foreign Languages, National Formosa University, Yunlin, Taiwan*  
*Overview:* The study explored 2-year-program college students' attitudes toward Children's Poem Writing, which helped them learn about children's poetry (M= 5.20), and develop their creativity (M= 5.35) and imagination (M= 5.40).  
*Theme: Learning in Higher Education*

13:30-14:15	PARALLEL SESSIONS
	<p><b>The Effectiveness of Taiwan's Principal Evaluation Pilot Program: From the Viewpoint of Meta-Evaluation</b></p> <p>Chao-YU Guo, <i>Educational Department, National ChengChi University, Taipei, Taiwan</i> Meiju Chen, <i>Education and Learning Technology department, National Shinchu University of Education, Taipei, Taiwan</i></p> <p><i>Overview:</i> We discuss the effectiveness of Taiwan's Principal Evaluation Pilot Program from the viewpoint of meta-evaluation.</p> <p><i>Theme:</i> <i>Assessment and Evaluation</i></p>

13:30-14:15

PARALLEL SESSIONS

Room 2

Poster Session

**Oral History as Textbook Research Approach: An Example of Banqiao Experimental Language Textbooks in Taiwan, 1991-2000**

Meiju Chen, *Education and Learning Technology Department, National Shinchu University of Education, Taipei, Taiwan*

Chao-YU Guo, *Educational Department, National ChengChi University, Taipei, Taiwan*

*Overview:* We discuss the curriculum of oral history in textbooks.

*Theme:* *Pedagogy and Curriculum*

**Effects of Elongating Instructional Time on Early Grade Reading Performance in Malawi**

Phillip Maloko Nachonie, *Education, Lakeland College, Sheboygan, USA*

*Overview:* By increasing the amount of instructional time dedicated to reading, primary school students in Malawi were able to nearly double their word recognition.

*Theme:* *Pedagogy and Curriculum*

**Word Walls and Reading Development: The Impact of Classroom Environment on Beginning Readers in Malawi**

Margaret Mulaga, *Education, Lakeland College, Sheboygan, USA*

*Overview:* Changes to the physical classroom environment can positively impact student learning. In Malawi, the addition of word walls in one classroom led to improved reading scores for students.

*Theme:* *Pedagogy and Curriculum*

**The Effect of Flashcards on Word Recognition: Reconsidering Best Practices for Malawi's Developing Readers**

Michael M. H. Simawo, *Education, Lakeland College, Sheboygan, USA*

*Overview:* Malawian students who worked with reading flashcards were no more likely than their classmates to improve at word recognition – a finding that complicates our understanding of best practices.

*Theme:* *Pedagogy and Curriculum*

**Using Graphic Organizers to Improve Reading Comprehension and Redefine the Teacher-Learner Relationship**

Elymas M. Tembwe, *Education, Lakeland College, Sheboygan, USA*

*Overview:* The introduction of new reading strategies in Malawi schools has the potential to increase the country's literacy rates and at the same time redefine the teacher-learner relationship.

*Theme:* *Pedagogy and Curriculum*

**Students as Active Knowledge Producers: A Cohort-based Multidisciplinary Projects Course in Research Methods**

Dr. Mark Lam, *University of British Columbia, Vancouver, Canada*

Katherine Lyon, *University of British Columbia, Vancouver, Canada*

Dr. Jaclyn Rea, *University of British Columbia, Vancouver, Canada*

*Overview:* Through this poster we invite conference participants to learn about a multidisciplinary projects course for first year international students that we piloted in 2015-16.

*Theme:* *Pedagogy and Curriculum*

**Personal Growth and Development of Parent Leaders through a Group Parent Education Programme**

Dr. Lai Ha, Freda Yuen, *Department of Early Childhood Education, The Hong Kong Institute of Education, Hong Kong, China*

*Overview:* This research aims to study how parent leaders evaluate their challenges, growth and development, as well as the effectiveness of Group Parent Education Program.

*Theme:* *Early Childhood Learning*

**Time on Task and Feedback Expectations for Distance Learners: Curriculum Design that Accelerates Effective Online Learning**

Dr. Mingzhen Bao, *College of Liberal Arts, Ashford University, San Diego, USA*

Dr. Adam Selhorst, *College of Liberal Arts, Ashford University, San Diego, USA*

Dr. Eric Klein, *College of Liberal Arts, Ashford University, San Diego, USA*

Dr. Justin Harrison, *Division of General Education, Ashford University, San Diego, USA*

Joshua Patla, *Ashford University, San Diego, USA*

Dr. Stephen Nettles, *Ashford University, San Diego, USA*

*Overview:* This study examines the effects of including time on task and feedback expectations in assignment instructions to student achievement, retention and satisfaction of e-learning experiences.

*Theme:* *Pedagogy and Curriculum*



13:30-14:15	<b>PARALLEL SESSIONS</b>
	<p><b>The Role of the Family as a Support System in the Interpersonal Relationships of Individuals with Intellectual Disabilities</b>  Elisavet Pavlidou, <i>University of Macedonia, Thessaloniki, Greece</i>  Dr. Lefkothea Kartasidou, <i>Department of Educational and Social Policy, University of Macedonia - Greece, Thessaloniki, Greece</i>  <i>Overview:</i> A quantitative study focused on the role of the family in the interpersonal relationships of individuals with intellectual disability (ID).  <i>Theme: Learner Diversity and Identities</i></p>
<b>Room 3</b>	<p><b>Focused Discussions</b></p> <p><b>Confluent Policies: Academic Freedom, Freedom of Expression versus Harrasment, Bullying, and Hate Speech</b>  Dr. Donna Alden, <i>General Studies, Dona Ana Community College, New Mexico State University System, Las Cruces, USA</i>  <i>Overview:</i> This is an examination of university policies that attempt to define "civil discourse." We'll discuss how political correctness has impacted freedom of expression.  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p> <p><b>Addressing Diversity in the Classroom: Strategies for Success</b>  Dr. Melody Deprez, <i>Graduate Education Department, Georgetown College, Georgetown, USA</i>  <i>Overview:</i> This focused discussion will review implications of increasing diverse student populations in schools. Teachers must be trained in culturally relevant teaching strategies to address the needs of all their students.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Exploring Ways to Enhance Full-time and Part-time Online Instructor Satisfaction</b>  Dr. Thomas Simonds, S.J., <i>College of Arts and Sciences Department of Education, Creighton University, Omaha, USA</i>  Dr. Barbara Brock, <i>Graduate School, Creighton University, Omaha, USA</i>  Dr. Max Engel, <i>College of Arts and Sciences, Creighton University, Omaha, USA</i>  <i>Overview:</i> We are interested in understanding how to increase the satisfaction of full-time and part-time online instructors. Therefore, we developed and tested a peer review process to increase faculty collegiality.  <i>Theme: Educational Organization and Leadership</i></p>
<b>Room 4</b>	<p><b>Focused Discussions</b></p> <p><b>The Relationship between Lead Toxicity, Disability, and the School to Prison Pipeline</b>  Charles Bell, <i>Sociology, Wayne State University, Detroit, USA</i>  <i>Overview:</i> The current review seeks to explore the relationship between lead toxicity and the school to prison pipeline to highlight how students with cognitive and emotional impairments directed towards incarceration.  <i>Theme: 2016 Special Focus: Education in the Age of the Anthropocene</i></p> <p><b>Factual Recall and Procedural Fluency in Modern Mathematical Education</b>  Ralph Kempheus, <i>Department of Mathematics, Physics and Computer Science, Blue Ash College, University of Cincinnati, Cincinnati, USA</i>  <i>Overview:</i> Is factual recall and procedural fluency necessary in developing sound mathematical reasoning or should technology replace or supplement them leaving more time for conceptual understanding and problem solving?  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>What Are You Doing under the Desk? Business Students' Surreptitious Use of Mobile Devices in the Classroom</b>  Dr. Patricia Post, <i>Faculty of Business Administration, University of New Brunswick, Fredericton, Canada</i>  <i>Overview:</i> Come and find out what aspects of students lives they deemed to be more important than paying attention in class. Their answers might surprise you.  <i>Theme: Technologies in Learning</i></p>

13:30-14:15	<b>PARALLEL SESSIONS</b>
<b>Room 5</b>	<p><b>Focused Discussions</b></p> <p><b>Reflections and Aspirations of the Culturally-Diverse Special Education Student</b>  Jeremy Greene, <i>Special Education, Natomas Unified School District (Natomas USD), Sacramento, USA</i>  <i>Overview:</i> This is a review of qualitative data collected from special education students (middle and high school/low socioeconomic setting) answering the following: "If You Had 3 Wishes...What Would They Be?"  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Principles Eroded, Profit Gained: Michigan's For-Profit Charter Schools</b>  Dr. Roger Wilson, <i>Special Education, Foundations &amp; Technology (SEFT) College of Education, Grand Valley State University, Grand Rapids, USA</i>  <i>Overview:</i> Charter schools as an unencumbered educational experiment for the benefit of academically at-risk students in Michigan's urban centers have been superseded by corporate profiteering with support from the legislature.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>Technology Design Process in Middle School: Understanding and Implementation</b>  Brahim El Fadil, <i>Science and technology Education at Sherbrooke University Science and engineering teacher at Marie-Victorin School Board, Lucille-Teasdale International School, Montreal, Canada</i>  <i>Overview:</i> I discuss how teachers understand and implement technology design process in Quebec classrooms.  <i>Theme: Science, Mathematics and Technology Learning</i></p>
<b>Room 6</b>	<p><b>Workshops</b></p> <p><b>To Go Native or Au Naturelle? Transnational Programs</b>  Leslie Hitch, <i>Graduate Programs in Leadership and Global Studies and International Relations, Northeastern University, Boston, USA</i>  Dr. Nancy Pawlyshyn, <i>College of Professional Studies, Northeastern University, Boston, USA</i>  Micky Cokely, <i>Graduate School of Education, Northeastern University, Boston, USA</i>  <i>Overview:</i> Should transnational programs adapt content to the offshore locale or keep content and delivery as pure as the home environment? This session debates whether to go "au naturel" or "native."  <i>Theme: Pedagogy and Curriculum</i></p>
<b>Room 7</b>	<p><b>Workshop</b></p> <p><b>Utilizing Formative Assessment While Promoting Active Learning</b>  Dr. Julia W. So, <i>Social Sciences Program Division of Communication, Humanities, English, and Social Sciences, The University of New Mexico at Valencia, Albuquerque, USA</i>  <i>Overview:</i> Designed for educators teaching first-year college students, this workshop engages participants in several evidence-based and student-center pedagogies that emphasize active learning while expanding the concept of minute paper.  <i>Theme: Learning in Higher Education</i></p>
<b>Room 8</b>	<p><b>Workshop</b></p> <p><b>Student Learning Outcomes: What Are They and How Are We Using Them</b>  Ann Emo, <i>Theater Department, SUNY Buffalo State, Buffalo, USA</i>  <i>Overview:</i> Much energy is put into the crafting of Student Learning Outcomes but how are they used? This workshop will look at teaching and learning through the spirit of SLO's.  <i>Theme: Learning in Higher Education</i></p>
<b>Room 9</b>	<p><b>Workshop</b></p> <p><b>Community Service Learning in Business Education</b>  Dr. Christian Cook, <i>General Management and Human Resources, Bissett School of Business, Mount Royal University, Mount Royal University, Calgary, Canada</i>  <i>Overview:</i> This hands-on session will enable educators to gain knowledge in the high impact teaching and learning practice of community service learning (CSL) for senior university students in business education.  <i>Theme: Learning in Higher Education</i></p>
<b>Room 11</b>	<b>Spanish Session: Posters</b>
14:15-14:35	<b>BREAK</b>

14:35-15:50	PARALLEL SESSIONS
Room 1	<p><b>Education and the Adult Learner</b></p> <p><b>Generation Loss in Digital Education: Issues in In-Service Teacher Development in Brazil</b>  Davi De Conti, <i>Instituto de Estudos da Linguagem Departamento de Linguística Aplicada, Universidade Estadual de Campinas, Campinas, Brazil</i>  <i>Overview:</i> I focus on the distortions observed in local iterations of federal teacher development programs in Brazil and its lack of success from a Discourse Analysis perspective.  <i>Theme: Adult, Community, and Professional Learning</i></p> <p><b>Negotiating Uncertain Terrain: An Exploration of the Experiences of Mature Age Students at a Regional University Campus</b>  Sandra Marie Walsh, <i>UniSA College, University of South Australia, Whyalla, Australia</i>  Michelle Sims, <i>School of Psychology and Social Work, University of South Australia, Whyalla, Australia</i>  Jessica Reese, <i>Whyalla Campus, University of South Australia, Whyalla, Australia</i>  <i>Overview:</i> Using a narrative, this paper examines the experience of first in family, mature age students enrolled in an enabling program at a regional university campus.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>On Growing Up as Culturally Diverse Gifted Girls: Adulthood Perspectives</b>  Prof. Joy M. Scott-Carrol, <i>Research Gifted Education Programs, International Gifted Education Teacher-Development Network, University of the Witwatersrand, University of Wisconsin, Bellevue, USA</i>  Prof. Shawn Ricks, <i>Winston-Salem State University, Winston Salem, USA</i>  Prof. Nicole Montiero, <i>Chestnut Hill College, Philadelphia, USA</i>  <i>Overview:</i> This session highlights the unique childhood and adulthood perspectives of three culturally diverse women who successfully navigated life as highly gifted,--along the way, participating in gifted programs despite their under-representation.  <i>Theme: Learner Diversity and Identities</i></p>
Room 2	<p><b>Post Secondary Pedagogies</b></p> <p><b>A “3-I Model” of Supervising International Students in Research</b>  Shen Chen, <i>School of Education Faculty of Education and Arts, The University of Newcastle, Callaghan, Australia</i>  Dr. Helena Hing Wa Sit, <i>School of Education Faculty of Education and Arts, University of Newcastle, Australia, Callaghan, Australia</i>  <i>Overview:</i> This paper reports a qualitative investigation on international students’ experience during their long journal of research training. Based on the research finding, a “3-I model” of supervising research is recommended.  <i>Theme: Learning in Higher Education</i></p> <p><b>From Barriers to Breakthroughs: Wrestling with the Challenges of Living an Innovative Learning Model</b>  Dr. Jennifer Walinga, <i>School of Communication and Culture - Faculty of Social and Applied Sciences, Royal Roads University, Victoria, Canada</i>  Dr. Brigitte Harris, <i>Faculty of Social and Applied Sciences, Victoria, Canada</i>  <i>Overview:</i> Unique disciplinary and personal cultures can come into tension with the principles governing a university Learning and Teaching model. This study describes the faculty experience of an innovative educational model.  <i>Theme: Learning in Higher Education</i></p> <p><b>Academic Literacy Development at University: A Case Study in Hong Kong</b>  Dr. Wing Bo Tso, <i>School of Arts and Social Sciences, The Open University of Hong Kong, Hong Kong, Hong Kong</i>  <i>Overview:</i> The mastery of academic writing is the hallmark of success for university students. This research paper will adopt a student-centred approach to explore learners’ needs and academic literacy backgrounds.  <i>Theme: Learning in Higher Education</i></p>

14:35-15:50	<b>PARALLEL SESSIONS</b>
<b>Room 3</b>	<p><b>A Focus on the Literacies</b></p> <p><b>Defining the Lines on Rape Culture in Universities</b>  Dr. Shaheen Shariff, <i>Department of Integrated Studies in Education, Faculty of Education and Associate Member, Faculty of Law Affiliate Scholar, Center for Internet and Society, Stanford University Law, McGill University, Montreal, Canada</i>  <i>Overview:</i> The paper will discuss a partnered approach to addressing rape culture and sexual violence in universities, and an innovative approach engaging sector partners from fields of law, media and arts.  <i>Theme: Educational Organization and Leadership</i></p> <p><b>The Effect of Teacher and Teacher-Librarian Collaboration on Fifth Graders' Informational Reading Comprehension</b>  Hai-Hon Chen, <i>Department of Education, National University of Tainan, Tainan, Taiwan</i>  <i>Overview:</i> I discuss the effect of social studies teacher and teacher-librarian collaborative teaching on fifth graders' informational reading comprehension.  <i>Theme: Literacies Learning</i></p>
<b>Room 4</b>	<p><b>Math in Practice</b></p> <p><b>Students' Characteristics and Their Performance in Business Quantitative Courses</b>  Chavis Ketkaew, <i>Global Business Program, Khon Kaen University International College, Khon Kaen, Thailand</i>  <i>Overview:</i> This study tries to determine the characteristics which constitutes the student's success in business quantitative courses. The results show that age, language skill, high-school foundation, and IQ influence mathematical performance.  <i>Theme: Science, Mathematics and Technology Learning</i></p> <p><b>A Causal Relationship Model of Effectiveness of Mathematics Learning: Research Synthesis Using Meta-Analytic Structural Equation Modeling</b>  Pattama Pusawat, <i>Department of Research and Evaluation, Naresuan University Phitsanulok, Muang, Thailand</i>  Dr. Aumporn Lincharoen, <i>Department of Research and Evaluation in Education Faculty of Education, Naresuan University, Muang, Thailand</i>  <i>Overview:</i> The purpose of the research is to develop and identify the validity of factors affecting the effectiveness of mathematics learning.  <i>Theme: Science, Mathematics and Technology Learning</i></p>
<b>Room 9</b>	<p><b>Late Additions</b></p> <p><b>Computer Assisted Language Learning: Collocation Learning and Analysis</b>  Sau Kwan Chung, <i>School of Arts and Social Sciences at Open University of Hong Kong, Hong Kong Polytechnic University, Hong Kong</i>  <i>Overview:</i> Exercises for learning collocations are rare in English language course book. Collocation knowledge can be acquired in corpora.  <i>Theme: Technologies in Learning</i></p> <p><b>Exploring the Inclusive Experience: Narratives of Students Who Are Deaf or Hard of Hearing in Mainstream Classrooms</b>  Natalia Rohatyn-Martin, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i>  Dr. Denyse Hayward, <i>Educational Psychology, University of Alberta, Edmonton, Canada</i>  Dr. Kathryn Ritter, <i>University of Alberta, Edmonton, Canada</i>  <i>Overview:</i> Mainstreamed Deaf and hard of hearing students were interviewed on their perspectives of inclusion. Discussion will focus on themes of student fatigue, socialization, technology, and physical inclusion versus social inclusion.  <i>Theme: Learner Diversity and Identities</i></p> <p><b>Utilizing Web Information Resources for Classroom Language Teaching</b>  Demetra Alexandrou, <i>School of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece</i>  Efi Papadimitriou, <i>School of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece</i>  Evangelia Bougatzeli, <i>School of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece</i>  <i>Overview:</i> This paper presents the design and implementation of an educational scenario aimed at promoting critical literacy practices on the Web to primary education teachers and students.  <i>Theme: Literacies Learning</i></p>
<b>Room 10</b>	<b>Spanish Session: Organizacion educativa y liderazgo</b>

14:35-15:50	PARALLEL SESSIONS
Room 11	Spanish Session: Pedagogia y la cultura
Room 12	Spanish Session: Aprendizaje en la educacion superior II
Room 13	Spanish Session: Late Additions
15:50-16:20	SPECIAL EVENT - CLOSING AND AWARD CEREMONY

# XXIII Congreso Internacional de Educación y Aprendizaje

*“La Educación en la Era del Antropoceno”*

Universidad de British Columbia | Vancouver, Canadá | 13–15 julio 2016



[www.sobrelaeducacion.es](http://www.sobrelaeducacion.es)

[www.facebook.com/TheLearnerKnowledgeCommunity](https://www.facebook.com/TheLearnerKnowledgeCommunity)

@onthelearner | #ICL16



Estimados participantes del Congreso de Educación y Aprendizaje:

Bienvenidos a Vancouver al XXIII Congreso Internacional de Educación y Aprendizaje. Creamos la Comunidad de Conocimiento de Nuevas Tendencias en Humanidades, el congreso, la colección de revistas y los libros con la finalidad de explorar el significado y los objetivos de la educación, con especial atención a las pedagogías innovadoras y a los cambios sociales que se generan por medio de la educación.

