

# Canada International Conference on Education (CICE-2014)

June 16-19, 2014

Cape Breton University, Nova Scotia, Canada



## CICE-2014 Programme Handbook

**Canada International Conference on Education (CICE-2014)**

**June 16-19, 2014**

**Cape Breton University  
1250 Grand Lake Road  
Sydney  
Nova Scotia  
Canada  
B1P 6L2**

## Message from the Steering Committee Chair

Welcome to the Canada International Conference on Education (CICE-2014)! The CICE-2014 provides an opportunity for academicians and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy. The CICE-2014 received 1104 papers from 96 countries of which 311 papers were accepted, 7 posters and 7 workshops. A double blind paper evaluation method was adopted to evaluate each submission and selected papers will appear in high impact International Journals.

Many people have worked very hard to make this conference possible. I would like to thank all who have helped in making CICE-2014 a success. The Steering Committee and reviewers each deserve credit for their excellent job. I thank the authors who have contributed to CICE-2014 and our Keynote Speakers: Dr David Wheeler (Cape Breton University's sixth President), Professor Richard Cowan (Department of Psychology and Human Development at the Institute of Education - University of London), Dr Richard Cooper (Director of Disability Services at Harcum College), Dr Ann Sherman (Dean of Education - Faculty of Education, University of New Brunswick) and Professor Patricia Gouthro (Faculty of Education - Mount Saint Vincent University) for agreeing to participate in CICE-2014. I also like to acknowledge my appreciation to the following organisations for their sponsorship and support: Infonomics Society, Cape Breton University, Canadian Teacher Magazine, University of London, National Association for Adults with Special Learning Needs, University of New Brunswick and Mount Saint Vincent University. It has been great pleasure to serve as the Steering Committee Chair for CICE-2014. The long term goal of CICE is to build a reputation and respectable conference for the international community.

On behalf of the CICE-2014 Executive members, I would like to encourage you to contribute to the future of CICE conference as authors, speakers, panellists, and volunteer conference organisers. I wish you a pleasant stay in Canada, and please feel free to exchange ideas with other colleagues.

A handwritten signature in black ink that reads "C. Shoniregun." The signature is written in a cursive style with a horizontal line underneath the name.

Professor Charles A. Shoniregun  
CICE-2014 Steering Committee Chair

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### **Honorary Chair**

Richard Cooper, Harcum College, Bryn Mawr, USA

### **Steering Committee Chairs**

Maureen Quinlan-Finlayson, Cape Breton University, Nova Scotia, Canada  
Charles A. Shoniregun, Infonomics Society, UK and Ireland

### **Steering Committee**

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Vusi S. Mncube, University of South Africa (UNISA), South Africa  
Kinshuk, Athabasca University, Canada  
Norma Nel, University of South Africa, (UNISA), South Africa  
Bimbola Kemi Odu, University of Ado-Ekiti, Nigeria  
Peter Duffy, University of South Carolina, USA  
Cynthia Northington-Purdie, William Paterson University, USA

### **Publicity Chair**

Galyna Akmayeva, Dublin Institute of Technology, Ireland

### **Conference Coordinators**

Dan Lin, Infonomics Society, UK  
John Williams, Infonomics Society, UK

### **Research Student Forum Chairs**

Robert Foster, University of Wolverhampton, UK  
Mitra Zibanejad Rad, University of Burgundy, France

### **Programme Committee Chair**

Bimbola Kemi Odu, University of Ado-Ekiti, Nigeria

## Program Committee

Regis Chireshe, College of Education, University of South Africa, South Africa  
Norma Nel, University of South Africa, South Africa  
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Paul Walsh, Cork Institutie of Technology, Ireland  
Barbara Hong, Penn State University, USA  
Margarita Elkina, HWR, Germany  
Tim Claypool, University of Saskatchewan, Canada  
Emre Erturk, Eastern Institute of Technology, New Zealand  
Natalia Frolova, Samara State Academy of Social Sciences and Humanities, Russia  
Ria Hanewald, Deakin University, Australia  
Zeynep Kızıltepe, Boğaziçi University, Turkey  
Shradha Kanwar, NIIT University, India  
Pedro José Canto, Universidad Autónoma de Yucatán, Mexico  
Christian Kahl, Taylor's University, Malaysia  
Bernard Mulo Farenkia, Cape Breton University, Canada