El primer congreso de Educación (desarrollado en inglés) se llevó a cabo en 1989, en Sydney, Australia, con el tema de alfabetización y aprendizaje. En sus inicios el congreso sirvió como una vía para explorar los acercamientos a la alfabetización “basados en el género”. Desde entonces, el ámbito de estudio se ha ampliado, aunque la alfabetización sigue siendo uno de los pilares del congreso. La trayectoria intelectual del congreso se abrió a mediados de los noventa, con el desarrollo del concepto “multialfabetizaciones”, que se basa en el reconocimiento de que hay muchas formas de lenguajes educativamente relevantes, además de la forma estándar de cada lengua nacional, y que ha sido habitualmente el centro de atención de la alfabetización escolar. También se basa en la idea de que otras muchas formas de comunicación y representación importantes aparte de la enseñanza de la escritura y lectura alfabética, una perspectiva que se ha vuelto aún más apremiante con la aparición de los nuevos medios de comunicación.

Los congresos son espacios de intercambio efímero; hablamos, aprendemos y nos inspiramos, pero estas conversaciones se desvanecen con el tiempo. Por ello, la Comunidad de Conocimiento ha establecido diferentes tipos de publicaciones, con el fin de capturar estas conversaciones y formalizarlas en objetos de conocimiento. Los invitamos a presentar su investigación en la Colección de Revistas de Educación y Aprendizaje, y también a enviar una propuesta de libro para la Colección de Libros de Educación y Aprendizaje.

Common Ground Publishing organiza la Comunidad de Conocimiento de Educación y Aprendizaje en colaboración con los editores y los socios comunitarios. Desde 1984, año de su fundación, nuestra empresa se ha comprometido con la creación nuevos tipos de comunidades de conocimiento que sean innovadoras en sus medios de comunicación y que tengan una visión de futuro en sus discursos. Además, hemos asumido algunos de los retos fundamentales de nuestra época para trascender las estructuras de conocimiento existentes. La sustentabilidad, la diversidad, el aprendizaje, el futuro de las humanidades, la naturaleza de la interdisciplinariedad, el lugar de las artes en la sociedad, las conexiones de la tecnología con el conocimiento, el papel cambiante de las universidades, todas son cuestiones realmente importantes de nuestro tiempo que requieren un pensamiento interdisciplinario, conversaciones globales y colaboraciones intelectuales interinstitucionales. Common Ground es un lugar de encuentro para las personas, las ideas y el diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde la diferencia tiene lugar —diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional—. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Quisiera agradecer a los colegas de la Comunidad de Conocimiento de Educación y Aprendizaje, Aaron Clark, Patricija Kirvaitis, McCall McComber y Doriam Reyes, quienes han puesto mucho trabajo en la realización de este congreso.

Les deseamos lo mejor para este congreso y esperamos que les brinde muchas oportunidades para dialogar tanto con colegas cercanos como de todo el mundo. Esperamos también que nos acompañen en el XXIV Congreso Internacional de Educación y Aprendizaje, que se llevará a cabo del 19 al 21 de julio de 2017, en la Universidad de Hawai, en Manoa, Honolulu, EE.UU.

Sinceramente,

Dra. Kimberly Kendall  
Common Ground Publishing



# La Comunidad de Conocimiento de Educación y Aprendizaje

*Explora el significado y los objetivos de la educación con un enfoque en las pedagogías innovadoras y los cambios sociales que se generan por medio de la educación*

La comunidad de conocimiento mantiene el interés común por el proceso de enseñanza aprendizaje, y por explorar nuevas posibilidades educativas. Los miembros se reúnen anualmente en el congreso para compartir experiencias disciplinarias, o bien se mantienen en contacto por medio de la colección de revistas de Educación y Aprendizaje que Common Ground publica en línea, lo que les permite mantenerse al tanto de los resultados de la investigación educativa, gracias a las nuevas posibilidades que ofrecen los medios digitales. Los miembros que conforman esta comunidad de conocimiento son académicos, educadores, responsables políticos, administradores públicos, investigadores y otros profesionales de la educación.

## **Congreso**

Los miembros de la comunidad de conocimiento y las personas que asisten por primera vez al congreso provienen de todos los rincones del mundo. El congreso ofrece un espacio para la reflexión crítica, tanto para los académicos líderes en este campo de estudio como para los investigadores emergentes. Aquellos que no puedan asistir al congreso pueden optar por presentar un artículo para su revisión y posible publicación en la colección de revistas asociadas al congreso.

## **Publicaciones**

Al participar en el congreso, los miembros de la Comunidad de Educación y Aprendizaje tienen la posibilidad de publicar en la colección de revistas de Educación y Aprendizaje si adaptan su propuesta a un formato de artículo académico. Las revistas asociadas a la comunidad someten a los artículos recibidos a un proceso de revisión por pares anónimo, pero a diferencia de otras revistas académicas tradicionales, conciben este proceso desde una perspectiva constructiva e integradora, lo que les brinda los más altos estándares de calidad.



## Tema 1: Pedagogía y currículo

Se exploran los procesos de diseño e implementación de las experiencias de aprendizaje, incluidas las decisiones sobre el contenido (currículum) y las estrategias para la instrucción (pedagogía).

- Teoría pedagógica e instrucción
- El currículum como un programa de aprendizaje
- Reformas educativas en planes de estudio e instrucción
- La diferenciación y la personalización de la enseñanza
- Conocimiento del contenido versus conocimiento pedagógico en los profesores

## Tema 2: Evaluación y medición de la calidad educativa

Se investigan los procesos para poder brindar resultados educativos precisos y el diseño de métodos para medir el aprendizaje del estudiante, la evaluación de la efectividad de las intervenciones educativas, o el impacto de los programas educativos en los alumnos, los profesores, las instituciones y la sociedad.

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

## Tema 3: Organización educativa y liderazgo

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

- Ambientes de aprendizaje: cambios en las instituciones educativas y en los lugares en donde se da el aprendizaje
- El papel de las organizaciones educativas en la sociedad y/o en el cambio social
- La docencia: el trabajo de los profesores, roles y responsabilidades
- Políticas educativas
- Los cambios en los objetivos de la educación: formar nuevos tipos de trabajadores, ciudadanos e identidades individuales
- Administradores en instituciones educativas: liderazgo efectivo en sociedades que se transforman

## Tema 4: Educación preescolar e infantil

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

- Influencia de la familia y el entorno sociocultural en el aprendizaje temprano
- Educación infantil: la función de la guardería, el preescolar y el jardín de niños
- Alfabetización, artes y comunicación en la primera infancia
- Habilidades aritméticas y ciencia en la primera infancia



## Tema 5: Aprendizaje en la educación superior

Implica estudios sobre la educación superior o terciaria: preocupaciones institucionales (admisiones, financiamientos, alcance y calidad de la oferta educativa); estrategias de instrucción y su eficacia en los estudiantes; el ambiente de aprendizaje en la educación superior. También incluye los programas de capacitación docente: su lugar en la universidad, cómo preparar a las nuevas generaciones de profesores para las escuelas del mañana; cuestiones de requisitos y acreditación, así como el equilibrio entre el aprendizaje teórico y aplicado.

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

## Tema 6: Formación profesional, adultos y comunidad

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

- Oportunidades de aprendizaje formal e informal para adultos
- Aprendizaje permanente ante una sociedad en constante cambio
- Educación profesional continua, la capacitación y el desarrollo laboral
- Formación vocacional para el futuro
- Aprendizaje y otros modelos de enseñanza técnica o especializada
- Educación popular y comunitaria
- Capacitación de maestros y el desarrollo profesional

## Tema 7: Diversidad e identidad en la educación

Temática en la que se pretende reconocer la diversidad de los alumnos, la dinámica de la enseñanza y el aprendizaje en diversas comunidades y aulas. Se considera el aspecto de la identidad de los alumnos y la interacción entre los estudiantes, así como las estrategias para promover la justicia social, la comprensión multicultural y la tolerancia.

- Educación incluyente
- Equidad, participación y oportunidades
- Cómo cambian las mayorías y las minorías
- Educación especial: dificultades de aprendizaje y discapacidades
- Educación internacional, global, multicultural e intercultural

## Tema 8: Tecnologías en la educación

Se explora el papel de las tecnologías en el aprendizaje y los procesos de aprendizaje sobre la tecnología.

- Valores humanos y tecnología: aprender sobre tecnología y con tecnología
- Cruzar la brecha digital: el acceso al aprendizaje en el mundo digital
- Nuevas herramientas: el aprendizaje en línea
- Mundos y aulas virtuales: aprendizaje interactivo, a “ritmo propio” y autónomo
- El aprendizaje ubicuo: el uso de las posibilidades que ofrecen los nuevos medios
- El aprendizaje a distancia: la reducción de las barreras

## **Tema 9: Alfabetización y aprendizaje de idiomas**

Se incluyen investigaciones sobre el proceso del aprendizaje de la lectura, la escritura y la comunicación con los nuevos medios y la alfabetización multimodal.

- La definición de las nuevas alfabetizaciones
- Los lenguajes del poder: el papel de la alfabetización en el acceso a la sociedad
- Instrucción y respuesta a las diferencias individuales en la alfabetización
- Lo visual y lo verbal: multialfabetización y comunicaciones multimodales
- La alfabetización en el aprendizaje: la lengua en el aprendizaje de todas las materias
- Los cambios en la función de las bibliotecas en la alfabetización
- La educación lingüística y el aprendizaje de segundas lenguas
- El aprendizaje de lenguas para un mundo multicultural
- Las artes y el diseño en el aprendizaje multimodal
- Computadora, internet y medios digitales: retos educativos y reacciones

## **Tema 10: Aprendizaje en ciencia, matemáticas y tecnología**

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

- Disciplinas científicas: el aprendizaje de la física, la química, la biología y otras ciencias
- El aprendizaje sobre el medio ambiente natural
- Modos de instrucción (didáctica, reflexiva y colaborativa)
- Pedagogía de las matemáticas
- Aprender sobre la tecnología y con la tecnología
- Conocimiento del contenido pedagógico por parte los profesores



## Tema especial en 2016: La educación en la era del Antropoceno

Antropoceno es el término que se ha propuesto para describir una época en la que la actividad humana tiene un impacto desproporcionado sobre los ecosistemas de la Tierra. Entre estos impactos, uno de los más destacados y más analizados es el cambio climático.

Además de los temas habituales, en el congreso 2016 la Comunidad de Conocimiento de Educación y Aprendizaje indagará el campo que tradicionalmente se conoce como educación ambiental, el cual implica un esfuerzo necesariamente interdisciplinar, no sólo por el uso de los métodos de las ciencias naturales para explorar el funcionamiento de los entornos naturales, sino también por la exploración de las relaciones entre los seres humanos y el medio ambiente en la historia, las ciencias sociales y las humanidades. Al tratar este tema, el congreso pretende ser un espacio para plantear preguntas acerca de las prácticas interdisciplinarias con una mirada crítica, sobre la educación para la ciudadanía, la ética ambiental, y el razonamiento social científico. En la era del Antropoceno, nos hemos dado cuenta de que tales preguntas pueden llegar a ser una cuestión de vida o muerte, no sólo por el daño ecosistémico y los desastres naturales cada vez más frecuentes, sino también por la propia sustentabilidad de la vida humana en la Tierra. Se trata de cuestiones fundamentales que los educadores de hoy y sus estudiantes deben plantearse sin duda alguna.

# La Colección de Educación y Aprendizaje

*Explora el significado y los objetivos  
de la educación, en especial,  
indaga en las nuevas posibilidades  
educativas*

## Acerca de nuestro enfoque editorial

Desde hace 30 años, Common Ground Publishing se ha comprometido con la creación de espacios para el encuentro entre personas e ideas. Con 10 comunidades de conocimiento en español y portugués, y 24 comunidades en inglés, la misión de Common Ground es proveer plataformas que reúnan a personas de diversos orígenes geográficos, institucionales y culturales en espacios donde académicos y otros profesionales puedan establecer relaciones en los distintos campos disciplinarios de estudio. Cada comunidad de conocimiento organiza un congreso académico anual de carácter internacional y se asocia con una revista académica que funciona bajo la revisión por pares (o una colección de revistas), una colección de libros y una serie de redes sociales en torno a un nuevo “espacio social de conocimiento”, que ha sido desarrollado por Common Ground: **Scholar** (<http://egscholar.com/>).

Mediante los servicios editoriales, Common Ground sostiene el objetivo fomentar los más altos estándares de excelencia intelectual. Somos muy críticos con las deficiencias que existen en el actual sistema de publicaciones académicas, incluidas las redes que restringen la visibilidad de los académicos e investigadores emergentes en los países en desarrollo, así como los costos e ineficiencias asociados con la edición comercial tradicional.

Para combatir estas deficiencias, Common Ground ha desarrollado un modelo de publicación innovador. Cada una de las comunidades de conocimiento de Common Ground organiza un congreso académico anual cuya cuota de inscripción incluye la publicación de un artículo —si pasa el proceso de revisión por pares— en la revista asociada sin costo adicional. De este modo los autores pueden presentar una ponencia en un congreso científico de su área de investigación, incorporar las críticas constructivas que reciben de los asistentes y después de incorporarlas, enviar un artículo sólido para someterlo al proceso de revisión por pares, sin que el autor tenga que pagar una tasa adicional.

Al usar una parte de la cuota de inscripción para financiar los costes asociados a la producción y comercialización de las revistas, Common Ground es capaz de mantener bajos los precios de suscripción, facilitando así el acceso a todos nuestros contenidos. Los participantes del congreso pueden subir sus presentaciones al canal de YouTube de Common Ground, además de contar con una suscripción electrónica gratuita a la revista por un periodo de un año. Esta suscripción permite el acceso a todos los números de la revista en español, portugués e inglés. Además, cada artículo que publicamos está disponible de forma individual con una tarifa de descarga para los no abonados. Los autores disponen además de la opción de publicar su artículo en acceso abierto para así poder llegar a una mayor audiencia y garantizar la difusión más amplia posible.

El riguroso proceso de revisión de Common Ground trata también de abordar algunos de los sesgos inherentes a los modelos tradicionales de las editoriales académicas. El conjunto de revisores, dictaminadores o árbitros está conformado por los mismos autores que han enviado artículos a la revista, así como también por académicos voluntarios cuyos currículos y experiencia académica han sido evaluados por el equipo editorial de Common Ground. Los artículos son asignados a revisores con base en sus intereses académicos y experiencia. Al tener voluntarios y a otros autores como posibles revisores, Common Ground evita los inconvenientes de someter los textos al juicio de un solo editor, lo que muchas veces limita la publicación académica. En cambio, Common Ground aprovecha el potencial de los participantes del congreso y de los autores de las revistas para evaluar los trabajos, con un sistema de evaluación basado en criterios más democráticos e intelectualmente más rigurosos que otros modelos tradicionales. Common Ground también valora la importante labor de los revisores, al reconocerlos como Editores Asociados en los volúmenes en los que contribuyen.

Con la creación de un software asombrosamente innovador, Common Ground también ha comenzado a hacer frente a lo que considera como un cambio en las relaciones tecnológicas, económicas, geográficas, interdisciplinarias, sociales y de distribución y difusión del conocimiento. Desde hace más de diez años hemos estado construyendo una editorial mediada por las tecnologías web y las nuevas redes sociales, donde la gente pueda trabajar en estrecha colaboración para aprender, crear y compartir conocimiento. La última creación de este proyecto es un entorno social de conocimiento pionero llamado Scholar (<http://cgscholar.com/>), plataforma informática que provee un lugar donde los académicos pueden conectarse en red y dar visibilidad a sus investigaciones mediante una librería personal.

Los invitamos a que sean parte de estas comunidades en la creación de diálogos entre diferentes perspectivas, experiencias, áreas de conocimiento y metodologías, y de las interacciones en el congreso, las conversaciones online, los artículos de la revista o la colección de libros.

### **Sobre la Colección de Revistas de Educación y Aprendizaje**

La colección pretende promover la investigación, invitar al diálogo y construir un conjunto de conocimientos sobre la naturaleza y el futuro del aprendizaje. Las revistas proporcionan un foro de intercambio de ideas entre las personas interesadas en la educación en todas sus etapas y formas, y entre académicos, investigadores, profesores, estudiantes de educación superior y educadores, así como administradores y gestores de educación. Las revistas de la colección siguen un proceso estricto de revisión por pares anónima que garantiza la publicación de trabajos de la máxima calidad científica. El sistema de arbitraje recurre a evaluadores externos a esta editorial y solo se aceptan para publicación textos originales.

[sobrelaeducacion.es](http://sobrelaeducacion.es)  
[ijles.cgpublisher.com](http://ijles.cgpublisher.com)



### ***Revista Internacional de Alfabetización y Aprendizaje de Idiomas***

Está orientada al estudio de los procesos del aprendizaje de la lectura, la escritura, los idiomas y la comunicación, tanto desde el punto de vista de la alfabetización tradicional como desde el punto de vista de los nuevos medios de comunicación digital y la alfabetización multimodal.

ISSN: 2386-7779 (Versión electrónica)



### ***Revista Internacional de Aprendizaje en Ciencia, Matemáticas y Tecnología***

Publica estudios de buenas prácticas en la enseñanza y el aprendizaje de las diversas ciencias, las matemáticas y la tecnología.

ISSN: 2386-8791 (Versión Electrónica)



### ***Revista Internacional de Aprendizaje en la Educación Superior***

Publica estudios que analizan la educación superior en pregrado y posgrado, así como la formación del profesorado.

ISSN: 2386-7582 (Versión Electrónica)



### ***Revista Internacional de Educación Preescolar e Infantil***

Investiga las dinámicas de enseñanza-aprendizaje en la educación infantil, desde el nivel preescolar hasta la educación primaria.

ISSN: 2443-9835 (Versión Electrónica)



### ***Revista Internacional de Evaluación y Medición de la Calidad Educativa***

Investiga las múltiples dimensiones de la evaluación en la enseñanza y en el aprendizaje. Presta atención a las investigaciones relacionadas con la medición y evaluación de la calidad educativa.

ISSN: 2386-7787 (Versión Electrónica)



### ***Revista Internacional de Formación Profesional, Adultos y Comunidad***

Explora el aprendizaje de los adultos en una amplia variedad de contextos, desde la educación básica hasta la formación profesional y continua.

ISSN: 2386-8023 (Versión Electrónica)



### ***Revista Internacional de Organización Educativa y Liderazgo***

Analiza la naturaleza y la eficacia de los procesos que conciernen a la gestión educativa y el liderazgo a todos los niveles.

ISSN: 2386-8392 (Versión Electrónica)



***Revista Internacional de Pedagogía y Currículo***

Explora los procesos de diseño e implementación de experiencias educativas y las dinámicas de enseñanza-aprendizaje.

ISSN: 2386-7574 (Versión Electrónica)



***Revista Internacional de Tecnologías en la Educación***

Investiga la función de la tecnología en la educación y reflexiona sobre las dinámicas de aprendizaje mediadas por la tecnología.

ISSN: 2386-8384 (Versión Electrónica)



***Revista Internacional sobre Diversidad e Identidad en la Educación***

Investiga las dinámicas de enseñanza y de aprendizaje en comunidades y aulas con diversidad cultural, lingüística, etc.

ISSN: 2386-9135 (Versión Electrónica)

# El Congreso de Educación y Aprendizaje

*Punto de encuentro para la discusión  
y la revisión de las cuestiones  
fundamentales de la educación, y  
para establecer relaciones directas  
con académicos destacados y  
emergentes en la materia, que  
ofrecen una amplia gama de  
disciplinas y perspectivas*

**Miércoles, 13 de julio**

8:00–9:00	Mesa de inscripción del congreso
9:00–9:35	Apertura del Congreso—Dr. Kimberly D. Kendall, Common Ground Publishing, Champaign USA; Doriam del Carmen Reyes, Common Ground Español, Mexico Indigenous Protocol & Greeting—Professor Cash Ahenakew, pii tai poot taa, University of British Columbia, Vancouver, Canada
9:35–10:10	Ponencia Plenaria: Dra. Veronica Pacini-Ketchabaw, Universidad de Victoria, Canadá <i>Las pedagogías del mundo común para el Antropoceno</i>
10:10–10:40	Descanso para café y pláticas de jardín
10:40–11:40	Sesión Plenaria en Español—Professor Xaab Nop Vargas Vásquez, Wejen Kajen Indigenous Research Institute International / Nova Universitas, Oaxaca, Mexico <i>“Diversidad en la Educación: Qué podemos aprender del Wejën Kajën, forma de enseñar y aprender del Pueblo Ayuujk”</i>
11:40–12:55	Almuerzo
12:55–14:35	Sesiones paralelas
14:35–14:50	Descanso
14:50–16:30	Sesiones paralelas
18:00–19:30	Cena del Congreso: Sage Bistro East

**Jueves, 14 de julio**

8:00–8:30	Mesa de inscripción del congreso
8:30–8:45	Noticias del congreso: Kimberly D. Kendall, anfitriona, Common Ground Publishing
8:45–9:15	¿Cómo publicar con Common Ground?
9:15–9:50	Ponencia Plenaria: Dra. Mindy Blaise, Universidad de Victoria, Melbourne, Australia <i>Árboles - Perros - Niños: La ética de convivencia en el Estudio Bark</i>
9:50–10:20	Descanso para café y pláticas de jardín
10:20–10:35	Transición
10:35–12:15	Sesiones paralelas
11:30–12:15	Evento especial—Conozca al Autor: Dra. Bronwen Wade-Leeuwen, <i>Out of the Shadows: Fostering Creativity in Teacher Education Programs</i>
12:15–13:30	Almuerzo
13:30–14:15	Sesiones paralelas
14:15–14:35	Descanso
14:35–15:50	Sesiones paralelas



**Viernes, 15 de julio**

8:30–9:00	Mesa de inscripción del congreso
9:00–9:15	Noticias del congreso: Kimberly D. Kendall, anfitriona, Common Ground Publishing
9:15–9:50	Ponencia Plenaria: Dra. Vanessa de Oliveira Andreotti, Universidad de Columbia Británica, Vancouver, Canadá <i>Aprender a desaprender y aprender algo distinto: nuevos horizontes para la educación de una ciudadanía global</i>
9:50–10:20	Pláticas de jardín
10:20–10:35	Transición
10:35–12:15	Sesiones paralelas
12:15–13:30	Almuerzo
13:30–14:15	Sesiones paralelas
14:15–14:35	Descanso
14:35–15:50	Sesiones paralelas
15:50–16:20	Evento especial: clausura y entrega de premios

## Preinscripción y Bienvenida

**Martes 12 de julio | de 16:00 h - 18:00 h | en el vestíbulo de las Walter Gage Residences**

Debido a la magnitud del congreso, realizaremos una preinscripción el martes 12 de julio por la tarde de las 16:00 h a las 18:00 h en el vestíbulo de las Walter Gage Residences, ubicado en el Campus de la Universidad de British Columbia. Dado que habrá muchos participantes, le sugerimos inscribirse en este momento para recibir los documentos necesarios y evitar la fila que seguramente se hará durante la mañana del congreso.

## Cena

**Miércoles 13 de julio | 18:00 h | en el restaurante Sage Bistro East**

Disfrute con los compañeros del congreso de una noche de plática y del bufet delicioso, sustentable y con productos locales en el Sage Bistro East, ubicado en el Campus de la Universidad de Point Grey. El restaurante ofrece cocina fresca, al estilo de la Costa Oeste, preparada con ingredientes locales, de temporada y orgánicos. Disfrute de una buena experiencia culinaria junto con las impresionantes vistas del estrecho de Georgia y de las montañas de North Shore.

### Menú

Pan y mantequilla

Pan rústico, rollos crujientes, baguette francesa, pan con tomillo, limón, mantequilla

Ensalada de lechuga verde y roja

Moras, anacardos, tomates cherry, rábano, ajo tostado y vinagreta de albahaca

Ensalada Cobb de la costa oeste

Aguacate, fresas, tomates pepino, cerezas panceta crujiente, lechuga, vinagreta de cítricos y estragón

Papas pequeñas asadas con

aceite de oliva virgen extra, tomillo fresco, sal marina, pimienta molida negra

Verduras de temporada al vapor con

mantequilla de hierbas y cítricos

Calabaza Pappardelle

cintas de calabacín, tomate, albahaca y queso de cabra desmenuzado

Salmón a la plancha

bayas silvestres y salsa de menta, limón y mantequilla de albahaca

Para reservar la cena, vaya a la mesa de inscripciones para hacer la reservación.



## Tour al Puente colgante Capilano y Naturaleza Tour

**Jueves 14 de julio y Viernes 15 de julio | de 17:00 h - 21:00 h**

Vaya a la naturaleza y únase a otros participantes en una noche llena de historias de aventuras y de exploración. Cruce el mundialmente famoso Puente Colgante de Capilano y disfrute de las impresionantes vistas de la costa norte de Vancouver. Vea la colección privada más grande de América del Norte de tótems de las Primeras Naciones, exhibiciones que destacan la historia del parque inmersas en el bosque.

Itinerario: Salida desde Walter Gage Residences a las 17:00h; se inicia el viaje al Parque del Puente Colgante de Capilano en un autobús con aire acondicionado. Vamos a hacer un recorrido panorámico en autobús por Vancouver y cruzar el puente de la Puerta del León en el extremo norte de Vancouver en el camino hacia el parque (aprox. 45 minutos). Nos detendremos brevemente en el criadero de salmón Capilano que se encuentra en la desembocadura del río Capilano para ver y aprender acerca de la industria del salmón de Vancouver y los esfuerzos de conservación (aprox. 30 minutos). Continuaremos en autobús hasta el Parque del Puente Colgante de Capilano. Los delegados de este tour tendrán la oportunidad de participar en una breve visita guiada a pie así como explorar algunas áreas del parque por su cuenta (aprox 1.5 hrs).

Para reservar el tour al puente colgante de Capilano, vaya a la mesa de inscripciones.

## La Isla de Granville y Tour Panorámico Vancouver

**Jueves 14 de julio y Viernes 15 de julio | de 17:00 h - 21:00 h**

El capricho ha encontrado un hogar en Vancouver y se llama Isla de Granville, lugar maravilloso lleno de arte y encanto que se ha convertido en una parada obligada para cualquier visitante que llegue a Vancouver. La isla está situada en el centro de Vancouver, donde viven muchos artistas, hay galerías de arte, teatros, restaurantes eclécticos y un mercado público que ofrece la más amplia variedad de alimentos frescos de la región; se trata del lugar favorito de reunión para comer y pasar un rato en un ambiente agradable y relajante. Únase a otros participantes y visite algunos de los muchos tesoros de Vancouver.

Itinerario: Salida desde las Walter Gage Residences a las 17:00 en un autobús con aire acondicionado. Vamos a llegar a la Isla de Granville y los participantes tendrán la oportunidad de explorar el mercado, las tiendas y los puestos de comida en el tiempo libre (aprox. 1,5 horas). Después saldremos de Granville y haremos un recorrido panorámico en autobús por Vancouver para ver algunas de las zonas más destacadas de la ciudad como Gastown, Chinatown, English Bay, Vancouver Harbour y el Caldero Olímpico (aprox. 45 minutos). La última parada del recorrido será en Stanley Park para una sesión de fotos con los famosos Tótems del parque antes de regresar al hotel del congreso.

Para reservar el tour a la isla de Granville y Vancouver panorámico, vaya a la mesa de inscripciones.



### **Xaab Nop Vargas Vázquez**

*Diversidad en la Educación: Qué podemos aprender del Wejën Kajën, forma de enseñar y aprender del Pueblo Ayuujk*



Maestro en Ciencias con Especialidad en Matemática Educativa por el Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional. Presidente del Instituto Internacional de Investigación Indígena Wejen Kajen, adscrito como profesor investigador titular al departamento de Informática de Nova Universitas, docente de posgrado en la Universidad de Lasalle Oaxaca, miembro activo de la Academia de Teoría y Filosofía de la Educación y de la Cámara Internacional de Conferencistas. Su línea principal de trabajo se centra en el Wejen Kajen para la educación multicultural.



## Luiz Gustavo Bonatto Rufino



Licenciado (2010) y graduado (2013) en Educación Física en la Universidad Estatal Paulista - UNESP Río Claro, Brasil. Especialista de lo curso de Educación Superior de la Universidad Gama Filho (2013). Maestría en el Programa Interdisciplinario de Desarrollo Humano y Tecnología y estudiante de doctorado en Ciencias de Motricidad de la UNESP Río Claro. Está afiliada a la CREF Sao Paulo y el Colegio Brasileño de Ciencias del Deporte (CBCE), perteneciente al Grupo de Trabajo Temático - Formación GTT. Buscar y actuar sobre los siguientes temas: educación física, práctica pedagógica, formación y campo de trabajo, profesionalismo en la educación física, pedagogía del deporte, cultura del movimiento del cuerpo y sus múltiples manifestaciones y enseñanza de las luchas y artes marciales. Bacharel (2010) e licenciado (2013) em Educação Física pela Universidade Estadual Paulista - UNESP Rio Claro, Brasil. Especialista em Docência do Ensino Superior pela Universidade Gama Filho (2013). É mestre pelo Programa Interdisciplinar em Desenvolvimento Humano e Tecnologias e doutorando em Ciências da Motricidade na UNESP Rio Claro. É filiado ao CREF/SP e ao Colégio Brasileiro de Ciências do Esporte (CBCE), pertencendo ao Grupo de Trabalho Temático - GTT Formação Profissional. Pesquisa e atua principalmente nos seguintes temas: Educação Física escolar, prática pedagógica, formação profissional e campo de trabalho, profissionalidade na Educação Física, saberes docentes, pedagogia do esporte, esporte educacional, cultura corporal de movimento e suas múltiplas manifestações e ensino das lutas e artes marciais.

## Luis Hernán Arellano Ulloa



Luis Hernán Arellano Ulloa radica en Chihuahua, México. Es ingeniero Electromecánico y Maestro en Sistemas de Manufactura egresado del Instituto Tecnológico de Chihuahua. Actualmente es profesor de Cálculo Diferencial e Integral, Dibujo Asistido por Computadora y Electricidad y Magnetismo. Se encuentra estudiando el Doctorado en Educación en la Facultad de Filosofía y Letras de la Universidad Autónoma de Chihuahua, en la línea de investigación de aprendizaje Individual y Colectivo. Ha escrito algunos artículos en relación a la relación del conocimiento previo y el aprendizaje de nueva información en estudiantes de ingeniería. Ha fungido como Evaluador de CACEI y ha trabajado en el área de Calidad y Diseño en Labinal Safran Group y como supervisor de producción en Interceramic.

## María Paz Gonzáles Vallejos



Bachiller en Humanidades, Licenciada en Educación, Profesora de Educación General Básica especialista en Lenguaje y Comunicación, Magíster en Ciencias de la Educación mención Dificultades de Aprendizaje, Pontificia Universidad Católica de Chile. El año 2014, ingresó a estudiar al Programa de Doctorado en Educación de la Universidad Alberto Hurtado y Diego Portales, becada por el estado de Chile. Mi tesis se enmarca en el campo de la Formación Inicial Docente, en particular en la labor e incidencia de uno de los actores de este complejo entramado: el formador de profesores. Específicamente, busco comprender las creencias de este profesional con el fin de entender el papel que estas juegan en su aprendizaje profesional y en las prácticas de enseñanza que implementa en el aula universitaria. En mi trayectoria profesional me he desempeñado como docente a nivel escolar y universitario. Además, he participado como investigadora en estudios financiados por el estado de Chile.

## Mtra. María Eugenia Canut Díaz Velarde



Profesora en la División de Matemáticas e Ingeniería de la Facultad de Estudios Superiores de Acatlán. Maestría en Educación Matemática por la misma universidad. Diplomado en Calidad Total por la misma universidad. Candidata a Doctor en Educación: Medida y Evaluación de la Intervención Educativa, por la Universidad Anáhuac Norte. Diplomado en Evaluación de Proyectos Financieros por la Universidad Panamericana y Nacional Financiera. Ha impartido clases en las carreras de Ingeniería Civil, Ciencias Políticas, Relaciones Internacionales, Economía, Matemáticas y Computación y las materias de Métodos Determinísticos de Optimización, Métodos Probabilísticos de Optimización, Ingeniería Económica, Evaluación de Proyectos, Probabilidad y Estadística, Estadística Descriptiva, Estadística Inferencial, Métodos para la Toma de Decisiones. Sus líneas de Investigación son: Investigación Educativa, Evaluación Educativa Matemática y Evaluación Estadística.



MÉRCOLES 13 DE JULIO

8:00-9:00	ACREDITACIONES
9:00-9:35	APERTURA DEL CONGRESO – DR. KIMBERLY D. KENDALL, COMMON GROUND PUBLISHING, CHAMPAIGN USA; DORIAM DEL CARMEN REYES, COMMON GROUND ESPAÑOL, MEXICO; FIRST NATIONS WELCOME - PROFESSOR CASH AHENAKEW, UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA
9:35-10:10	SESIÓN PLENARIA EN INGLÉS – DR. VERONICA PACINI-KETCHABAW, UNIVERSITY OF VICTORIA, CANADA; "COMMON WORLD PEDAGOGIES FOR THE ANTHROPOCENE"
10:10-10:40	SESIÓN DE JARDÍN, DESCANSO Y CAFÉ
10:40-11:40	SESIÓN PLENARIA EN ESPAÑOL – PROFESOR XAAB NOP VARGAS VÁSQUEZ, WEJEN KAJEN INDIGENOUS RESEARCH INSTITUTE INTERNATIONAL / NOVA UNIVERSITAS, OAXACA, MEXICO; "DIVERSIDAD EN LA EDUCACIÓN: QUÉ PODEMOS APRENDER DEL WEJËN KAJËN, FORMA DE ENSEÑAR Y APRENDER DEL PUEBLO AYUUK"
11:40-12:55	ALMUERZO
12:55-14:35	SESIONES PARALELAS
Salón 1	Sesión en Inglés: Adult Learning Initiatives
Salón 2	Sesión en Inglés: Agency through Education
Salón 3	Sesión en Inglés: Education for the Professions
Salón 4	Sesión en Inglés: STEM Pedagogies and Curricula
Salón 5	Sesión en Inglés: Changing Pedagogies in Graduate Education
Salón 6	Sesión en Inglés: Being an Educator
Salón 7	Sesión en Inglés: Controversy and Intervention
Salón 8	Sesión en Inglés: Managing Schools
Salón 9	Sesión en Inglés: Virtual Lightning Talks

12:55-14:35	<b>SESIONES PARALELAS</b>
Salón 10	<p><b>Adiciones finales</b></p> <p><b>Aprendizaje ubicuo y el entorno App Inventor 2: Las nuevas tecnologías como medio para agilizar y desarrollar nuevas habilidades en los estudiantes</b>  Fernando Amaya Ramirez, <i>Departamento de Mecatrónica, Colegio INEM Luis Lopez de Mesa, Villavicencio, Colombia</i>  José Ortiz Benavides, <i>Departamento de Mecatrónica, Colegio INEM Luis Lopez de Mesa, Villavicencio, Colombia</i>  <i>Reseña:</i> Transformar el equipo Android del estudiante usado en redes sociales y juegos en un excelente apoyo para la educación, y lograr así aprendizajes significativos en Electricidad y la Electrónica  <i>Tema:</i> <i>La tecnología en la educación</i></p> <p><b>Los Derechos Humanos: Asignatura Pendiente</b>  Dra. Gabriela Albertina Serrano, <i>Facultad de Derecho y Ciencias Sociales, Universidad Michoacana de San Nicolás de Hidalgo, Morelia, Mexico</i>  <i>Reseña:</i> Los Derechos Humanos constituyen una asignatura pendiente en la Educación Mexicana, ejemplo claro son los Centros de Bachillerato Tecnológico Agropecuario.  <i>Tema:</i> <i>Evaluación y medición de la calidad educativa</i></p> <p><b>Significados que el profesorado responsable de la gestión escolar asocia al liderazgo pedagógico en centros educativos subvencionados por el Estado de Chile.</b>  Mtra. Carolina Villagra Bravo, <i>Facultad de Educación, Universidad Católica de Temuco, Temuco, Chile</i>  Dra. María Elena Mellado Hernandez, <i>Facultad de Educación, Universidad Católica de Temuco, Temuco, Chile</i>  <i>Reseña:</i> El estudio presenta el análisis de los significados que el profesorado asocia al liderazgo pedagógico, evidencias que complementan la discusión sobre la gestión del currículum en procesos de mejoramiento educativo.  <i>Tema:</i> <i>Organización educativa y liderazgo</i></p> <p><b>Cambios en los Referentes Pedagógicos en los Estudiantes al Cursar una Maestría en Formación Docente</b>  Dra. María Esther Urrutia Aguilar, <i>Maestría en Docencia para la Educación Media Superior Coordinación de Posgrados, Universidad Nacional Autónoma de México, México, Mexico</i>  Dra. Ofelia Contreras, <i>Coordinación de Universidad Abierta y Educación a Distancia, Universidad Nacional Autónoma de México, Ciudad de México, Mexico</i>  <i>Reseña:</i> Se analiza cuál es el impacto de la Maestría en Docencia para la Educación Media Superior de la Universidad Nacional Autónoma de México en los estudiantes.  <i>Tema:</i> <i>Evaluación y medición de la calidad educativa</i></p>