## **Programme**

## Keynote Speaker 1



Dr. David Wheeler was named Cape Breton University's sixth President in 2013. He is an internationally experienced academic and former international business executive who brings a wealth of experience in public health science, international development, corporate social responsibility, entrepreneurship and sustainable energy policy to his position as President and Vice-Chancellor of Cape Breton University. Dr. Wheeler has focused much of his advisory work in the fields of energy conservation and renewable energy policy in South West England, Nova Scotia and Alberta. Dr. Wheeler's former academic posts include Director and Erivan K. Haub Professor in Business and Sustainability at the Schulich School of Business, York University; Dean of Management, Dalhousie University and he served as Pro Vice-Chancellor (Sustainability) and Executive Dean of Business at the University of Plymouth (UK). He holds a BSc (Hons) and a PhD in Microbiology from the University of Surrey. Throughout his three decade academic and business career he has advised international agencies such as the UN, the World Bank and numerous governments and corporations as well as publishing his research in academic journals and leading medical and business publications.



## Keynote Speaker 2



Richard Cowan is a Professor of Psychology of Education in the Department of Psychology and Human Development at the Institute of Education University of London. He is interested in how developmental psychology can contribute to understanding children and supporting their education. His research mainly concerns number development in children in preschool and primary education though he also studies the skills of adult calendrical savants, people who can tell you the days of the week for dates in the remote past and future despite substantial impairments. He has recently completed an ESRC funded research project on the Development and Importance of Proficiency in Basic Calculation with Dr Chris Donlan (Department of Developmental Science, University College London).

**Title:** Understanding the relationship between education and general cognitive skills

**Abstract:** Associations between measures of educational achievement and general cognitive skills are well established but their explanation remains unsettled. They might reflect how education develops general cognitive skills, as asserted in the doctrine of mental discipline that used to dominate education. They might reflect how general cognitive skills affect learning, as the intelligence test movement have emphasized. The association may reflect a dynamic relationship in which each affects the other. Finally the association may reflect the influences of other factors which influence both. In this talk I consider how much existing research can tell us about these relationships using data from an ESRC-funded project and a longitudinal study of twins as illustrations.

### Keynote Speaker 3



Richard Cooper is the Director of Disability Services at Harcum College, Bryn Mawr, Pennsylvania. He is also the Founder and Director of the Center for Alternative Learning and Learning disAbilities Resources, organizations dedicated to providing educational and social support to children and adults with learning disabilities, problems and differences. He is an internationally recognized lecturer and expert on alternative instructional techniques and tools for reading, writing, math, and study skills. He has authored a number of books and articles describing the use of these techniques and tools. He speaks nationally and internationally about a wide range of learning problems and instructional techniques to help both children and adults improve their skills. He maintains a private practice through which he provides assessment, counselling and tutoring of children and adults. He was a member of the Observer Delegation from the United States to the 1997 UNESCO Conference on Adult Education in Hamburg, Germany. He is a founding member and current co-president of the National Association for Adults with Special Learning Needs. Most recently, he co-authored a book entitled Test Anxiety, A Student Manual and Teacher's Guide (2009).

**Title:** Characteristics of Learning Differences

**Abstract:** The concept of individual differences is well an established pedagogical principle, but most of us believe that we are not that different than our colleagues and students in the way we think and learn. In this Keynote Address, the speaker will describe how very differently some people perceive, process, and communicate and the implications for learning and instruction. This information is based on thirty years of observation of children and adults who present a wide range of characteristics of learning differences. You will leave the lecture hall with a new appreciation for how very differently some people think and learn.