12:55-14:35	SESIONES PARALELAS
Salón 11	<p><b>Diversidad e identidades en el aula I</b></p> <p><b>La Tecnología Adaptada en Libros de Texto a Lengua de Señas Mexicanas para Favorecer la Inclusión Educativa de Niños Sordos</b>  Luis Guillermo Arenas Merida, <i>Subdirección de Educación Especial Subdirección Regional de Educación Básica Toluca, Centro de Atención Múltiple número 3 Dr. Guillermo Coronado, Mexico, Mexico</i>  Arcelia Bernal Díaz, <i>División de las Ciencias Físico Matemáticas y de las Ingenierías Facultad de Estudios Superiores Aragón, Universidad Nacional Autónoma de México, Nezahualcóyotl, Mexico</i>  Natali Muñoz Lopez, <i>Subdirección de Educación Especial Subdirección Regional de Educación Básica Toluca Zona Escolar E026, Unidad de Servicio de Apoyo a la Educación Regular No. 205, Nezahualcóyotl, Mexico</i>  <i>Reseña:</i> Se presenta una propuesta educativa diseñada en un software, que favorece que el alumno realice de manera autónoma, la adquisición y construcción de aprendizaje empleando la lengua de señas.  <i>Tema:</i> <i>Diversidad e identidades en el aula</i></p> <p><b>Escuela para la diversidad: Incisión de adolescentes víctimas del conflicto armado en Colombia</b>  Deisy Carolina Barajas Sarmiento, <i>Educación, Secretaría de Educación de Bogotá, Bogotá, Colombia</i>  Viaviana Moreno Jiménez, <i>Educación, Secretaría de Educación Bogotá, Bogotá, Colombia</i>  <i>Reseña:</i> Se expone el panorama sobre la atención a víctimas del conflicto en educación.  <i>Tema:</i> <i>Diversidad e identidades en el aula</i></p> <p><b>El uso de los códigos en la enseñanza de la Historia en Educación Básica, en México</b>  Dra. María Angélica Galicia Gordillo, <i>Instituto de Investigaciones Antropológicas, Universidad Nacional Autónoma de México, Ciudad Universitaria, Mexico</i>  <i>Reseña:</i> Bajo la propuesta de interpretación del Dr. Joaquín Galarza, se demuestra cómo los códigos en el trabajo áulico pueden ser una herramienta didáctica para la enseñanza de la historia.  <i>Tema:</i> <i>Diversidad e identidades en el aula</i></p> <p><b>Diversidad e Identidades en el Aula: Un Caso de Privación Cultural en Adolescentes Mixtecos</b>  Eréndira Castro Martínez, <i>Unidad de Posgrado, Universidad La Salle Oaxaca, Oaxaca de Juárez, Mexico</i>  Prof. Xaab Nop Vargas Vásquez, <i>Wejen Kajen Indigenous Research Institute International, Oaxaca de Juárez, Mexico</i>  <i>Reseña:</i> Se pretende conocer la privación cultural que se presenta en la escuela, porque la enseñanza es en español, y los estudiantes hablan Mixteco.  <i>Tema:</i> <i>Diversidad e identidades en el aula</i></p>

12:55-14:35	<b>SESIONES PARALELAS</b>
Salón 12	<p><b>Teorías pedagógicas</b></p> <p><b>Aprendizagem, Memória e Emoção nas Perspectivas da Educação e da Neurociência</b>  Dr. Neide Barbosa Saisi, <i>Departamento de Fundamentos da Educação da Faculdade de Educação, Pontifícia Universidade Católica de São Paulo, São Paulo, Brazil</i>  <i>Reseña:</i> Esta proposta apresenta os resultados de uma pesquisa teórica que explicita articulação entre conceitos de aprendizagem, memória e emoção, nas áreas da Educação e das Neurociências relevantes à formação docente.  <i>Tema: Pedagogia y conocimiento</i></p> <p><b>Educar, Confrontar, Pensar y Reflexionar</b>  Dr. Luis R. Ibarra, <i>Facultad de Psicología, Universidad Autónoma de Queretaro, Queretaro, Mexico</i>  <i>Reseña:</i> Este trabajo relaciona teorías sobre la educación con el objetivo de ofrecer alternativas a prácticas educativas vigentes que permitan generar autonomía, solidaridad y reflexión.  <i>Tema: Pedagogía y conocimiento</i></p> <p><b>Por Uma Formação Docente Complexa e Reflexiva</b>  Me. Katia Tarricone, <i>Departamento de Fundamentos da Educação, Pontifícia Universidade Católica da São Paulo, São Paulo, Brazil</i>  <i>Reseña:</i> Esta proposta apresenta uma investigação teórico-reflexiva, em diálogo múltiplo e coordenado com os pressupostos de Morin, para contribuir com o debate de perspectivas qualitativas em Educação e na formação docente.  <i>Tema: Pedagogia y conocimiento</i></p> <p><b>Alcances del modelo pedagógico humanista de la Universidad Nacional de Costa Rica en un contexto regionalizado</b>  Prof. Rodrigo Ignacio Campos Araya, <i>Campus Coto, Sede Regional Brunca, Universidad Nacional de Costa Rica, Pérez Zeledón, Costa Rica</i>  Prof. Kevin Armando Brand Fonseca, <i>Campus Coto, Sede Regional Brunca, Universidad Nacional de Costa Rica, Pérez Zeledón, Costa Rica</i>  <i>Reseña:</i> Se analiza el alcance del modelo pedagógico humanista de la Universidad Nacional al formar profesionales que contribuyan al bienestar social a través de la docencia, investigación y la extensión.  <i>Tema: Adulto, comunidad y aprendizaje profesional</i></p>

12:55-14:35	SESIONES PARALELAS
Salón 13	<p><b>La enseñanza superior y el aprendizaje</b></p> <p><b>Implementación de las Técnicas de Gamificación para el Estímulo de las Competencias Lingüísticas en el Aula de ILE</b>  Vianey M. Nuñez, <i>Escuela de Literatura y Ciencias del Lenguaje Facultad de Filosofía y Letras, Universidad Nacional de Costa Rica, Heredia, Costa Rica</i>  Damaris Cordero, <i>Escuela de Literatura y Ciencias del Lenguaje, Universidad Nacional de Costa Rica, Montes de Oca, Costa Rica</i>  <i>Reseña:</i> Este estudio describe como las competencias y el desempeño lingüístico en el aula de ILE pueden estimularse y fortalecerse con actividades lúdicas basadas en la Gamificación o Ludificación.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p> <p><b>La Administración Financiera: El Problema de Enseñar la Teoría en Materias Prácticas de Alto Contenido Matemático</b>  Prof. Mario Luis Perossa, <i>Departamento de Investigaciones en Finanzas, Universidad Maimónides, Buenos Aires, Argentina</i>  Prof. Alejandra Elena Marinaro, <i>Escuela Internacional de Negocios, Universidad Maimónides, Buenos Aires, Argentina</i>  <i>Reseña:</i> Se presenta el estudio desarrollado en los alumnos de la asignatura Administración Financiera sobre la dificultad para la correcta interpretación y aplicación de modelos matemáticos de resolución de problemas.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p> <p><b>La Investigación sobre Docentes Formadores en Latinoamérica: Convergencias y Divergencias</b>  María Paz González Vallejos, <i>Facultad de Educación, Universidad Alberto Hurtado, Santiago, Chile</i>  Dra. Helena Montenegro Maggio, <i>Pontificia Universidad Católica de Chile, Santiago, Chile</i>  <i>Reseña:</i> Revisión bibliográfica que explora las principales tendencias en la investigación latinoamericana sobre docentes formadores, profundizando en la necesidad de resignificar su labor, frente a los desafíos de este contexto particular.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p> <p><b>Especialización en educación superior para las Ciencias Económicas: Diseño de una carrera formativa</b>  Dra. Susana Marcipar Katz, <i>Departamento de Matemática Observatorio Académico Facultad de Ciencias Económicas, Universidad Nacional del Litoral, Santa Fe, Argentina</i>  Dra. María de las Mercedes Luciani, <i>Observatorio Académico Facultad de Ciencias Económicas, Universidad Nacional del Litoral, Santa Fe, Argentina</i>  <i>Reseña:</i> Capacitación en Educación Superior (enseñanza, aprendizaje, innovación) dirigida a profesionales de las ciencias económicas. Diseño curricular basado en los principios andragógicos con una perspectiva desde la psico-sociología de las organizaciones.  <i>Tema:</i> <i>Adulto, comunidad y aprendizaje profesional</i></p>
14:35-14:50	DESCANSO Y CAFÉ
14:50-16:30	SESIONES PARALELAS
Salón 1	Sesión en Inglés: Teaching the University Student
Salón 2	Sesión en Inglés: The K-12 Classroom
Salón 3	Sesión en Inglés: The Young Student
Salón 4	Sesión en Inglés: Talleres
Salón 5	Sesión en Inglés: Leadership and Teamwork in Education
Salón 6	Sesión en Inglés: Responsive Assessment
Salón 7	Sesión en Inglés: Arts and Music Pedagogies
Salón 8	Sesión en Inglés: Teaching Sustainability
Salón 9	Sesión en Inglés: Curricular Intersections with Science
Salón 10	Sesión en Inglés: Adiciones finales

14:50-16:30	SESIONES PARALELAS
Salón 11	<p><b>La tecnología en la educación I</b></p> <p><b>Una Propuesta alternativa para fomentar la comunicación educativa en la educación en línea</b>  Mtra. Gabriela Ruiz Sandoval, <i>Área académica 3. Aprendizaje y Enseñanza en Ciencias, Humanidades y Artes., Universidad Pedagógica Nacional, México, Mexico</i>  <i>Reseña:</i> Se presenta una propuesta alternativa para la comunicación entre tutor - estudiante en la educación en línea para disminuir la sensación de aislamiento por parte de los estudiantes.  <i>Tema: La tecnología en la educación</i></p> <p><b>Generación de matrices activas de planificación microcurricular diseñadas para profesores de matemática</b>  Prof. Marco Jacome, <i>Facultad de Filosofía, Letras y Ciencias de la Educación, Universidad de Cuenca, Cuenca, Ecuador</i>  Dra. Núria Rosich, <i>Departamento de Educación Matemática, Universidad de Barcelona, Barcelona, Spain</i>  <i>Reseña:</i> Exponemos una experiencia de trabajo con docentes de matemática en la que se propone la planificación microcurricular mediante matrices construidas con hipertexto activo para utilizarlas en distintas modalidades de enseñanza.  <i>Tema: La tecnología en la educación</i></p> <p><b>El uso de infografías digitales como apoyo didáctico para el aprendizaje del tema de Teorías de la Inteligencia</b>  Mtra. Ingrid Marissa Cabrera Zamora, <i>Facultad de Psicología, Universidad Nacional Autónoma de México, México, Mexico</i>  <i>Reseña:</i> Trabajo académico con alumnos de la Facultad de Psicología de la UNAM para la planeación y el diseño de una infografía digital de la asignatura Medición y Evaluación Psicológica.  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>El Webcast como Recurso Educativo</b>  Dr. José Antonio Domínguez Hernández, <i>Telemática para la Educación Centro de Ciencias Aplicadas y Desarrollo Tecnológico, Universidad Nacional Autónoma de México, México, Mexico</i>  <i>Reseña:</i> El Webcast, transmisión de audio y video sobre Internet, facilita que estudiantes, profesores y población en general puedan acceder a contenidos educativos que son transmitidos en vivo.  <i>Tema: La tecnología en la educación</i></p>

14:50-16:30	SESIONES PARALELAS
Salón 12	<p><b>Pedagogía y conocimiento I</b></p> <p><b>Adaptabilidad y Gestión Docente: La Perspectiva Cognitiva del Educando</b>  Prof. José Armando Jiménez García, <i>Preparatoria 8, Universidad Nacional Autónoma de México, Ciudad de México, Mexico</i>  <i>Reseña:</i> Categorizar conocimiento y habilidades reales docentes y de 150 estudiantes de bachillerato desde la perspectiva cognitiva, cuya adaptabilidad educativa les ha generado integración y nuevo aprendizaje con rendimiento y seguridad.  <i>Tema: Pedagogía y conocimiento</i></p> <p><b>Representaciones Sociales de Formadores de Docentes frente al Cambio Curricular por Competencias en Educación Superior</b>  Competencias en Educación Superior  Carolina Castro, <i>Dirección de Docencia, Universidad Católica Silva Henríquez, Santiago, Chile</i>  <i>Reseña:</i> La investigación, estudios de caso en la universidad confesional en Santiago, Chile, devala representaciones sociales sobre la innovación planteada en el modelo curricular basado en competencias para la educación superior.  <i>Tema: Pedagogía y conocimiento</i></p> <p><b>La Profesionalización Docente Encaminada a una Actitud Democrática en el Nivel Medio Superior en México</b>  Lic. Dulce María Ruiz Anaya, <i>Facultad de Ciencias Políticas y Sociales, Universidad Nacional Autónoma de México, Ciudad de México, Mexico</i>  <i>Reseña:</i> La formación del docente debe estar encaminada a promover un trabajo integral donde exista la argumentación de ideas, el consenso de acuerdos de convivencia, la escucha activa y el respeto.  <i>Tema: Pedagogía y conocimiento</i></p> <p><b>Evaluar Aprendizaje Significativo: Currículo y evaluación en la educación de acuerdo a problemas situados</b>  Carmen Gisel García Aguilar, <i>Maestría en Docencia para la Educación Media Superior, Universidad Nacional Autónoma de México, Ciudad de México, Mexico</i>  Prof. José Armando Jiménez García, <i>Ingeniería en Computación Coordinación deportiva Preparatoria Secretaría de Educación Pública, Universidad Nacional Autónoma de México, Instituto Bassols, Ciudad de México, Mexico</i>  <i>Reseña:</i> Los estudiantes de nivel medio superior desarrollan sus conocimientos, comprensión, habilidades y aptitudes en sociedad, de acuerdo al grupo al que pertenecen y al desenvolvimiento en su entorno.  <i>Tema: Pedagogía y conocimiento</i></p>

14:50-16:30	SESIONES PARALELAS
Salón 13	<p><b>El futuro de la educación superior</b></p> <p><b>Relación entre factores afectivos y desempeño académico matemático en alumnos de ingreso de universidad pública en México</b>  Mtra. María Eugenia Canut Díaz Velarde, <i>División Matemáticas e Ingeniería Facultad de Estudios Superiores, Universidad Nacional Autónoma de México, Naucalpan, Mexico</i>  <i>Reseña:</i> Propuesta de modelo estructural del dominio afectivo con el rendimiento académico matemático en estudiantes de primer semestre en una universidad pública en México, en tres áreas de estudio  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>Satisfacción de los tutores de empresas con las prácticas externas en empresas o instituciones</b>  Dr. Miguel Ángel Acedo Ramírez, <i>Departamento de Economía y Empresa, Universidad de La Rioja, Logroño, Spain</i>  Profa. Esperanza Azcona Ciriza, <i>Departamento de Economía y Empresa, Universidad de La Rioja, Logroño, Spain</i>  Dra. Consuelo Riaño Gil, <i>Departamento de Economía y Empresa, Universidad de La Rioja, Logroño, Spain</i>  Dr. Fco. Javier Ruiz Cabestre, <i>Departamento de Economía y Empresa, Universidad de La Rioja, Logroño, Spain</i>  <i>Reseña:</i> Se analiza la satisfacción de los tutores de las empresas e instituciones que han supervisado prácticas externas en alumnos de grado.  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>Una Estrategia LSP para Movilizar Creencias en Formación de Profesores: Cambio Conceptual Controversial</b>  Prof. Viviana Gómez, <i>Campus Villarrica, Pontificia Universidad Católica de Chile, Santiago, Chile</i>  Pablo Gutiérrez, <i>Campus Villarrica, Pontificia Universidad Católica de Chile, Villarrica, Chile</i>  Dra. María de la Luz Márques, <i>Villarrica, Chile</i>  <i>Reseña:</i> Este trabajo presenta los resultados de la investigación con la metodología Lego®SeriousPlay® (LSP) para provocar un cambio conceptual controversial en formadores de profesores en la educación, en contextos de pobreza.  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>Construção de um Programa de Intervenção em Autorregulação da Aprendizagem para Futuros Professores</b>  Me. Danielle Ribeiro Ganda, <i>Faculdade de Educação, Universidade Estadual de Campinas, Campinas, Brazil</i>  Dra. Evely Boruchovitch, <i>Faculdade de Educação, Universidade Estadual de Campinas, Campinas, Brazil</i>  <i>Reseña:</i> No Brasil, nós construímos um programa de intervenção em autorregulação da aprendizagem para alunos universitários. Os alunos participantes tiveram aumento do uso de estratégias, crenças e comportamentos favoráveis à aprendizagem.  <i>Tema: Aprendizaje en la educación superior</i></p>

JUEVES 14 DE JULIO

8:00-8:30	ACREDITACIONES
8:30-8:45	APERTURA DEL CONGRESO – DR. KIMBERLY D. KENDALL, COMMON GROUND PUBLISHING, CHAMPAIGN USA; DORIAM DEL CARMEN REYES, COMMON GROUND ESPAÑOL, MEXICO
8:45-9:15	PUBLISHING YOUR ARTICLE OR BOOK WITH COMMON GROUND
9:15-9:50	SESIÓN PLENARIA EN INGLÉS – MINDY BLAISE, VICTORIA UNIVERSITY, MELBOURNE, AUSTRALIA; "TREES-DOGS-CHILDREN: THE ETHICS OF CONVIVALITY IN THE BARK STUDIO"
9:50-10:20	SESIÓN DE JARDÍN
10:20-10:35	TRANSICIÓN
10:35-12:15	SESIONES PARALELAS
Salón 1	Sesión en Inglés: The New Classroom
Salón 2	Sesión en Inglés: New Initiatives in Higher Education
Salón 3	Sesión en Inglés: Education for the Health Professions
Salón 4	Sesión en Inglés: Talleres
Salón 5	Sesión en Inglés: Teacher and Student Interactions
Salón 6	Sesión en Inglés: Technologies in the College Classroom
Salón 7	Sesión en Inglés: Pedagogies for the 21st Century
Salón 8	Sesión en Inglés: The EFL/ESL Teacher and Classroom
Salón 9	Sesión en Inglés: Virtual Lightning Talks
Salón 11	<p>Organización educativa y liderazgo</p> <p>Los determinantes de la inversión en infraestructura educativa en Perú: Inversión en educación Neride Sotomarin, <i>Departamento de Ciencias de la Gestión, Pontificia Universidad Católica del Perú, Lima, Peru</i> Prof. María Elena Sánchez, <i>Pontificia Universidad Católica del Perú, Lima, Peru</i> María Elena Esparza, <i>Departamento de Ciencias de la Gestión, Pontificia Universidad Católica del Perú, Lima, Peru</i> <i>Reseña:</i> Se muestra la relación entre la inversión en infraestructura y las necesidades de educación de la población vulnerable en el Perú, se analizarán las variables para la toma de decisiones. <i>Tema:</i> Organización educativa y liderazgo</p> <p>Planeación Plural y Participativa de la Benemérita Universidad Autónoma de Puebla: Comunidad del conocimiento y administradores de la educación en pro de la creación de una sociedad proactiva, productiva y justa Mtra. Esperanza Morales Pérez, <i>Dirección General, Benemérita Universidad Autónoma de Puebla, Puebla, Mexico</i> <i>Reseña:</i> Planeación motivadora de la Comunidad del Conocimiento BUAP; que aporta su experiencia, políticas institucionales, programas de desarrollo y acciones con énfasis en el bienestar de la región y del país. <i>Tema:</i> Organización educativa y liderazgo</p> <p>Organización educativa y liderazgo: La universidad privada en Argentina y el caso del Instituto Universitario Italiano de Rosario Dr. Mario Secchi, <i>Rectoría, Instituto Universitario Italiano de Rosario, Rosario, Argentina</i> <i>Reseña:</i> El Instituto Universitario Italiano de Rosario (IUNIR), es parte del sistema Universitario Argentino. Fue creado y organizado por líderes médicos y con capacidad de gestión y actitud altruista. <i>Tema:</i> Organización educativa y liderazgo</p> <p>El Alto Desempeño en los Equipos Directivos: Aportes de la Psicología Organizacional Carolina Cuéllar, <i>Facultad de Educación, Universidad Diego Portales, Santiago, Chile</i> <i>Reseña:</i> Revisión bibliográfica que identificó elementos del enfoque organizacional que explican la efectividad de los equipos directivos y analizó su transferencia al contexto escolar, mediante la propuesta de un modelo analítico. <i>Tema:</i> Organización educativa y liderazgo</p>



10:35-12:15	SESIONES PARALELAS
Salón 12	<p><b>La tecnología en la educación II</b></p> <p><b>La Formación de la Ciudadanía Digital mediante el Estudio de la Historia: Relato de una Experiencia Áulica</b>  Dra. Marcela Casale, <i>Colegio Brick Towers, Pilar, Argentina</i>  <i>Reseña:</i> Relato de una experiencia áulica en la que se realizó una secuencia didáctica integrando a las TIC.  <i>Tema: La tecnología en la educación</i></p> <p><b>La Tecnología como Apoyo en el Aprendizaje de la Lecto-Escritura para Niños con Discapacidad Intelectual: Construcción de los Procesos Cognitivos a través de un Software y Tablero Interactivo</b>  Arcelia Bernal Díaz, <i>División de las Ciencias Físico Matemáticas y de las Ingenierías Facultad de Estudios Superiores Aragón, Universidad Nacional Autónoma de México, Nezahualcoyotl, Mexico</i>  Dra. María Teresa Barron Tirado, <i>División de Estudios de Posgrado de la Maestría en Pedagogía, Universidad Nacional Autónoma de México, México, Mexico</i>  Miguel Saúl Angeles Alcántara, <i>División de las Ciencias Físico Matemáticas y las Ingenierías Facultad de Estudios Superiores Aragón, Universidad Nacional Autónoma de México, Mexico</i>  <i>Reseña:</i> Se presenta el diseño de un software y hardware para inducir el aprendizaje de la lecto-escritura en niños con discapacidad intelectual, el cual consta de un tablero electrónico interactivo (TI).  <i>Tema: La tecnología en la educación</i></p> <p><b>El Aprendizaje Situado para la Formación de Adultos en Opciones Blended Learning: Un Estudio de Caso de Directores de Escuelas de Educación Básica en la Ciudad de México, 2016</b>  Dr. Martin De Los Heros, <i>Maestría en Gobierno y Asuntos Públicos, Facultad Latinoamericana de Ciencias Sociales, Ciudad de México, Mexico</i>  <i>Reseña:</i> Se analizan estrategias del aprendizaje situado en el diseño e implementación del Curso Taller Gestión Educativa en modalidad semipresencial, para directores de escuelas que trabajan en la Ciudad de México.  <i>Tema: La tecnología en la educación</i></p> <p><b>Flipped Learning en la Educación Básica Regular: Aportes y Limitaciones</b>  Lic. Silvia Vallejos Palomino, <i>Dirección de Tecnologías de la Información, Pontificia Universidad Católica del Perú, Lima, Peru</i>  Mtra. Sandy Retamoso, <i>Dirección de Tecnologías de la Información, Pontificia Universidad Católica del Perú, Lima, Peru</i>  <i>Reseña:</i> Se analiza la implementación de Flipped Learning en la Educación Básica Regular en Lima Metropolitana.  <i>Tema: La tecnología en la educación</i></p>

10:35-12:15	SESIONES PARALELAS
Salón 13	<p><b>Evaluación y medición de la calidad educativa I</b></p> <p><b>El modelo de gestión de capital intelectual para la calidad de instituciones de educación superior en Colombia</b>  Nancy Arrieta Reales, <i>Facultad de las Ciencias de la Salud, Universidad de Baja California, Universidad Simón Bolívar, Barranquilla, Colombia</i>  <i>Reseña:</i> Da a conocer los resultados de la tesis de doctorado en Educación Superior, sobre el diseño de un modelo de gestión de capital intelectual para la calidad de las IES.  <i>Tema:</i> Evaluación y medición de la calidad educativa</p> <p><b>Las matemáticas, las valoraciones exteriores y la construcción del Índice de Desarrollo de la Educación Básica brasileña</b>  Delci Heinle Klein, <i>Programa de Posgrado en Educación, Universidad Federal de Río Grande del Sur, Ivoti, Brazil</i>  Clarice Salet Traversini, <i>Programa de Posgrado en Educación, Universidad Federal de Río Grande del Sur, Ivoti, Brazil</i>  <i>Reseña:</i> El Índice de Desarrollo de la Educación Básica (IDEB) está diseñado para medir la calidad de las escuelas y del sistema escolar brasileño y las matemáticas.  <i>Tema:</i> Evaluación y medición de la calidad educativa</p> <p><b>Un Sistema Automatizado para el Desarrollo de Evaluaciones en Niños con Problemas de Aprendizaje</b>  Luis Antonio Alvarez Pazarán, <i>División de las Ciencias Físico Matemáticas y de las Ingenierías, Facultad de Estudios Superiores Aragón, UNAM, Nezahualcoyotl, Mexico</i>  Arcelia Bernal Díaz, <i>División de las Ciencias Físico Matemáticas y de las Ingenierías, Facultad de Estudios Superiores Aragón, UNAM, Nezahualcoyotl, Mexico</i>  Dra. María Teresa Barrón Tirado, <i>División de Estudios de Posgrado de la Maestría en Pedagogía, Universidad Nacional Autónoma de México, México, Mexico</i>  <i>Reseña:</i> Se presenta el desarrollo de un software que realiza evaluaciones que permiten descubrir las habilidades que el niño posee y de cuáles carece, esenciales para el aprendizaje social y escolar.  <i>Tema:</i> Evaluación y medición de la calidad educativa</p> <p><b>Las Competencias en la Docencia Universitaria</b>  Lic. William Rojas Cordero, <i>Escuela de Ciencias Sociales, Instituto Tecnológico de Costa Rica, Cartago, Costa Rica</i>  <i>Reseña:</i> Las competencias en la docencia universitaria son factor clave para el incremento de la calidad de la educación superior, repercutiendo en la calidad de los profesionales que se gradúan.  <i>Tema:</i> Evaluación y medición de la calidad educativa</p>
12:15-13:30	ALMUERZO
13:30-14:15	SESIONES PARALELAS
Salón 1	Sesión en Inglés: Pósters virtuales
Salón 2	Sesión en Inglés: Pósters
Salón 3	Sesión en Inglés: Debates
Salón 4	Sesión en Inglés: Debates
Salón 5	Sesión en Inglés: Taller
Salón 6	Sesión en Inglés: Taller
Salón 7	Sesión en Inglés: Taller
Salón 8	Sesión en Inglés: Taller
Salón 9	Sesión en Inglés: Taller

13:30-14:15	SESIONES PARALELAS
Salón 11	<p><b>Taller</b></p> <p><b>La activación de marca como recurso didáctico en la asignatura Marketing</b>  Dr. Ángel Arturo Leyva Silva, <i>Comisión Evaluación Interna y Aseguramiento de la Calidad Departamento de Investigaciones, Universidad Tecnológica Israel, Quito, Ecuador</i>  Mtra. Lourdes Paola Ortiz Arturo, <i>Departamento de Marketing, Administración, Hotelería y Turismo, Universidad Tecnológica Israel, Ecuador</i>  Dr. Millard Escalona, <i>Investigaciones, Universidad Tecnológica Israel, Ecuador</i>  <i>Reseña:</i> El uso didáctico metodológico de la activación de marca como herramienta estimuladora del proceso de enseñanza aprendizaje y formadora de competencias genéricas en la asignatura Marketing  <i>Tema: Tema destacado 2016: La educación en la era del Antropoceno</i></p>
Salón 13	<p><b>Debates</b></p> <p><b>Desde la Didáctica no Parametral: Estrategia pedagógica para desarrollar el pensamiento crítico</b>  Mtra. María Guadalupe García Castaneda, <i>Centro de Lenguas, Universidad Pontificia Bolivariana, Montería, Colombia</i>  <i>Reseña:</i> Se presenta la sistematización de la estrategia pedagógica para desarrollar el pensamiento crítico en los estudiantes de la Universidad Pontificia Bolivariana, seccional Montería, mediante la Didáctica no Parametral.  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>Integração das Classes do Ensino Médio aos Cursos Técnicos</b>  Prof. Paulo Sergio Saran, <i>Colégio Técnico de Limeira da Unicamp, Universidade Estadual de Campinas - Unicamp, Limeira, Brazil</i>  <i>Reseña:</i> Apresentar a experiência exitosa da formação das classes do Ensino Médio com alunos de todos os Cursos Técnicos, em todas as séries, reformuladas anualmente.  <i>Tema: Organización educativa y liderazgo</i></p>
14:15-14:35	DESCANSO Y CAFÉ
14:35-15:50	EVENTO ESPECIAL
Salón 1	Sesión en Inglés: Diversity and Inclusion
Salón 2	Sesión en Inglés: Math and Science for Preservice Teachers
Salón 3	Sesión en Inglés: The Science of Learning
Salón 4	Sesión en Inglés: Professional Learning
Salón 5	Sesión en Inglés: Students at Risk
Salón 6	Sesión en Inglés: The Roles of Digital Technologies
Salón 7	Sesión en Inglés: Aspects of Achievement
Salón 8	Sesión en Inglés: Teaching Gifted Students
Salón 9	Sesión en Inglés: Adiciones finales

14:35-15:50	SESIONES PARALELAS
Salón 10	<p><b>Adiciones finales</b></p> <p><b>Design Thinking en Lanbide, Servicio Vasco de Empleo: Búsqueda de Empleo a partir de los 45 años</b>  Miren Gotzone Sagardui Goikoetxea, <i>Activación Laboral Lanbide, Servicio Vasco de Empleo del Gobierno Vasco, Gobierno Vasco, Vitoria Gasteiz, Calle Jose Atxotegi, 1 48009, Spain</i>  Isabel Urbano, <i>Escuela Universitaria de la Cámara de Comercio de Bilbao, Cámara de Comercio de Bilbao, Spain</i>  <i>Reseña:</i> Análisis del impacto de metodologías innovadoras de cocreación en el diseño de políticas públicas de reactivación laboral dirigidas a profesionales altamente cualificados y en desempleo en Euskadi.  <i>Tema:</i> <i>Adulto, comunidad y aprendizaje profesional</i></p> <p><b>Estrategias de aprendizaje en estudiantes que cursan la carrera de profesor de primaria</b>  Prof. Julia Miroslava Estrada Ortiz, <i>Unidad de Posgrado, Universidad La Salle Oaxaca, Oaxaca, Mexico</i>  Prof. Xaab Nop Vargas Vásquez, <i>Universidad La Salle Oaxaca, Oaxaca, Mexico</i>  <i>Reseña:</i> Utilizando un cuestionario de evaluación de estrategias de aprendizaje se localiza que los estudiantes consideran las atribuciones internas, el valor de la tarea y la motivación intrínseca preponderantes como estrategias.  <i>Tema:</i> <i>Pedagogía y conocimiento</i></p> <p><b>Los Retos científicos interdisciplinares: Un modelo para abordar situaciones problema de manera transversal desde todas las asignaturas</b>  Indalecio Villarraga Diaz, <i>Secretaría de Educación municipio de Villavicencio, Institución educativa Inem Luis López de Mesa, Villavicencio, Colombia</i>  Licenciado Ever Bladimir Daza, <i>Departamento de ciencias, Secretaría de Educación Municipio de villavicencio, Villavicencio, Colombia</i>  Especialista Alexander Mahecha, <i>INEM Luis López de Mesa, Secretaría de Educación Municipio de Villavicencio, Meta, Colombia, Villavicencio, Colombia</i>  <i>Reseña:</i> Los retos científicos interdisciplinares consisten en plantear situaciones problema a estudiantes y abordar su análisis y solución de manera experimental y teórica desde todas las asignaturas del plan de estudios  <i>Tema:</i> <i>Pedagogía y conocimiento</i></p>
Salón 11	<p><b>La educación internacional, global, multicultural e intercultural</b></p> <p><b>Prevención de la violencia de género en las escuelas a partir de la legislación internacional de derechos humanos</b>  Dra. Janette Góngora, <i>División de Ciencias Sociales y Humanidades, Universidad Autónoma Metropolitana, México, Mexico</i>  Mtra. Yanira Francisca Mejía Martínez, <i>División de Ciencias Sociales y Humanidades, Universidad Autónoma Metropolitana Unidad Xochimilco, México, Mexico</i>  <i>Reseña:</i> En esta investigación se presentan los resultados de un estudio para prevenir la violencia de género en las escuelas a partir de la legislación internacional de derechos humanos  <i>Tema:</i> <i>Pedagogía y conocimiento</i></p> <p><b>Viajes de estudios y aprendizaje intercultural</b>  Dra. Gabriela Muniz, <i>Departamento de Lenguas Modernas, Literaturas y Culturas, Butler University, Indianapolis, USA</i>  <i>Reseña:</i> Frente a la gran oferta en viajes de estudios para el aprendizaje de una segunda lengua en la ponencia se detallan experiencias específicamente orientadas al aprendizaje intercultural  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p> <p><b>La aplicación de lineamientos de las aulas virtuales y la relación con la percepción del Grado de Utilidad del uso de las Aulas Virtuales en modalidad presencial: División de Ingeniería en la Universidad Santo Tomás, Colombia</b>  Mtra. Vivian Andrea García Balaguera, <i>División de Ingeniería, Universidad Santo Tomás, Bogotá, Colombia</i>  <i>Reseña:</i> Se determina la relación entre la aplicación de los lineamientos estructurales de las Aulas Virtuales y la percepción del grado de utilidad de su uso en asignaturas de modalidad presencial.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p>

14:35-15:50	SESIONES PARALELAS
Salón 12	<p><b>Diversidad e identidades en el aula II</b></p> <p><b>Las Artes circenses para la divulgación de la nanociencia: Inclusión Educativa</b>          Bonny M. Ortiz Andrade, <i>Instituto de Nanomateriales Funcionales, Universidad de Puerto Rico, Recinto de Río Piedras, San Juan, Puerto Rico</i>          Prof. Viviana Rivera Rondón, <i>Facultad de Educación, Universidad de Puerto Rico, Recinto de Río piedras, San Juan, Puerto Rico</i>          Dra. Liz M. Díaz Vázquez, <i>Instituto de Nanomateriales Funcionales, Universidad de Puerto Rico, Recinto de Río piedras, San Juan, Puerto Rico</i>  <i>Reseña:</i> "El Nano-circo" es una actividad inclusiva, en la que los niños disfrutaron de la enseñanza del concepto tamaño y escala; tema fundamental para comprender la nanociencia.  <i>Tema: Diversidad e identidades en el aula</i></p> <p><b>La Educación multicultural: Percepciones de estudiantes del nivel medio superior de un Bachillerato Intercultural Comunitario del Estado de Oaxaca México, acerca del Wejën-Kajën, el caso del Ser Humano-Pueblo</b>          Lic. María de Lourdes Hernández, <i>Unidad de Posgrado, Universidad La Salle Oaxaca, Oaxaca, Mexico</i>          Prof. Xaab Nop Vargas Vásquez, <i>Investigación, Wejen Kajen Indigenous Research Institute International, Oaxaca, Mexico</i>  <i>Reseña:</i> En este escrito se presentan los resultados de un cuestionario de 21 preguntas abiertas aplicado a 8 estudiantes, las percepciones llevan a analizar los saberes comunitarios de tiempos ancestrales.  <i>Tema: Diversidad e identidades en el aula</i></p> <p><b>¿Cómo recuperar al sujeto en el proceso educativo?</b>          Profa. Ivonne del Carmen Pastrana Santaella, <i>Centro de Actualización del Magisterio, Secretaria de Educación Guerrero, Chilpancingo, Mexico</i>  <i>Reseña:</i> Se presenta un perspectiva de culturas dentro del aula y la diversidad de formas de ver el mundo desde las lenguas originarias de México.  <i>Tema: Diversidad e identidades en el aula</i></p>
Salón 13	<p><b>Aprendizaje en la educación superior</b></p> <p><b>La Formación Profesional en Biotecnología: Desafíos de las Universidades Estatales Públicas en Contextos de Alta pobreza y Marginación en la Promoción Educativa como un Bien Social</b>          Dra. Nelly Eblin Barrientos Gutiérrez, <i>Ciencias Empresariales, Universidad del Papaloapan, San Juan Bautista Tuxtepec, Mexico</i>  <i>Reseña:</i> Estudio de percepciones y factores de riesgo de metodología mixta aplicada a población escolar de educación secundaria, a fin de promover de mejor manera el acceso a la educación terciaria.  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>Fomento del Pensamiento Crítico en Estudiantes de Bachillerato a través del Trabajo Colaborativo y el Estudio de Caso</b>          María Luisa Morales Bautista, <i>Posgrado Docencia para la Educación Media Superior, Universidad Nacional Autónoma de México, Ciudad de México, Mexico</i>  <i>Reseña:</i> Investiga el fomento del pensamiento crítico en estudiantes de bachillerato con base en el diseño, aplicación y evaluación de una propuesta didáctica que contempló estudio de caso y trabajo colaborativo.  <i>Tema: Aprendizaje en la educación superior</i></p> <p><b>Implicaciones del perfil académico docente en la enseñanza universitaria y su impacto en la educación inclusiva</b>          Prof. Rodrigo Ignacio Campos Araya, <i>Campus Coto, Sede Regional Brunca, Universidad Nacional de Costa Rica, Pérez Zeledón, Costa Rica</i>          Prof. Edson Enrique Calderon Rodríguez, <i>Campus Coto, Sede Regional Brunca, Universidad Nacional de Costa Rica, Costa Rica</i>  <i>Reseña:</i> La educación universitaria se realiza con la participación de profesionales que no siempre poseen una formación docente, situación que dificulta el tema de la educación inclusiva.  <i>Tema: Aprendizaje en la educación superior</i></p>

VIERNES 15 DE JULIO

8:30-9:00	ACREDITACIONES
9:00-9:15	APERTURA DEL CONGRESO – DR. KIMBERLY D. KENDALL, COMMON GROUND PUBLISHING, CHAMPAIGN USA; DORIAM DEL CARMEN REYES, COMMON GROUND ESPAÑOL, MEXICO
9:15-9:50	SESIÓN PLENARIA EN INGLÉS – DR. VANESSA DE OLIVEIRA ANDREOTTI, THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, CANADA; "LEARNING TO UNLEARN AND TO LEARN OTHERWISE: NEW HORIZONS FOR GLOBAL CITIZENSHIP EDUCATION"
9:50-10:20	SESIÓN DE JARDÍN
10:20-10:35	TRANSICIÓN
10:35-12:15	SESIONES PARALELAS
Salón 1	Sesión en Inglés: Global Education Initiatives
Salón 2	Sesión en Inglés: Technologies and the College Classroom
Salón 3	Sesión en Inglés: Cross Cultural Challenges in the Classroom
Salón 4	Sesión en Inglés: Assessment Strategies
Salón 5	Sesión en Inglés: Foundations in Math and Science
Salón 6	Sesión en Inglés: Learning and the Roles of Peers
Salón 7	Sesión en Inglés: Talleres
Salón 8	Sesión en Inglés: Teaching in a Digital Age
Salón 9	Sesión en Inglés: Virtual Lightning Talks
Salón 10	<p><b>Adiciones finales</b></p> <p>Un sistema de administración y evaluación de portafolio de evidencia de cursos en la Nube  <b>Versión 2: Herramienta B-Learning con enfoque de evaluación por competencias</b>  Mtro. Armando Mendoza Zuñiga, <i>Carrera Tecnologías de Información y Comunicación, Universidad Tecnológica del Sur del Estado de México, Tejupilco, Mexico</i>  <i>Reseña:</i> Herramienta b-learning que brinda al docente un control y seguimiento de sus asignaturas vía nube, así conformando un portafolio de evidencia electrónico de todo el trabajo entre el docente-alumno  <i>Tema: La tecnología en la educación</i></p> <p><b>Interacción entre niños sordos y oyentes mediante entorno de videojuegos</b>  Prof. Julio Barón Velandía, <i>Facultad de Ingeniería, Universidad Distrital, Bogotá, Colombia</i>  Ing. Jeidy Paola Martínez, <i>Bogotá, Colombia</i>  Ing. Wilson Javier Ortiz, <i>Bogotá, Colombia</i>  <i>Reseña:</i> La interacción entre niños sordos y oyentes se puede facilitar mediante videojuegos donde cada uno de los participantes pueda ayudar a superar los escenarios del juego de manera colaborativa  <i>Tema: La tecnología en la educación</i></p> <p><b>Módulo Web 2.0 para facilitar la integración de recursos de aprendizaje en sistemas de gestión de contenidos de aprendizaje</b>  Prof. Julio Barón Velandía, <i>Facultad de Ingeniería, Universidad Distrital, Bogotá, Colombia</i>  Ing. Sandra Milena Siachoque, <i>Bogotá, Colombia</i>  Prof. Sandro Javier Bolaños Castro, <i>Bogotá, Colombia</i>  <i>Reseña:</i> Se describen las funcionalidades de un módulo desarrollado con Web 2.0, para facilitar la búsqueda e integración de recursos en sistemas de gestión de contenidos de aprendizaje en ambiente Web.  <i>Tema: La tecnología en la educación</i></p> <p><b>La Función social de la educación universitaria on line: La experiencia de los Másteres de la UOC</b>  Dra. Ana María Delgado, <i>Estudios de Derecho y Ciencia Política, Universitat Oberta de Catalunya, Castelldefels, Spain</i>  Dra. Blanca Torrubia Chalmeta, <i>Estudios de Derecho y Ciencia Política, Universitat Oberta de Catalunya, Castelldefels, Spain</i>  <i>Reseña:</i> El modelo de e-learning permite acceder a la educación superior a todas las clases sociales y a cualquiera con independencia del sitio en el que viva, gracias a su flexibilidad.  <i>Tema: La tecnología en la educación</i></p>



10:35-12:15

SESIONES PARALELAS

Salón 11

## Pedagogía y conocimiento II

### La Pedagogía de las Transiciones Vitales: Aportaciones desde la Educación Social

Prof. Roberto Moreno, *Facultad de Ciencias Sociales Departamento de Pedagogía Área de Teoría e Historia de la Educación, Universidad de Castilla-La Mancha, Talavera de la Reina, Spain*

*Reseña:* Se propone la Pedagogía como nodo de enlace entre comunidad científica y sociedad para concebir nueva forma de abordar las transiciones vitales en el marco social, especialmente en la juventud.