## Keynote Speaker 4



Dr. Ann Sherman is currently the Dean of Education at the Faculty of Education at the University of New Brunswick. She graduated with a Bachelor of Science Education from STFX in 1977 and taught high school mathematics and science for two years and then elementary school (grades K to 6) for thirteen years. She was an elementary school administrator in Fort McMurray for the last three years of her public school teaching career. She completed a Master of Education in Curriculum and Instruction from the University of New Brunswick in 1993 and then a Ph.D. in Early Childhood Education in 1995 from the University of Nottingham in the UK. Since 1997 she has taught at three universities in Canada where she has served in several administrative roles. Her research interests include instructional leadership and pedagogical support of teachers in the areas of instructional practice and assessment. She currently works with classroom teachers as they develop a deeper understanding of assessment for learning and as learning.

**Title:** Changing our thinking about assessment

**Abstract:** In this talk we explore ideas around the purposes of assessment and the ways in which socially constructed understandings of assessment may be preventing us from using formative assessment strategies to help students, parents and educators delve more deeply into what we learn and the way we learn. Re-thinking the ways we place value and judgement on actions and ideas may lead us to open up new learnings for students, colleagues, parents and ourselves.

## Keynote Speaker 5



Patricia Gouthro is a Professor in the Faculty of Education at Mount Saint Vincent University, located in Halifax, Nova Scotia. She is currently the Coordinator of the Graduate Studies in Lifelong Learning program. She is completing a SSHRC (Social Science and Humanities Research Council of Canada) grant on lifelong learning, citizenship, and the craft of fiction writing. Her research interests include critical and feminist theory, lifelong learning and the homeplace, higher education, cross-cultural learning, women's learning experiences, life history and biographical research, citizenship, civil society, and grassroots learning organizations. She has previously served as the President of the Canadian Association for the Study of Adult Education and as a Co-Editor of the International Journal of Lifelong Education..

**Title:** What Do You Know For A Fact? How Can You Learn From Fiction?

**Abstract:** As educators we are currently challenged to work in what Barnett (2000) defines as a time of supercomplexity. Instead of knowledge we have “knowledges”. Never before have people had such easy access to “facts” – all we have to do is type in a question on the internet and we can find a plethora of information. Jungworth & Bruce (2002) describe our current educational contexts where there is “direct access to unaccountable relevant online sources, vast amount of search results, and an increasing number of daily emails – these are all familiar experiences when we think of our work or the challenges students have to face” (p. 401).

This ongoing deluge of information can leave us feeling bewildered and overwhelmed. As educators, we are caught between trying to ensure our students have literacies and skills to navigate the new “information highways” while also being concerned with workload – recognizing that many students must juggle family, work and community responsibilities in addition to schooling. To manage the overwhelming amount of information out there, Brown & Simpson (2012) note that increasingly faculty are using “custom textbooks” and web-based discovery searches designed to facilitate research by navigating predetermined search indexes. The problem with this “packaging” of information and facts is that ultimately it may limit students’ critical learning capabilities.

So how do we help our students to effectively navigate through the multitude of “facts” that are out there, and to think in creative and critical ways? One way to do this may be through fiction. For the last few years I have been involved in doing research on lifelong learning in connection to fiction writing. This research has involved interviews with many fiction writers as well as an exploration of programs to foster learning in relation to fiction writing. In addition, my research collaborator and I have explored educational strategies that can be incorporated into various teaching contexts at different levels to encourage students to engage in learning in connection to fiction writing. We have also investigated the emergence of new technologies that are reshaping the world of fiction writing. In this talk I will share some of the key findings of this research, talk about how fiction can foster creative and critical learning opportunities, and share some examples of practical, pedagogical strategies that may be used in a variety

of educational contexts. From this, I will consider how fiction may be used to foster “creative literacies” that will support learners who are working in a fact-laden world characterized by supercomplexity.