*Tema: Pedagogía y conocimiento*

### El Testeo de una Propuesta de Formación B-learning para la Educación Integral: Programa de Formación Pedagógica

Prof. Viviana Gómez, *Facultad de Educación, Campus Villarrica, Pontificia Universidad Católica de Chile, Villarrica, Chile*

Dr. Alfredo Gaete, *Departamento de Educación, Campus Villarrica, Pontificia Universidad Católica de Chile, Villarrica, Chile*

Dra. Marisa Meza, *Facultad de Educación, Pontificia Universidad Católica de Chile, Santiago, Chile*

*Reseña:* Se implementa y valida un programa de formación pedagógica que desarrolla competencias docentes para una educación integral que aborde equilibradamente las dimensiones cognitiva, socioemocional y moral de los aprendices.

*Tema: Pedagogía y conocimiento*

### Opinião de professores de Educação Física do Brasil com relação aos desafios para o desenvolvimento do trabalho docente

Luiz Gustavo Bonatto Rufino, *Departamento de Educación, Universidad Estatal Paulista, Campinas, Brazil*

Larissa Cerignoni Benites, *Physical Education, UDESC, Piracicaba, Brazil*

Samuel de Souza Neto, *Education Department, UNESP, Rio Claro, Brazil*

*Reseña:* Para os participantes há muitos desafios para o desenvolvimento do trabalho docente na Educação Física, proporcionando dificuldades para a prática pedagógica e que devem ser criteriosamente analisados pela literatura acadêmica.

*Tema: Pedagogía y conocimiento*

### El Estrés laboral y síndrome de burn-out en profesores universitarios

Mtra. Patricia Gutierrez, *Centro de Apoyo Psicopedagógico Facultad de Arquitectura, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Mexico*

Dra. María de Lourdes Gutiérrez Aceves, *Facultad de Lenguas, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Mexico*

Mtra. Grelidis Santiago, *Centro de Apoyo Psicopedagógico Facultad de Ingeniería, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Mexico*

*Reseña:* Descripción del estado del arte del síndrome de burn-out y estrés laboral en profesores universitarios

*Tema: Tema destacado 2016: La educación en la era del Antropoceno*

10:35-12:15	SESIONES PARALELAS
Salón 12	<p><b>Evaluación y medición de la calidad educativa II</b></p> <p><b>Evaluación del aprendizaje de un tema de anatomía humana en estudiantes de una licenciatura de fisioterapia</b>  Dr. Fidel Gabriel Pérez Alarcón, <i>Unidad de Posgrado, Universidad La Salle Oaxaca, Oaxaca, Mexico</i>  Prof. Xaab Nop Vargas Vásquez, <i>Licenciatura en Informática, Nova Universitas, Oaxaca, Mexico</i>  <i>Reseña:</i> Para conocer las dificultades que tienen los alumnos de fisioterapia en la asimilación de un tema de anatomía humana, se realizó un cuestionario bajo la línea de evaluación criterial.  <i>Tema: Evaluacion y medicion de la calidad educativa</i></p> <p><b>Dificultades en el aprendizaje de la contaminación ambiental en estudiantes de sexto grado de primaria</b>  Lic. Ricardo Felipe Cruz Bello, <i>Maestría en Investigación Educativa, Universidad La Salle Oaxaca, Oaxaca, Mexico</i>  Prof. Xaab Nop Vargas Vásquez, <i>Centro Especializado en Atención al Rendimiento Escolar en Matemáticas, Oaxaca, Mexico</i>  <i>Reseña:</i> El presente trabajo muestra los resultados de una evaluación aplicada a estudiantes de sexto grado de primaria en temas de Educación Ambiental.  <i>Tema: Evaluacion y medicion de la calidad educativa</i></p> <p><b>Evaluación y Medición del Aprendizaje en Educación Medio Superior: Aplicación de la Noción de Mol en Procesos Químicos</b>  María del Socorro Rueda Gómez, <i>Colegio de Bachilleres del Estado de Oaxaca, Universidad La Salle Oaxaca, Oaxaca de Juárez, Mexico</i>  <i>Reseña:</i> Utilizando el concepto de evaluación criterial se localizan las dificultades de aprendizaje que presentan los estudiantes de educación media superior en la aplicación del mol en procesos químicos.  <i>Tema: Evaluacion y medicion de la calidad educativa</i></p> <p><b>Estrategias de Enseñanza-Aprendizaje Basadas en Competencias para Alumnos del Colegio de Bachilleres del Estado de Michoacán, plantel Acuitzio, México</b>  María de la Luz Mora Trujillo, <i>Colegio de Bachilleres del Estado de Michoacán, Morelia, Mexico</i>  María Bertha Fuerte Medina, <i>Colegio de Bachilleres del Estado de Michoacán, Morelia, Mexico</i>  <i>Reseña:</i> Resultados de la aplicación de estrategias de enseñanza aprendizaje basadas en competencias en las asignaturas de Química, Biología, Matemáticas, Ecología.  <i>Tema: Aprendizaje de las ciencias, las matemáticas y la tecnología</i></p>

10:35-12:15	SESIONES PARALELAS
Room 13	<p><b>Aprendizaje de las ciencias, las matemáticas y la tecnología</b></p> <p>Una propuesta de evaluación de las competencias científicas en estudiantes del nivel medio superior en universidad pública de Jalisco, México: Unidad de aprendizaje de biología  Mtro. Alberto Ibarra García, <i>Unidad de Investigación Escuela Preparatoria 10, Universidad de Guadalajara, Guadalajara, Mexico</i>  Lic. Karina Josefina Avina Contreras, <i>Unidad de Investigación Escuela Preparatoria 10, Universidad de Guadalajara, Mexico</i>  <i>Reseña:</i> El presente trabajo es un reporte de una experiencia en la que se diseñó, operó y evaluó una estrategia de evaluación de competencias científicas en estudiantes de educación media superior.  <i>Tema:</i> Aprendizaje de las ciencias, las matemáticas y la tecnología</p> <p><b>La vocación científica de las alumnas identificadas con aptitudes sobresalientes en educación secundaria: Rompiendo mitos</b>  Dra. Maricela Zuniga, <i>Instituto de Ciencias Sociales y Humanidades Área Académica de Ciencias de la Educación, Universidad Autónoma del Estado de Hidalgo, Pachuca, Mexico</i>  <i>Reseña:</i> Estudio del desafío de las adolescentes mujeres al ser identificadas con aptitudes sobresalientes en el área científica y los factores educativos, sociales, económicos y culturales implicados en su educación.  <i>Tema:</i> Aprendizaje de las ciencias, las matemáticas y la tecnología</p> <p><b>El Aprendizaje de las Matemáticas mediante la Visión del niño</b>  Prof. Sara María Olvera, <i>Departamento de Investigación e Innovación Matemática, Centro Universitario Doctor Emilio Cárdenas, Tlalnepantla, Mexico</i>  Lic. Minerva Estévez, <i>Departamento de Investigación e Innovación Matemática, Centro Universitario Doctor Emilio Cárdenas, Tlalnepantla, Mexico</i>  Lic. Claudia Pantoja, <i>Departamento de Investigación e Innovación Matemática, Centro Universitario Doctor Emilio Cárdenas, Tlalnepantla, Mexico</i>  Lic. Alejandra Orozco, <i>Departamento de Investigación e Innovación Matemática, Centro Universitario Doctor Emilio Cárdenas, Tlalnepantla, Mexico</i>  <i>Reseña:</i> Método basado en el aprendizaje de las matemáticas mediante el conocimiento previo del niño en educación básica, considerando las características individuales, para desarrollar un pensamiento matemático desde la fenomenología.  <i>Tema:</i> Aprendizaje de las ciencias, las matemáticas y la tecnología</p> <p><b>Modelo de formación por competencias para profesores de matemáticas en plataformas virtuales</b>  Prof. Marco Jacome, <i>Facultad de Filosofía, Letras y Ciencias de la Educación, Universidad de Cuenca, Cuenca, Ecuador</i>  <i>Reseña:</i> Se expone la validación de un curso trabajado por competencias en las áreas de álgebra y geometría, diseñado para su implementación mediante plataformas virtuales en la formación de profesores.  <i>Tema:</i> La tecnología en la educación</p>
12:15-13:30	ALMUERZO
13:30-14:15	SESIONES PARALELAS
Salón	Sesión en Inglés: Pósters
Salón	Sesión en Inglés: Pósters
Salón	Sesión en Inglés: Debates
Salón	Sesión en Inglés: Debates
Salón	Sesión en Inglés: Debates
Salón	Sesión en Inglés: Taller
Salón	Sesión en Inglés: Taller
Salón	Sesión en Inglés: Taller
Salón	Sesión en Inglés: Taller

13:30-14:15	SESIONES PARALELAS
Salón 10	<p><b>Adiciones finales</b></p> <p><b>Sistemas Explicativos de Alumnos de Primaria sobre la Teoría de la evolución: Ciencia, Religión y Catecismo</b>  Prof. Aldo Lechuga Reyes, <i>Normal Rural, San Marcos, Loreto, Mexico</i>  Prof. Jesús Manuel Mendoza Maldonado, <i>Escuela Normal Rural Gral. Matías Ramos Santos, Guadalupe, Mexico</i>  Prof. Francisco de la Rosa, <i>Área de Evaluación y Seguimiento, Escuela Normal Rural, Loreto, Mexico</i>  Mtro. Felipe de Jesús De La Rosa Vazquez, <i>Area de Docencia, Secretaría de Educación Pública, Loreto, Mexico</i>  <i>Reseña:</i> Se exponen las explicaciones de los niños de primaria sobre el tema del origen de la vida.  <i>Tema:</i> Educación preescolar e infantil</p> <p><b>La guerra de Independencia y la Revolución mexicana: Los saberes de los alumnos de educación básica</b>  Prof. Aldo Lechuga Reyes, <i>San Marcos, Loreto, Mexico</i>  Prof. Jesús Manuel Mendoza Maldonado, <i>Escuela Normal Rural Gral. Matías Ramos Santos, Guadalupe, Mexico</i>  Profa. Cynthia Fabiola Torres Barrios, <i>Área de Evaluación y Seguimiento, Escuela Normal Rural Gral. Matías Ramos Santos, Loreto, Mexico</i>  Mtro. Felipe de Jesús De La Rosa Vazquez, <i>Docencia, Escuela Normal Rural Gral. Matías Ramos Santos, Guadalupe, Mexico</i>  <i>Reseña:</i> Síntesis de un proyecto de investigación que habla sobre la forma como los alumnos de primaria entienden los acontecimientos históricos de la Independencia y la Revolución mexicana.  <i>Tema:</i> Educación preescolar e infantil</p>
Salón 11	<p><b>Pósters</b></p> <p><b>La Tecnología como Herramienta para "Hablar con las Manos y Oír con los Ojos": Interpretación de Libros de Texto con el Modelo Bilingüe</b>  Eduardo David Candia Ortiz, <i>División de las Ciencias Físico Matemáticas y las Ingenierías Facultad de Estudios Superiores, Universidad Nacional Autónoma de México, Nezahualcóyotl, Mexico</i>  José Luis Cortes González, <i>Secretaría de Educación Básica, Centro de Capacitación para el Trabajo Industrial 152, Nezahualcóyotl, Mexico</i>  <i>Reseña:</i> Se presenta el diseño de un software en lengua de señas para jóvenes con discapacidad auditiva que facilita el aprendizaje en ciencias a nivel secundaria.  <i>Tema:</i> La tecnología en la educación</p> <p><b>Ruta de Atención Pedagógica para la atención de víctimas del conflicto armado en Colombia: Inclusión Educativa</b>  Deisy Carolina Barajas Sarmiento, <i>Educación, Secretaría de Educación Bogotá, Bogotá, Colombia</i>  Viaviana Moreno Jiménez, <i>Educación, Secretaría de Educación Bogotá, Bogotá, Colombia</i>  <i>Reseña:</i> Formulación de una ruta de atención pedagógica, en la que participan actores escolares, con el fin de generar procesos de inclusión de los estudiantes víctimas del conflicto armado en Colombia.  <i>Tema:</i> Diversidad e identidades en el aula</p> <p><b>La Transferencia de Investigación, Innovación y Tercera Investigación, Innovación y Tecnología en Educación Superior mediante tecnología en Educación Superior mediante Spin-Of Spin-Off</b>  Mauricio Castillo Vergara, <i>Ingeniería Industrial, Universidad de La Serena, La Serena, Chile</i>  <i>Reseña:</i> El trabajo hace un análisis de la situación actual en Chile acerca del desarrollo de Spin-Off como mecanismo para la transferencia de resultados de investigación pública al sistema económico nacional.  <i>Tema:</i> Organización educativa y liderazgo</p> <p><b>Realidad Aumentada Aplicada en la Formación de Ingenieros Industriales</b>  Alejandro Álvarez Marín, <i>Ingeniería Industrial, Universidad de La Serena, La Serena, Chile</i>  <i>Reseña:</i> Experiencias de desarrollo de instrumentos para educación en Realidad Aumentada, para Centros de Educación Superior en el área de Ingeniería Industrial.  <i>Tema:</i> La tecnología en la educación</p>
14:15-14:35	DESCANSO
14:35-15:50	SESIONES PARALELAS
Salón 1	<b>Sesión en Inglés: Education and the Adult Learner</b>
Salón 2	<b>Sesión en Inglés: Post Secondary Pedagogies</b>

14:35-15:50	SESIONES PARALELAS
Salón 3	Sesión en Inglés: A Focus on the Literacies
Salón 4	Sesión en Inglés: Math in Practice
Salón 9	Sesión en Inglés: Adiciones finales
Salón 10	<p><b>Organización educativa y liderazgo</b></p> <p><b>La Formación Integral del Estudiante Universitario desde el Modelo de los Centros de Apoyo Psicopedagógico: Una Experiencia Exitosa en México</b>  Dra. Lilia Gonzalez Velazquez, <i>Facultad de Humanidades, Campus VI, Universidad Autónoma de Chiapas, Terán Tuxtla Gutiérrez, Mexico</i>  Mtra. Patricia Gutierrez, <i>Centro de Apoyo Psicopedagógico Facultad de Arquitectura, Universidad Autónoma de Chiapas, Tuxtla Gutierrez, Mexico</i>  <i>Reseña:</i> Se presenta un análisis de la eficiencia de los centros de apoyo psicopedagógicos de la Universidad Autónoma de Chiapas, desde su creación.  <i>Tema:</i> Organización educativa y liderazgo</p> <p><b>Organización escolar y culturas docentes</b>  Mtra. Carla Hernández Aguilar, <i>Aprendizaje en Ciencias, Artes y Humanidades, Universidad Pedagógica Nacional, Ciudad de México, Mexico</i>  <i>Reseña:</i> Este trabajo propone una mirada psicosocial para pensar las organizaciones como una expresión simbólica de la acción humana organizada y enfatiza el conocimiento de la cultura docente o académica.  <i>Tema:</i> Organización educativa y liderazgo</p> <p><b>El Efecto Diferenciado del Conocimiento Previo en el Aprendizaje de la Ley de Coulomb</b>  Luis H. Arellano Ulloa, <i>Ciencias Básicas, Instituto Tecnológico de Chihuahua, Chihuahua, Mexico</i>  Gerónimo Mendoza Meraz, <i>Division de Estudios de Posgrado de la Facultad de Filosofía y Letras, Universidad Autonoma de Chihuahua, Chihuahua, Mexico</i>  Ana C. Villarreal Ballesteros, <i>Posgrado e Investigación en la Facultad de Filosofía y Letras, Universidad Autónoma de Chihuahua, Chihuahua, Mexico</i>  <i>Reseña:</i> Un instrumento que determina el aprendizaje en la ley de Coulomb de estudiantes de Ingeniería a partir de las cualidades inherentes del conocimiento previo: correcto, incompleto, ausente y erróneo.  <i>Tema:</i> Aprendizaje en la educación superior</p>
Salón 11	<p><b>Pedagogía y la cultura</b></p> <p><b>La Enseñanza de la Literatura como Medio de Autoconocimiento y Autocomprensión frente al Texto: Un Ejemplo mediante la Interpretación y Apropriación de "Casa tomada" de Julio Cortázar</b>  Dra. María de los Dolores Gutiérrez Gómez Velasco, <i>Departamento de Español, Colegio Marymount, Cuernavaca, Mexico</i>  <i>Reseña:</i> Se propone una estrategia en la enseñanza de la literatura para llevar a los alumnos a una reflexión que les permita reconocerse frente al texto.  <i>Tema:</i> Pedagogía y conocimiento</p> <p><b>SSdeM Cómo enseñar música en educación especial, sin saber de música: Sin saber de música</b>  Mtro. Ismael Huber Méndez Orta, <i>Investigación, Centro Regional de Educación Normal "Profa. Amina Madera Lauterio", Cedral, Mexico</i>  Juan Manuel Rodríguez Tello, <i>Investigación, Centro Regional de Educación Normal "Profa. Amina Madera Lauterio", Cedral, Mexico</i>  <i>Reseña:</i> Metodología práctica y sencilla que coadyuva a solucionar la problemática existente en el sistema educativo mexicano en torno a las debilidades en enseñanza musical impartida en las aulas de NEE  <i>Tema:</i> Pedagogía y conocimiento</p>

14:35-15:50	SESIONES PARALELAS
Salón 12	<p><b>Aprendizaje en la educación superior II</b></p> <p><b>Plagio, ética y sus implicaciones institucionales</b>  Prof. Rodrigo Ignacio Campos Araya, <i>Campus Coto, Sede Regional Brunca, Universidad Nacional de Costa Rica, Pérez Zeledón, Costa Rica</i>  Prof. Edson Enrique Calderon Rodriguez, <i>Campus Coto, Sede Regional Brunca, Universidad Nacional de Costa Rica, Pérez Zeledón, Costa Rica</i>  <i>Reseña:</i> El actuar éticamente es parte inseparable del proceso de instrucción universitaria, por lo que las instituciones deben abordar y erradicar prácticas como el plagio de una forma constructiva.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p> <p><b>Conciencia y Regulación Emocional: Diseño, Desarrollo y Evaluación en el Nivel Medio Superior</b>  Leticia Hernández Trejo, <i>Facultad de Ciencias Políticas y Sociales, Universidad Nacional Autónoma de México, Distrito Federal, Mexico</i>  <i>Reseña:</i> Se presenta una propuesta para el desarrollo de la conciencia y la regulación emocional, como parte del currículo escolar mediante el uso del cuento como recurso didáctico.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p>
Salón 13	<p><b>Adiciones finales</b></p> <p><b>Unidades de Vinculación Docente: Un programa de la Universidad Autónoma de Chiapas para construir puentes entre la sociedad y los estudiantes universitarios</b>  Dra. María de Lourdes Gutiérrez Aceves, <i>Facultad de Lenguas Campus Tuxtla, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Mexico</i>  Mtro. Victor Fabián Rumaya Farrera, <i>Extensión Universitaria, Universidad Autónoma de Chiapas, Tuxtla Gutiérrez, Mexico</i>  Serafín Culebro González, <i>Instituto de Profesionalización del Servidor Público, Tuxtla Gutiérrez, Mexico</i>  <i>Reseña:</i> Se presenta el trabajo de apoyo a la sociedad chiapaneca realizado por la Universidad Autónoma de Chiapas mediante las Unidades de Vinculación Docente.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p> <p><b>Uso de Estrategias Metacognitivas en la Resolución de Problemas Aritméticos de Estudiantes del Primer Año de la Licenciatura en Enseñanza de las Matemáticas</b>  Andrea Stephanie Barrera Moreno, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Manzanillo, Mexico</i>  Dr. Julio Cuevas Romo, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Colima, Mexico</i>  Mtra. Briseda Noemí Ramos Ramírez, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Colima, Mexico</i>  <i>Reseña:</i> Se identificó el uso de estrategias metacognitivas en estudiantes universitarios durante la resolución de problemas aritméticos, que si bien es limitado, se reconocieron datos sobre planificación, regulación y evaluación separadamente.  <i>Tema:</i> <i>Aprendizaje de las ciencias, las matemáticas y la tecnología</i></p> <p><b>Análisis comparativo de las estrategias metacognitivas de estudiantes universitarios formados bajo un enfoque basado en competencias</b>  Andrea Stephanie Barrera Moreno, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Manzanillo, Mexico</i>  Briseda Noemi Ramos Ramírez, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Colima, Mexico</i>  Mtro. Martín Gerardo Vargas Elizondo, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Colima, Mexico</i>  Mtra. Rosario de Lourdes Salazar Silva, <i>Facultad de Ciencias de la Educación, Universidad de Colima, Colima, Mexico</i>  <i>Reseña:</i> Estudio comparativo sobre el uso de estrategias metacognitivas entre estudiantes de primer y último semestre que trabajan en un enfoque basado en competencias, considerando que la metacognición promueve competencias genéricas.  <i>Tema:</i> <i>Aprendizaje en la educación superior</i></p>
15:50-16:20	CLAUSURA DEL CONGRESO



## Common Ground USA

Daniel	Adducchio	Viberpoint International	Togo
Adefemi	Adefila	University Of KwaZulu-Natal	South Africa
Bhavya	Aggarwal	Viberpoint International	Togo
Cash	Ahenakew	University of British Columbia	Canada
Johnson Olawale	Ajagbe	Aduvie International School	Nigeria
Olugbenga	Akindoju	Lagos State University	Nigeria
Olaide	Alabi	Lagos State University	Nigeria
Donna	Alden	Dona Ana Community College/ New Mexico State University	USA
Jeanette	Alley	Viberpoint International	Togo
Saleh	Alqarni	King Abdul-Aziz University	Saudi Arabia
Alla T.	Alzhanova-Ericsson	Södertörn University	Sweden
Kate	Ames	Central Queensland University	Australia
Elisabeth C.	Andersson	Mälardalen University	Sweden
Vanessa	Andreotti	University of British Columbia	Canada
Mark	Askew	Diocese of Broken Bay	Australia
Paul	Asunda	Purdue University	USA
Alain	Ateh Sama	Institute of Languages and Business Studies	Cameroon
Kenneth R.	Austin	Stephen F. Austin State University	USA
Travis	Austin	Brooklyn College/Virginia Commonwealth University	USA
Koneit	Bab	Viberpoint International	Togo
Carrie	Bailey	University of Phoenix	USA
Karl	Bailey	Clark College	USA
Mingzhen	Bao	Ashford University	USA
Patrick	Baughan	City University London	UK
Swaym Prabha	Bedi	National Institute of Technical Teachers' Training & Research	India
Susan	Beierling	University of Calgary	Canada
Charles	Bell	Wayne State University	USA
Shume Berhanu	Berhe	Kobe Institute of Computing	Japan
Michelle	Blackburn	Sheffield Hallam University	UK
Mindy	Blaise	Victoria University	Australia
Natasja	Bollyn	iLearn	Belgium
Fariba	Bolourchifard	Shahid Beheshti University of Medical Sciences	Iran (Islamic Republic of)
Thomas	Borys	Institute of Mathematics and Computer Science	Germany
William	Bowen-Jones	University of Worcester	UK
Kivanc	Bozkus	Artvin Coruh University	Turkey
Marie	Brennan	Victoria University	Australia
Khajornsak	Buaraphan	Mahidol University	Thailand
Ana Amelia	Calazans da Rosa	Universidade Estadual de Campinas	Brazil
Michael Colin	Cant	University of South Africa	South Africa
Magdalena	Caproui	Antelope Valley College	USA
Patricia	Carson	James Cook University	Canada
Mei-Mei	Chang	National Pingtung University of Science and Technology	Taiwan
Mei-Yung	Chang	National University of Tainan	Taiwan
Barbara	Chapple	St. Clair College of Applied Arts & Technology	Canada



Josée	Charette	University of Montreal	Canada
Mick	Charney	Kansas State University	USA
Lindsay	Chaves	Universidad Nacional	Costa Rica
Hai-Hon	Chen	National University of Tainan	Taiwan
Meiju	Chen	National Shinchu University of Education	Taiwan
Shen	Chen	University of Newcastle	Australia
Susan	Chen	Camosun College	Canada
Yi-Li	Chen	National University of Tainan	Taiwan
Derek	Cheung	The Chinese University of Hong Kong	Hong Kong
Leon Kim Liong	Chew	Zayed University	United Arab Emirates
Nicole	Christen	Open University of Catalonia	Canada
Fred	Chrystal	Ottawa Catholic School Board	Canada
Sau Kwan	Chung	Hong Kong Polytechnic University	Hong Kong
Jia-chen	Chuo	Shih Chien University	Taiwan
Liesa	Clague	Macquarie University	Australia
Loren	Clarke	Eltham High School	Australia
Christian	Cook	Mount Royal University	Canada
Ioraine Dale	Cook	University of the West Indies	Jamaica
Aurora	Cortes	University of Wisconsin Green Bay	USA
Jeffrey	Cozzens	Freed-Hardeman University	USA
Pankaj	Das	University of Delhi	India
Davi	De Conti	Universidade Estadual de Campinas	Brazil
Benedict Edward	DeDominicis	Walden University	South Korea
Melody	Deprez	Georgetown College	USA
Lisa	Dickson	University of Northern British Columbia	Canada
Lynnette	Diem	Davis Senior High School	USA
Lisa	Dryden	Texas Wesleyan University	USA
Lily	Dyson	University of Victoria	Canada
Brahim	El Fadil	Lucille-Teasdale International School	Canada
Kerry	Elliott	The University of Melbourne	Australia
Ann	Emo	SUNY Buffalo State	USA
Max	Engel	Creighton University	USA
Maria	Espinet Alegre	The University of British Columbia	Canada
Susanne	Even	Indiana University	USA
Witat	Fakcharoenphol	Kasetsart University	Thailand
Francine	Falk-Ross	Pace University	USA
Belen	Fernandez-Feijoo	University of Vigo	Spain
Joan C.	Fingon	California State University, Los Angeles	USA
Sherri	Franklin-Guy	California State University, San Bernardino	USA
Jeffrey Hugh	Gamble	National Chiayi University	Taiwan
Donna	Gee	Angelo State University	USA
Ron W.	Germaine	National University	USA
Gordon	Gibb	Brigham Young University	USA
Stephen	Gibb	University of the West of Scotland	UK
Wanja	Gitari	University of Toronto	Canada
Rita	Gonzalez	Dona Ana Community College/ New Mexico State University	USA
Jeremy	Greene	Natomas Unified School District	USA



Kath	Grushka	University of Newcastle	Australia
Muge	Gunduz	Middle East Technical University	Turkey
Chao-YU	Guo	National ChengChi University	Taiwan
Hamid Reza	Haghverdi	Islamic Azad University	Iran (Islamic Republic of)
Joy	Hardy	University of New England	Australia
Tashane	Haynes-Brown	University of the West Indies	Jamaica
Elizabeth	Hind	Chapman University	USA
Leslie	Hitch	Northeastern University	USA
Sarah	Hopkyns	Zayed University	United Arab Emirates
Kazi	Hossain	Millersville University of Pennsylvania	USA
Seyed Masoud	Hosseini	Mashhad University of Medical Sciences	Iran (Islamic Republic of)
Sherry	Howard Salois	University of Phoenix Online	USA
Hilary	Hughes	Queensland University of Technology	Australia
Steven	Hunsaker	Brigham Young University - Idaho	USA
Gert	Hurkmans	Asturia institute of adult education	Belgium
Baseeer	Hussain	Pakistan International Human Rights Organization	Pakistan
Tarloff S.W.	Im	City University of Hong Kong	Hong Kong
Jane	Jackson	The Chinese University of Hong Kong	Hong Kong
Sue	Jackson	Birkbeck, University of London	UK
Victor	James	Viberpoint International	Togo
Annie	Jensen	Langara College	Canada
Corrine	Jones	Victoria University Institute of Technology	Australia
Sydney Roberta			
Mary	Jones	The Replay Group	Australia
Vimala	Kamalodeen	The University of the West Indies, St. Augustine	Trinidad and Tobago
Jong Hyuk David	Kang	The Hong Kong Institute of Education	Hong Kong
Wasana	Keeratchamroen	Nakhon Ratchasima Rajabhat University	Thailand
Ralph	Kemphas	University of Cincinnati	USA
Chavis	Ketkaew	Khon Kaen University International College	Thailand
Mehtap	Kocatepe	Zayed University	United Arab Emirates
Paul	Koffi	Viberpoint International	Togo
Emi	Koga	Connections Education	USA
Deslea	Konza	Edith Cowan University	Australia
Halyna	Kornuta	Academic Affairs Consultant	USA
Nantarat	Kruea-In	Kasetsart University	Thailand
Cornè	Kruger	North-West University	South Africa
Yu-Ju	Kuo	Indiana University of Pennsylvania	USA
Yung-Tso	Kuo	National University of Tainan	Taiwan
Joshua P.	Kutney	Lakeland University	USA
Tammy	Kwan	The University of Hong Kong	China
Shadrack	Kyeremeh	Shyгаа Enterprise	Ghana
Ghizlane	Laghzaoui	University of the Fraser Valley	Canada
Manhong	Lai	The Chinese University of Hong Kong	Hong Kong
Mark	Lam	University of British Columbia	Canada
Rob	Law	The Hong Kong Polytechnic Univeristy	Hong Kong
Miranda	Lawry	The University of Newcastle	Australia
Yow-jyy Joyce	Lee	National Taichung University of Science and Technology	Taiwan



Mei-Hui	Liu	Tunghai University	Taiwan
Wing Yee	Lo	Hong Kong Baptist University	Hong Kong
Yen-Hui	Lu	Chung Yuan Christian University	Taiwan
Kakoma	Luneta	University of Johannesburg	South Africa
Katherine	Lyon	University of British Columbia	Canada
Beatriz	Rodríguez-López	Universidad Nacional de Educación da Distancia	Spain
Susan	Main	Edith Cowan University	Australia
Marvee	Marr	Ashford University	USA
Terrence	McCain	Central Washington University	USA
Timothy	McHargue	Folsom Lake College	USA
Rebecca	McPherson	Texas A&M University-Central Texas	USA
Yasir	Mehmood	University of Sargodha	Pakistan
Twyla	Miranda	Texas Wesleyan University	USA
Gabriella	Morvay	Borough of Manhattan Community College, CUNY	USA
Audrey	Msimanga	University of the Witwatersrand	South Africa
Willy	Mwakapenda	Tshwane University of Technology	South Africa
Roshni	Narendran	Australian Institute of Business	Australia
Phaninee	Naruetharadhol	Khon Kaen University International College	Thailand
Jannah	Nerren	Stephen F. Austin State University	USA
Veronica	Newhart	University of California, Irvine	USA
Ahumada			
Vincent	Ng	The Hong Kong Polytechnic University	Hong Kong
Timothy	Nicoll	Zayed University	United Arab Emirates
John	Nietfeld	North Carolina State University	USA
Mari	Nislin	University of Helsinki	Finland
Kulthida	Nugultham	Kasetsart University	Thailand
Matthew	Numer	Dalhousie University	Canada
Serah Etamamyi	Nyamsi	Government English Nursery School	Cameroon
Sean	OConnor	Washington College	USA
Gokhan	Ofluoglu	Bulent Ecevit University	Turkey
Peter Otiato	Ojiambo	The University of Kansas	USA
Izabella	Orzelski	University of Alberta	Canada
Lisbon O	Osei	Ligugu Secondary School	South Africa
Veronica	Pacini-Ketchabaw	University of Victoria	Canada
Vino	Paideya	University of KwaZulu Natal	South Africa
Natalia	Panina-Beard	University of British Columbia	Canada
Melania	Pantelich	Federation University	Australia
Efi	Papadimitriou	Aristotle University of Thessaloniki	Greece
Nancy	Pawlyshyn	Northeastern University	USA
James C	Piers	Hope College	USA
Margarita	Pino-Juste	University of Vigo	Spain
Patricia	Post	University of New Brunswick	Canada
Pattama	Pusawat	Naresuan University	Thailand
Ruying	Qi	University of Western Sydney	Australia
Rubina	Qureshi	Abu Dhabi University	United Arab Emirates
D. Mark	Ragg	Eastern Michigan University	USA
Muhammad	Rakhmat	University of Manchester	UK
Zulfikar			



David	Raphael	William Clarke College	Australia
Miño Puigecercós	Raquel	University of Barcelona	Spain
Jaclyn	Rea	University of British Columbia	Canada
Melanie	Reap	Winona State University	USA
Jessica	Reese	University of South Australia	Australia
David Blair	Rhodes	Edith Cowan University	Australia
Georg	Rieger	University of British Columbia	Canada
Kelly	Robert	Viberpoint International	Togo
Catriona	Robinson	University of Worcester	UK
Coninse	Robinson	Viberpoint International	Togo
Natalia	Rohatyn-Martin	University of Alberta	Canada
Lukas	Rokos	University of South Bohemia	Czech Republic
Susanne	Rubenstein	Wachusett Regional High School	USA
Annmarie	Ruston	University of Derby	UK
Karen	Sacdalan	University of the Philippines	Philippines
Albert	Sangrà	Universitat Oberta de Catalunya	Spain
Alejandro	Santaflorentina	University of Guelph	Canada
Richard	Savage	Connections Education	USA
Laura	Scherling	Columbia University	USA
Carsten	Schmidtke	University of Arkansas	USA
Gaylene	Schreiber	Alberta Teachers' Association	Canada
Paige	Schulte	Southeastern Louisiana University	USA
Barbara	Schwartz-Bechet	Salus University	USA
Joy M.	Scott-Carrol	International Gifted Education Teacher-Development Network	USA
Remilekun S.	Sebolatan	Department of Education	South Africa
Elahe	Shakhsi Dastgahian	Ministry of Education	Iran (Islamic Republic of)
Shaheen	Shariff	McGill University	Canada
Linda	Shelton	Utah Valley University	USA
Vered	Shomron	Kibbutzim College of Education	Israel
Pavel	Sikorskii	Michigan State University	USA
Thomas	Simonds, S.J.	Creighton University	USA
Margaret	Sims	University of New England	Australia
Michelle	Sims	University of South Australia	Australia
Prakash	Singh	Nelson Mandela Metropolitan University	South Africa
Philip	Sisson	George Washington University	USA
Helena Hing Wa	Sit	The University of Newcastle	Australia
Dan	Slessor	Langara College	Canada
Julia W.	So	The University of New Mexico at Valencia	USA
Mahboob Sooltan	Sohawon	Mauritius Institute of Education	Mauritius
Cristina	Solis	Universidad Nacional	Costa Rica
Shimo	Sraman	Bangladesh Buddhist Federation	Bangladesh
Cathleen	Stutz	Assumption College	USA
Eira	Suhonen	University of Helsinki	Finland
Kathleen E.	Sumpton	Canadian Poetry Press	Canada
Mazharuddin	Syed Ahmed	University of Canterbury	New Zealand
Thanarat	Taewattana	Kasetsart University Kamphaeng Saen Campus	Thailand
Hau Yu Christine	Tang	The Hong Kong Institute of Education	Hong Kong



Martine	Thivierge-Bournival	Department of National Defense	Canada
Joseph	Thuo	Centre for Mathematics, Science and Technology Education in Africa	Kenya
Kennedy Karanja			
Linda P.	Thurston	Kansas State University	USA
Roy	Thurston	University of Mississippi	USA
Marilda	Todescat	Federal University of Santa Catarina	Brazil
Gilat	Trabelsi	Kibbutzim Academic College	Israel
Chun-Yen	Tsai	National Sun Yat-sen University	Taiwan
Shih Chun	Tseng	National University of Tainan	Taiwan
Wing Bo	Tso	The Open University of Hong Kong	Hong Kong
David	Tzurriel	Bar Ilan University	Israel
Sharon H.	Ulanoff	California State University, Los Angeles	USA
Chandana	Unnithan	Charles Darwin University	Australia
Dean	Utian	The University of New South Wales	Australia
Andika Yudha	Utomo	The University of Manchester	UK
Anthony G.	Valentine	St. Petersburg College	USA
Tinus	van Zyl	University of Johannesburg	South Africa
Nico	Verloop	Leiden University	Netherlands
Bronwen	Wade Leeuwen	STEAM Education Australia and Workshop Art Centre	Australia
Jennifer	Walinga	Royal Roads University	Canada
Sandra Marie	Walsh	University of South Australia	Australia
Ching-Huang	Wang	National Formosa University	Taiwan
Manjula	Waniganayake	Macquarie University	Australia
Ellen	Warrington	Mount Mercy University	USA
Kristen	Waughen	Elizabethtown College	USA
Clavia	Williams	University of the West Indies	Jamaica
Roger	Wilson	Grand Valley State University	USA
Joyce	Wong	Langara College	Canada
So-lan	Wong	Hong Kong Institute of Education	Hong Kong
Robert	Workman	Southern Connecticut State University	USA
Catherine Hua	Xiang	London School of Economics and Political Science	UK
Allan	Yarema	Abilene Christian University	USA
Connie	Yarema	Abilene Christian University	USA
Shiou-Wen	Yeh	National Chiao-Tung University	Taiwan
Virginia	Yip	Chinese University of Hong Kong	Hong Kong
Lai Ha, Freda	Yuen	The Education University of Hong Kong	China
Sola	Zaccheus	University of the District of Columbia	USA
Amy	Zenger	American University of Beirut	Lebanon
Levis	Zerpa	Universidad de Investigación de Tecnología Experimental Yachay	Ecuador
Lew	Zipin	Victoria University	Australia
Sheila Wusa	Zwindila	American International School of Abuja	Nigeria