## **The Early Registration desk will be open at the Cape Breton University**

**Date:** June 15, 2014

**Time:** 12:00 PM – 4:00 PM

**Room:** Great Hall (CE 265)

**Address:** Cape Breton University, Building 19

To log on to the Internet as Guest@CBU

**Log in: cice\_guest**

**Password: capers14**

## Day 1: Monday, 16 June 2014

7:00 -12:00	Registration (CE 265)
8:30 – 9:00	Tea and Coffee
8:45 – 9:00	Opening Ceremony (Student, Culture and Heritage Centre: Royal Bank Lecture Theatre)
9:00 – 10:00	Keynote Speaker: Dr David Wheeler (Student, Culture and Heritage Centre: Royal Bank Lecture Theatre)
10:00 – 10:15	Break
10:15 – 11:15	Keynote Speaker: Professor Patricia Gouthro (Student, Culture and Heritage Centre: Royal Bank Lecture Theatre)
11:15 – 11:45	Tea and Coffee (Great Hall)
11:45 – 13:15	Sessions and Workshop
13:15 – 14:15	Lunch (Cafeteria)
14:15 – 15:45	Sessions and Workshop

Room	CE 261	CE 318	CE 320	CE 323	CE 326
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 1: Global Issues in Education	Session 2: Learning / Teaching Methodologies and Assessment	Session 3: Curriculum, Research and Development	Session 4: Ubiquitous Learning	Invited Workshop 1 Education for the Elderly is lively, meaningful and strengthening sustainable paths of hope!
Chair	Peggy Gallagher	Cathy Kinzer	Stanca Somesfalean	Bin Li	Christiane Bahr
<b>11:45 – 13:15</b>	<p>Paper 213 Title: Overcoming Ideology for Critical Democracy in Education (Authors: Sirous Tabrizi)</p> <p>Paper 311 Title: Out of Place: Exploring the First Year Migration Experiences of Newcomer Families to Nova Scotia (Author: Rola AbiHanna)</p> <p>Paper 597 [Poster] Title: Students in Poverty: Online Conversations between Chinese and American Teachers (Authors: P. A. Gallagher, Y. Zhao, and N. Commander)</p> <p>Paper 330 Title: Educating Young Moslem Women in China: Ethnic/Religious Identification in a Secular Society (Author: David Makofsky)</p>	<p>Paper 107 Title: Responsibility Increases Self-Esteem (R.I.S.E.): An Effective Anti-bullying Program to Promote Socially Acceptable Behavior (Author: Jennifer Scully)</p> <p>Paper 218 Title: Student assessment strategies in classroom for their overall development: A case study (Author: Khalid Abdullah Alotabi)</p> <p>Paper 789 Title: Supporting Teaching and Learning through Lesson Study (Authors: Cathy Kinzer, Cynthia Bond, Kathryn Million, Chris Woods, Zaira Falliner, Melissa Gilbert, Helen Duran)</p> <p>Paper 467 Title: The Effects of Paternal Incarceration on the Academic Performance of Primary School Children Aged Six to Twelve Years in the Matters of Literacy and Numeracy in Ireland (Authors: Ashling Ryan-Mangan)</p>	<p>Paper 109 Title: Weaving an Interdisciplinary Science Curriculum: Analysis of the Connections Across Learning Progressions (Authors: Hye Sun You, Cesar Delgado)</p> <p>Paper 147 Title: Case Study: Alternate Model of Program Delivery for Apprenticeship Trades (Author: Rosemary Vogt)</p> <p>Paper 769 Title: Scientific Studing and its effects on Mathematics competency (Authors: Marco Pasteris, Stanca Somesfalean)</p> <p>Paper 557 Title: Design and construction of a training program for activating the educational values of education at the secondary schools (Author: Majed Abdullah AL-Hazmi)</p>	<p>Paper 157 Title: Guide Students to Discover and Learn through Movies and TV Dramas (Authors: Bin Li, Wenling Cao)</p> <p>Paper 132 Title: E-Learning: The Role of Student Proactivity and Technology Utilization (Authors: Shakil Arshad)</p> <p>Paper 210 Title: Addressing Mixed Levels in Courses Using Information Technology (Authors: Norman Spatz)</p> <p>Paper 313 [Virtual] Title: Facilitating Globally Networked Courses with Newsactivist.com: Student Blogs, Social Networks, and Collaborative Pedagogy (Author: Gabriel Flacks)</p>	<p>This 90 minute workshop will provide participants with facts, techniques and inspiration for educational opportunities with elderly people. It helps to understand how it is to either become older or to work with elderly people within the framework of sustainable elderly education. Funny exercises, interesting statements and questions will lead into encouraging discussions, give considerable impressions and show what is important to care about in this context.</p>

## Day 1: Monday, 16 June 2014

Room	CE 261	CE 318	CE 320	CE 323	CE 326	CE 319
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 5: Pedagogy	Session 6: Cross-disciplinary Areas in Education	Session 7: Education Policy and Leadership	Session 8: Curriculum, Research and Development	Workshop 1 Integrating Time Management, Reading, and Note Taking Strategies into the Postsecondary Classroom	PhD/Doctoral Consortium
Chair	Maya Gunawardena	Abdus Sattar Chaudhry	Richard Cooper	Edward Shizha	Sarah Hunter and Cindy Korpatnicki	Charles A. Shoniregun
<b>14:15 – 15:45</b>	<p>Paper 154 Title: 'Designing in' interaction in pedagogy: Supervision and mid-career doctoral students in Australia (Author: Margaret Robertson)</p> <p>Paper 185 Title: Disciplinary enculturation in critical thinking: Developing effective pedagogies and assessment strategies for higher education (Author: Maya Gunawardena)</p> <p>Paper 719 Title: Comparative Study about Psychology of Cognitive style in Saudi Arabia from the Perspective of the Workers in Educational Field (Author: Tareq A ALSilami)</p>	<p>Paper 119 [Virtual] Title: Developing Graduate Researchers in Education: Personal Lessons Learned Through Thesis Collaboration (Author: Vincent Genareo)</p> <p>Paper 207 Title: Information Literacy at Work: Study of Information Management Practices in the Corporate Sector of Kuwait (Authors: Abdus Sattar Chaudhry, Sajjadur Rehman, Luluwah Al-Saghir)</p> <p>Paper 936 Title: Program Development Distance Education for Health professionals - as an organizational strategy (Authors: Ana Lucia Zanovello, Daniela Cantarino Hanashiro Arakaki)</p> <p>Paper 988 Title: Is there an App for that? The Usage of Mobile Technology for the Purposes of Teaching Health Education in Grade 4 and 5 (Author: Wahid Khan)</p>	<p>Paper 139 Title: Creating a Model that Empowers School Leaders (Authors: Syed T. Shah, Muhammad Riaz, Mary Kelly, Elsa-Sofia Morote)</p> <p>Paper 539 Title: Organizational Learning and Innovation in Education (Authors: Asadollah Khadivi, Marzieh Hosseinzadeh, Masoumeh Hosseinnazhad-Abdi)</p> <p>Paper 914 [Poster] Title: The training of school principals. A comparative study between two public models: Jalisco and Edmonton (Author: Miguel Angel Diaz Delgado)</p>	<p>Paper 133 Title: Using Intersectionality to Understand Post-Secondary Pathways of Marginalized Groups (Authors: Karen Robson, Robert S. Brown, Paul Anisef)</p> <p>Paper 177 Title: Reclaiming our indigenous voices in postcolonial Sub-Saharan African school curriculum (Authors: Edward Shizha)</p> <p>Paper 228 Title: Direction of Civic and Citizenship Education for Developing Creative Character Strengths in Korea (Author: Kim Tae-Jun)</p> <p>Paper 624 [Virtual] Title: The Role of School-University Partnerships: Leveraging Faculties of Education to Make a Difference in Social Equity (Authors: Wendy Barber, Suzanne de Castell, Janette Hughes)</p>	<p>Are you concerned about the students who are arriving at college and university without the skills required to be successful learners? Research on learning and our own experiences as teachers tell us that effective time management, note taking, and reading skills are critical to student learning, success, and retention. But, how do we integrate these skills into our post-secondary lectures without taking time away from the content we must teach? In this workshop participants will learn how to seamlessly integrate time management, reading and note taking strategies into their lectures and/or curriculum.</p>	<p>The idea of writing a research paper or developing a topic of research interest that can lead to a PhD / Doctorate degree or proposal is always an endless thinking of where, when, why, what and who. Therefore, becoming an experienced researcher and writer in any field or discipline takes a great deal of practice. The Consortium has the following objectives:</p> <ul style="list-style-type: none"> <li>• Provide a supportive setting for feedback on current research that will stimulate exchange of ideas</li> <li>• Guide on the future research directions</li> <li>• Promote the development of a supportive community of scholars and a spirit of collaborative research</li> <li>• Contribute to the conference goals through interaction with other researchers and conference events</li> </ul>