## Common Ground Español

Miguel Ángel	Acedo Ramírez	Universidad de La Rioja	España
Alejandro	Álvarez Marín	Universidad de La Serena	Chile
Luis Antonio	Álvarez Pazarán	Universidad Nacional Autónoma de México	México
Fernando	Amaya Ramírez	Colegio INEM	Colombia
Miguel Saúl	Ángeles Alcántara	Universidad Nacional Autónoma de México	México
Luis H.	Arellano Ulloa	Instituto Tecnológico de Chihuahua	México
Nancy	Arrieta Reales	Universidad de Baja California / Universidad Simón Bolívar	Colombia
Karina Josefina	Avina Contreras	Universidad de Guadalajara	México
Neide	Barbosa Saisi	Pontificia Universidade Católica de São Paulo	Brazil
Andrea Stephanie	Barrera Moreno	Universidad de Colima	México
Nelly Eblin	Barrientos Gutiérrez	Universidad del Papaloapan	México
Arcelia	Bernal Díaz	Universidad Nacional Autónoma de México	México
Kevin Armando	Brand Fonseca	Universidad Nacional de Costa Rica	Costa Rica
Ingrid Marissa	Cabrera Zamora	Universidad Nacional Autónoma de México	México
Jonathan Ali	Camero Leal	Universidad La Salle	México
Rodrigo Ignacio	Campos Araya	Universidad Nacional de Costa Rica	Costa Rica
Eduardo David	Candia Ortiz	Universidad Nacional Autónoma de México	México
María Eugenia	Canut Díaz Velarde	Universidad Nacional Autónoma de México	México
Ana Bertha	Carreón Flores	Universidad Pedagógica Nacional del Estado de Chihuahua	México
Marcela	Casale	Colegio Brick Towers	Argentina
Ricardo	Castañeda Nieto	Universidad Nacional de Colombia	Colombia
Mauricio	Castillo Vergara	Universidad de La Serena	Chile
Eréndira	Castro Martínez	Universidad Lasalle	México
Carolina	Castro	Universidad Católica Silva Henríquez	Chile
Damaris	Cordero	Universidad Nacional de Costa Rica	Costa Rica
Ricardo Felipe	Cruz Bello	Universidad LaSalle	México
Carolina	Cuéllar	Universidad Diego Portales	Chile
Ma. Eugenia	Céspedes	Rocket Cartoons	Costa Rica
Martín	De Los Heros	Facultad Latinoamericana de Ciencias Sociales	México
Ana María	Delgado	Fundació per a la Universitat Oberta de Catalunya	España
María	del Pilar	SEP (Public Education Secretariat)	México
José Antonio	Domínguez Hernández	Universidad Nacional Autónoma de México	México
Millard	Escalona	Universidad Tecnológica Israel	Ecuador
Julia Miroslava	Estrada Ortiz	Universidad La Salle	México
Minerva	Estévez	Centro Universitario Doctor Emilio Cárdenas	México
María Bertha	Fuerte Medina	Colegio de Bachilleres del Estado de Michoacán	México
María Angélica	Galicia Gordillo	Universidad Nacional Autónoma de México	México
María de Jesús	Gallegos Santiago	Universidad Autónoma del Estado de Baja California	México
María Guadalupe	García Castaneda	Universidad Pontificia Bolivariana	Colombia
Carmen Gisel	García Aguilar	Universidad Nacional Autónoma de México	México
Vivian Andrea	García Balaguera	Universidad Santo Tomas	Colombia
Janette	Góngora	Universidad Autónoma Metropolitana	México
Lilia	González Velazquez	Universidad Autónoma de Chiapas	México
María Paz	González Vallejos	Universidad Alberto Hurtado	Chile
Patricia	Gutiérrez	Universidad Autónoma de Chiapas	México
María de Lourdes	Gutiérrez Aceves	Universidad Autónoma de Chiapas	México



María de los Dolores	Gutiérrez Gómez	Colegio Marymount	México
Rose Mery	Velasco		
Viviana	Gómez Tovar	Universidad Autónoma del Estado de Morelos	México
Carla	Gómez	Pontificia Universidad Católica de Chile	Chile
Adán	Hernández Aguilar	Universidad Pedagógica Nacional	México
Leticia	Hernández Morgan	Red de Investigadores de la Investigación Educativa	México
María de Lourdes	Hernández Trejo	Universidad Nacional Autónoma de México	México
Alberto	Hernández	Wejen Kajen Indigenous Research Institute International	México
Luis R.	Ibarra García	Universidad de Guadalajara	México
Marco	Ibarra	Universidad Autónoma de Querétaro	México
José Armando	Jácome	Universidad de Cuenca	España
Delci Heinle	Jiménez García	Universidad Nacional Autónoma de México	México
Ángel Arturo	Klein	Universidade Federal do Rio Grande do Sul / CESUCA / ISEI	Brasil
Mercedes	Leyva Silva	Universidad Tecnológica Israel	Ecuador
Susana	Luciani	Universidad Nacional del Litoral	Argentina
Valeria	Marcipar Katz	Universidad Nacional del Litoral	Argentina
Celio	Matarochi	Universidad Nacional del Litoral	Argentina
Yanira Francisca	Martins da Matta	Universidade Presbiteriana Mackenzie / Universidade Estadual Paulista Júlio de Mesquita Filho	Brasil
Gerónimo	Mejía Martínez	Universidad Autónoma Metropolitana Unidad Xochimilco	México
Helena	Mendoza Meraz	Universidad Autónoma de Chihuahua	México
María de la Luz	Montenegro Maggio	Pontificia Universidad Católica de Chile	Chile
María Luisa	Mora Trujillo	Colegio de Bachilleres del Estado de Michoacán	México
Esperanza	Morales Bautista	Universidad Nacional Autónoma de México	México
Viviana	Morales Pérez	Benemérita Universidad Autónoma de Puebla	México
Roberto	Moreno Jiménez	Secretaría de Educación Bogotá	Colombia
Gabriela	Moreno	Universidad de Castilla-La Mancha	España
Natali	Muñiz	Butler University	Estados Unidos
Ismael Huber	Muñoz Lopez	Unidad de Servicio de Apoyo a la Educación Regular	México
Song-joo	Méndez Orta	Centro Regional de Educación Normal	México
Sara María	Na	Hankuk University of Ferein Studies	Corea del Sur
Alejandra	Olvera	Centro Universitario Doctor Emilio Cárdenas	México
Lourdes Paola	Orozco	Centro Universitario Doctor Emilio Cárdenas	México
José	Ortiz Arturo	Universidad Tecnológica Israel	Ecuador
Bonny M.	Ortiz Benavides	Colegio INEM	Colombia
Claudia	Ortiz-Andrade	Universidad de Puerto Rico - Recinto de Río Piedras	Puerto Rico
Ivonne del Carmen	Pantoja	Centro Universitario Doctor Emilio Cárdenas	México
Fidel Gabriel	Pastrana Santaella	Secretaría de Educación de Guerrero	México
Mario Luis	Perez Alarcón	Universidad La Salle Oaxaca	México
Sandy	Perossa	Universidad Maimónides	Argentina
Doriam del Carmen	Retamoso	Pontificia Universidad Católica del Perú	Perú
Danielle	Reyes Mendoza	Common Ground Español	México
Viviana	Ribeiro Ganda	Universidade Estadual de Campinas	Brasil
William	Rivera-Rondón	Universidad de Puerto Rico - Recinto de Río piedras	Puerto Rico
Lidia	Rojas Cordero	Instituto Tecnológico de Costa Rica	Costa Rica
Socorro	Rosas		México
Luiz Gustavo	Rueda Gómez	Universidad La Salle Oaxaca	México
	Bonatto Rufino	Universidad Estatal Paulista	Brasil



Dulce María	Ruiz Anaya	Universidad Nacional Autónoma de México	México
Gabriela	Ruiz Sandoval	Universidad Pedagógica Nacional	México
Miren Gotzone	Sagardui Goikoetxea	Eusko Jaurlaritz-Gobierno Vasco	España
Mariano	Sánchez Cuevas	Universidad Popular Autónoma del Estado de Puebla	México
María Elena	Sánchez	Pontificia Universidad Católica del Perú	Perú
Paulo Sergio	Saran	Colégio Técnico de Limeira - UNICAMP	Brasil
Mario	Secchi	Instituto Universitario Italiano de Rosario	Argentina
Gabriela Albertina	Serrano	Universidad Michoacana de San Nicolás de Hidalgo	México
Neride	Sotomarino	Pontificia Universidad Católica del Perú	Perú
Katia	Tarricone	Pontificia Universidade Católica da São Paulo	Brasil
Blanca	Torrubia Chalmeta	Universitat Oberta de Catalunya	España
Salete	Traversini	Universidade Federal do Rio Grande do Sul	Brasil
María Esther	Urrutia Aguilar	Universidad Nacional Autónoma de México	México
Xaab Nop	Vargas Vásquez	Centro Especializado en Atención al Rendimiento Escolar en Matemáticas	México
Carolina	Villagra Bravo	Universidad Católica de Temuco	Chile
Indalecio	Villarraga Díaz	Institución Educativa Inem Luís López de Mesa	Colombia
Maria del Pilar and John Judah	Weintraub	SEP (Public Education Secretariat)	México
Maricela	Zúñiga	Universidad Autónoma del Estado de Hidalgo	México











**Sixteenth International Conference on Diversity in Organizations, Communities & Nations**

The University of Granada  
Granada, Spain | **27–29 July 2016**  
[www.ondiversity.com/2016-conference](http://www.ondiversity.com/2016-conference)



**Eleventh International Conference on Interdisciplinary Social Sciences**

Imperial College London  
London, UK | **2–5 August 2016**  
[www.thesocialsciences.com/2016-conference](http://www.thesocialsciences.com/2016-conference)



**XI Congreso Internacional de Ciencias Sociales Interdisciplinarias**

Imperial College London  
Londres, Reino Unido | **2–5 agosto 2016**  
[www.lascienciassociales.es/congreso](http://www.lascienciassociales.es/congreso)



**Eleventh International Conference on The Arts in Society**

University of California, Los Angeles  
Los Angeles, USA | **10–12 August 2016**  
[www.artinsociety.com/2016-conference](http://www.artinsociety.com/2016-conference)



**Seventh International Conference on The Image**

Art and Design Academy,  
Liverpool John Moores University  
Liverpool, UK | **1–2 September 2016**  
[www.ontheimage.com/2016-conference](http://www.ontheimage.com/2016-conference)



**VII Congreso Internacional Imagen y Comunicación**

Academia de Arte y Diseño,  
Universidad de Liverpool John Moores  
Liverpool, Reino Unido | **1–2 septiembre 2016**  
[www.sobrelaimagen.es/congreso](http://www.sobrelaimagen.es/congreso)



**Inaugural Communication & Media Studies Conference**

University Center Chicago  
Chicago, USA | **15–16 September, 2016**  
[www.oncommunicationmedia.com/2016-conference](http://www.oncommunicationmedia.com/2016-conference)



**Ninth International Conference on the Inclusive Museum**

National Underground Railroad Freedom Center  
Cincinnati, USA | **16–19 September 2016**  
[www.onmuseums.com/2016-conference](http://www.onmuseums.com/2016-conference)



**Aging & Society: Sixth Interdisciplinary Conference**

Linköping University  
Linköping, Sweden | **6–7 October 2016**  
[www.agingandsociety.com/2016-conference](http://www.agingandsociety.com/2016-conference)



**Sixth International Conference on Food Studies**

University of California at Berkeley  
Berkeley, USA | **12–13 October 2016**  
[www.food-studies.com/2016-conference](http://www.food-studies.com/2016-conference)



**Sixth International Conference on Health, Wellness & Society**

Catholic University of America  
Washington D.C., USA | **20–21 October 2016**  
[www.healthandsociety.com/2016-conference](http://www.healthandsociety.com/2016-conference)



**VI Congreso de Salud, Bienestar y Sociedad**

Universidad Católica de América  
Washington DC, EE.UU. | **20–21 octubre 2016**  
[www.salud-sociedad.es/congreso](http://www.salud-sociedad.es/congreso)



**Spaces & Flows: Seventh International Conference on Urban & ExtraUrban Studies**

University of Pennsylvania  
Philadelphia, USA | **10–11 November 2016**  
[www.spacesandflows.com/2016-conference](http://www.spacesandflows.com/2016-conference)



**Thirteenth International Conference on Environmental, Cultural, Economic & Social Sustainability**

Greater Rio de Janeiro, Brazil | **19–21 January 2017**  
[www.onsustainability.com/2017-conference](http://www.onsustainability.com/2017-conference)



**Eleventh International Conference on Design Principles & Practices**

Institute without Boundaries at George Brown College  
Toronto, Canada | **2–4 March 2017**  
[www.designprinciplesandpractices.com/2017-conference](http://www.designprinciplesandpractices.com/2017-conference)





## Second International Conference on Tourism & Leisure Studies

UBC Robson Square  
Vancouver, Canada | **6–7 April 2017**  
[www.tourismandleisurestudies.com/2017-conference](http://www.tourismandleisurestudies.com/2017-conference)



## Seventh International Conference on Religion & Spirituality in Society

Imperial College London  
London, UK | **17–18 April 2017**  
[www.religioninsociety.com/2017-conference](http://www.religioninsociety.com/2017-conference)



## Seventeenth International Conference on Knowledge, Culture, and Change in Organizations

Charles Darwin University  
Darwin, Australia | **20–21 April 2017**  
[www.organization-studies.com/2017-conference](http://www.organization-studies.com/2017-conference)



## XVII Congreso Internacional de Economía y Gestión de las Organizaciones

Universidad de Charles Darwin  
Darwin, Australia | **20–21 April 2017**  
[www.sobregestion.es/congreso](http://www.sobregestion.es/congreso)



## Ninth International Conference on Climate Change: Impacts & Responses

Anglia Ruskin University  
Cambridge, UK | **21–22 April 2017**  
[www.constructedenvironment.com/2017-conference](http://www.constructedenvironment.com/2017-conference)



## Seventh International Conference on The Constructed Environment

International Cultural Centre  
Krakow, Poland | **25–26 May 2017**  
[www.constructedenvironment.com/2017-conference](http://www.constructedenvironment.com/2017-conference)



## Thirteenth International Conference on Technology, Knowledge & Society

University of Toronto – Chestnut Conference Centre  
Toronto, Canada | **26–28 May 2017**  
[www.techandsoc.com/2017-conference](http://www.techandsoc.com/2017-conference)



## XIII Congreso Internacional sobre Tecnología, Conocimiento y Sociedad

Universidad de Toronto - Chestnut Conference Centre  
Toronto, Canadá | **26–28 mayo 2017**  
[www.tecnosoc.es/congreso](http://www.tecnosoc.es/congreso)



## Ninth International Conference on e-Learning and Innovative Pedagogies

University of Toronto  
Toronto, Canada | **28 May 2017**  
[www.ubi-learn.com/2017-conference](http://www.ubi-learn.com/2017-conference)



## X Congreso Internacional de e-Learning: Aprendizaje y Cibersociedad

Universidad de Toronto - Chestnut Conference Centre  
Toronto, Canadá | **28 mayo 2017**  
[www.aprendizaje-cibersociedad.es/congreso](http://www.aprendizaje-cibersociedad.es/congreso)



## Tenth Global Studies Conference

National University of Singapore  
Singapore | **8–9 June 2017**  
[www.onglobalization.com/2017-conference](http://www.onglobalization.com/2017-conference)



## Twelfth International Conference on The Arts in Society

Pantheon-Sorbonne University  
Paris, France | **14–16 June 2017**  
[www.artsinsociety.com/2017-conference](http://www.artsinsociety.com/2017-conference)



## Fifteenth International Conference on New Directions in the Humanities

Imperial College London  
London, UK | **5–7 July 2017**  
[www.thehumanities.com/2017-conference](http://www.thehumanities.com/2017-conference)



## XV Congreso Internacional sobre Nuevas Tendencias en Humanidades

Imperial College London  
Londres, Reino Unido | **5–7 julio 2017**  
[www.las-humanidades.es/congreso-2017](http://www.las-humanidades.es/congreso-2017)



## Fourteenth International Conference on Books, Publishing & Libraries

Imperial College London  
London, UK | **7 July 2017**  
[www.booksandpublishing.com/2017-conference](http://www.booksandpublishing.com/2017-conference)



## **XV Congreso Internacional del Libro, Digitalización y Bibliotecas**

Imperial College London  
Londres, Reino Unido | **7 julio 2017**  
[www.sobreelibro.es/congreso](http://www.sobreelibro.es/congreso)



## **Eighth International Conference on Sport & Society**

Imperial College London  
London, UK | **10–11 July 2017**  
[www.sportandsociety.com/2017-conference](http://www.sportandsociety.com/2017-conference)



## **Twenty-fourth International Conference on Learning**

University of Hawaii at Manoa  
Honolulu, USA | **19–21 July 2017**  
[www.thelearner.com/2017-conference](http://www.thelearner.com/2017-conference)



## **XXIV Congreso Internacional de Educación y Aprendizaje**

Universidad de Hawai en Manoa  
Honolulu, EE.UU. | **19–21 julio 2017**  
[www.sobrelaeducacion.es/congreso-2017](http://www.sobrelaeducacion.es/congreso-2017)



## **Twelfth International Conference on Interdisciplinary Social Sciences**

International Conference Center  
Hiroshima, Japan | **26–28 July 2017**  
[www.thesocialsciences.com/2017-conference](http://www.thesocialsciences.com/2017-conference)



## **XII Congreso Internacional de Ciencias Sociales Interdisciplinarias**

International Conference Center  
Hiroshima, Japón | **26–28 julio 2017**  
[www.lascienciassociales.es/congreso-2017](http://www.lascienciassociales.es/congreso-2017)



## **Seventeenth International Conference Diversity in Organizations, Communities & Nations**

University of Toronto – Chestnut Conference Centre  
Toronto, Canada | **26–28 July 2017**  
[www.ondiversity.com/2017-conference](http://www.ondiversity.com/2017-conference)



## **Seventh International Conference Health, Wellness & Society**

University of Denver  
Denver, USA | **5–6 October 2017**  
[www.healthandsociety.com/2017-conference](http://www.healthandsociety.com/2017-conference)



## **VII Congreso de Salud, Bienestar y Sociedad**

Universidad de Denver  
Denver, EE.UU. | **5–6 octubre 2017**  
[www.salud-sociedad.es/congreso-2017](http://www.salud-sociedad.es/congreso-2017)



## **Seventh International Conference on Food Studies**

Roma Tre University  
Rome, Italy | **26–27 October 2017**  
[www.food-studies.com/2017-conference](http://www.food-studies.com/2017-conference)



## **Second International Conference on Communication & Media Studies**

UBC – Robson Square  
Vancouver, Canada | **16–17 November 2017**  
[www.oncommunicationmedia.com/2017-conference](http://www.oncommunicationmedia.com/2017-conference)

Twenty-fourth International Conference on

# Learning

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

19–21 July  
2017

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, Virtual Posters, or Virtual Lightning Talks.

University of Hawaii  
at Manoa  
Honolulu, USA

**2017 Special Focus**  
*New Media for New Learning*

## Returning Member Registration

We are pleased to offer a Returning Member Registration Discount to delegates who have attended The Learner Conference in the past. Returning community members receive a discount off the full conference registration rate.

[thelearner.com/2017-conference](http://thelearner.com/2017-conference)  
[thelearner.com/2017-conference/call-for-presenters](http://thelearner.com/2017-conference/call-for-presenters)  
[thelearner.com/2017-conference/registration](http://thelearner.com/2017-conference/registration)