## Day 2: Tuesday, 17 June 2014

8:00 – 12:00	Registration
9:00 – 9:30	Tea and Coffee (Great Hall)
9:30 – 10:30	Keynote Speaker: Professor Richard Cowan (Verschuren Centre: Building 23)
10:30 – 10:45	Break
10:45 – 11:45	Keynote Speaker: Dr Ann Sherman (Verschuren Centre: Building 23)
12:00 – 13:00	Lunch (Cafeteria)
13:00 – 14:30	Sessions
14:30 – 15:00	Tea and Coffee (Great Hall)
15:00 – 16:30	Sessions
17:30 – 18:00	Opening address by Jeff Ward: Mi'kmaq Welcome song and Cultural presentation (Verschuren Centre: Building 23)
18:00	Conference dinner (Verschuren Centre: Building 23)

Room	CE 261	CE 318	CE 320	CE 323	CE 326
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 9: Inclusive Education	Session 10: Science Education	Session 11: Reading, Writing and Language Education	Session 12: Curriculum, Research and Development	Invited Workshop 2 Tic Tac Toe Math: An Alternative Techniques for Individuals Who have Learning Disabilities
Chair	Grace Effiong Udongwo	Tomislav Terzin	Pule Alexis Phindane	Ruby Hanson	
13:00 – 14:30	<p>Paper 90 Title: Comparison of Sport Competitive Anxiety Levels of Saudi Arabian National Team Athletes with and without Disabilities in Competitions (Author: Hassan Halawani)</p> <p>Paper 322 Title: Inclusive Teaching in Broadcast Education and its Potential Impact on the Canadian Media Landscape (Author: Anna Augusmato Rodrigues)</p> <p>Paper 646 Title: Women as Minorities in Science and Technology: Implications in Family Development in Nigeria (Title: Uduak James Utibe, Grace Effiong Udongwo)</p> <p>Paper 902 Title: "No Less Than What I Expect of Others": Superintendents' Roles in Implementing Response-to-Intervention Models! (Author: Susan G. Porter)</p>	<p>Paper 237 Title: Messages from the curriculum: tracing the role of Indigenous knowledge in the South African science curriculum from 2002-2011 (Author: Audrey Msimanga)</p> <p>Paper 392 Title: University Science and Engineering Faculty Perceptions and Implementation of Project Based Science: Effects of Participation in a K-12 Teacher Professional Development Program (Authors: Charlene M. Czerniak, Gale A. Mentzer)</p> <p>Paper 493 Title: Changing Butterfly Colours in the Biology Lab (Authors: Tomislav Terzin)</p> <p>Poster 604 Title: Inspiring Young Minds to Science: Exploration Sea Chests and Molecule Making Machines (Authors: Matthias Bierenstiel, Katherine M. Jones, Coleen Moore-Hayes)</p>	<p>Poster 589 Title: The Functions and uses of Nouns and Verbs in the Essays by L2 Learners of English in Japan (Author: Yoshiyuki Okaura)</p> <p>Paper 569 [Poster] Title: Factors Influencing Bilingualism in Nunavut (Authors: A. Katharine Bartlett)</p> <p>Paper 679 Title: Reading skills acquisition in English: A comparison of monolingualism and bilingualism in Foundation Phase (Author: Pule Phindane)</p> <p>Paper 909 Title: L2 Writing: Aligning the cultural and pedagogical (Author: Anoud Abusalim)</p>	<p>Paper 264 Title: Effectiveness of a proposed training program on action research skills among inservice science teachers (Author: Tahani A.A. Almuzaini)</p> <p>Paper 339 Title: Teaching with Innovation: Enhancing Concept Understanding Through the Use of Micro Science Equipment in a Hybrid Online Chemistry Course (Author: Ruby Hanson)</p> <p>Paper 402 [Virtual] Title: An Investigation into Teachers' Perspectives of the Factors that Facilitate the Implementation of the e-CaL Curriculum Change Initiative in Trinidad and Tobago (Authors: Sharmila Nisha Harry, Beular Mitchell)</p> <p>Paper 404 Title: First and Second Year Common Projects for Curricular Integration (Author: Wilhelm Alex Friess, Michael Davis, Christopher Faulhaber)</p>	<p>The 90 minute workshop will provide participants with:</p> <ul style="list-style-type: none"> <li>a rationale for using alternative instructional techniques with individuals who have learning disabilities;</li> <li>a description and demonstration of Tic Tac Toe Math* for completing multiplication, division, fraction and percentage problems;</li> <li>a discussion of the pros and cons of using such alternative techniques.</li> </ul> <p>*Tic Tac Toe Math was created by the presenter and has been successfully used by adults and children for more than 25 years. The technique uses the familiar Tic Tac Toe pattern to substitute for rote memory of the times tables.</p>

## Day 2: Tuesday, 17 June 2014

Room	CE 261	CE 318	CE 320	CE 323	CE 326
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 13: Educational Foundations	Session 14: Business Education	Session 15: Global Issues in Education	Session 16: Art Education	Workshop 2 Strengthening the Mentoring Process via Adaptive Mentorship©
Chair	Paul Amollo Odundo	Flora O. Nkire	Oyenike Alake Oyinloye	Leslie Jones	Edwin G. Ralph
<b>15:00 – 16:30</b>	<p><b>Paper 105:</b> Title: Unpack the Suitcase: Proposing a New Model for Teacher Professional Learning and Perspective Transformation (Author: Jennifer I. McGrath)</p> <p><b>Paper 396</b> Title: ICT in the Early Years: the Situation in Ghana Schools (Author: Joyce Nsiah Asante)</p> <p><b>Paper 463</b> Title: Factors Influencing the Uptake of Voluntary Counseling and Testing Services among Primary School Teachers in Nakuru County, Kenya (Authors: Carolyn C. Tangus, Paul A. Odundo, Charles M. Rambo)</p> <p><b>Paper 682</b> Title: Twin Factors' Relationship With The Attitude To Work By Academic Staff Of Public Universities In Edo And Delta States Of Nigeria (Authors: Osarenren-Osaghae R.I., E.O. Omoregie, Omoike D.O., Olusi F.I., Irabor Q.O., Aigboje C.D.)</p>	<p><b>Paper 205</b> Title: A crisis of confidence: Seven perceived barriers to graduate employment (Authors: Emily Beaumont, Sharon Gedye, Samantha Richardson)</p> <p><b>Paper 419 [Virtual]</b> Title: An interdisciplinary business case (Author: Kathleen Leemans)</p> <p><b>Paper 423 [Virtual]</b> Title: Introduction of Group Projects in an Introductory Statistics Course: Enhancement of Student Learning or Wastage of Time (Author: Fouzia Baki)</p> <p><b>Paper 518</b> Title: Incorporating Entrepreneurship Education into Social Studies (Authors: Flora O. Nkire)</p>	<p><b>Paper 124</b> Title: Models and Approaches towards the Recognition of Foreign Vocational Qualifications and Competences (MoVA) – principles, design and implementation (Authors: Christiane Eberhardt, Silvia Annen)</p> <p><b>Paper 188</b> Title: Sexual Education for Reducing the Prevalence of Teenage Pregnancy among In-School Adolescents in Nigeria (Author: Oyenike A. Oyinloye)</p> <p><b>Paper 652 [Virtual]</b> Title: Teaching the Diversity of Islam in World History (Author: Syed S. Uddin-Ahmed)</p> <p><b>Paper 827</b> Title: Rural Education in Post-Apartheid South Africa: Bridging the divide between policy and reality (Author: Johan Rademeyer)</p>	<p><b>Paper 385</b> Title: It's All Greek to Me: Teaching German Art Song to English-Speaking College Students (Author: Leslie Jones)</p> <p><b>Paper 269</b> Title: Cross-disciplinary discourse study of the educational formation and development of a specific study programme in Higher Education – a methodical approach (Author: Bolette Rye)</p> <p><b>Paper 215</b> Title: Putting yourself "out there": Safe sounds in the music class (Author: Verne Lorway)</p>	<p>Adaptive Mentorship (AM) is a mentoring model applicable across all professions and occupations. AM has been developed, refined, and researched by the authors for the purpose of enhancing the mentorship process in its variant forms within all educational and training settings. It has been recognized as a clear conceptual and practical framework to help guide leaders' mentorship practice. The creators of the AM model are promoting and disseminating the model more widely, because of its potential to increase mentoring effectiveness across the learning spectrum.</p>

## Day 3: Wednesday, 18 June 2014

8:30 – 12:00	Registration (CE 265)
8:30 – 9:00	Tea and Coffee
9:00 – 10:00	Keynote Speaker: Dr Richard Cooper (Student, Culture and Heritage Centre: Royal Bank Lecture Theatre)
10:00 – 10:30	Tea and Coffee (Great Hall)
10:30 – 12:00	Sessions and Workshop
12:00 - 13:00	Lunch (Cafeteria)
13:00 – 14:30	Sessions and Workshop
14:30 – 15:00	Break (Great Hall)
15:00 – 16:30	Sessions and Workshop
16:40 – 17:00	Closing Ceremony (Student, Culture and Heritage Centre: Royal Bank Lecture Theatre)

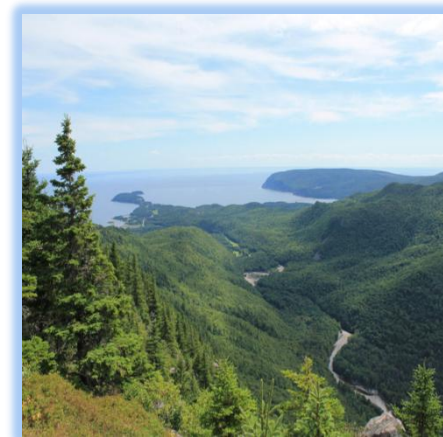
Room	CE 261	CE 318	CE 320	CE 323	CE 326
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 17: Learning / Teaching Methodologies and Assessment	Session 18: Curriculum, Research and Development	Session 19: Science Education	Session 20: Global Issues in Education	Workshop 3 A Model of Institutional Readiness for Hybrid Learning
Chair	Roy Fox	Loyiso C Jita	Lourdes Bolo Filoteo	Ron Sydney Phillips	Kelly La Venture and Becki George
<b>10:30 – 12:00</b>	<p>Paper 167 Title: Improvement of the Attitudes and Their Familiarity with Terminology of a Programming Course with a Blended Learning Structure (Authors: Isao Miyaji, Kouji Yoshida)</p> <p>Paper 221 Title: Teachers as jugglers: research students' perspectives on combining study with a busy job (Author: Rosamund Winter, Julie McKay Harrington)</p> <p>Paper 547 Title: Leadership styles of Department Chairs at King Saud University and Hail University in Saud Arabia (Author: Tariq Althwaini)</p> <p>Paper 706 Title: What Happens When Writing Experts Choose to Write about Their own Trauma? (Author: Roy F. Fox)</p>	<p>Paper 427 Title: Experimenting Extended Courses in Languages and Cultures for Science and Engineering Majors (Authors: Yibo Yang)</p> <p>Paper 485 Title: Logic in Context: Using Logic to Improve Literacy and Critical Thinking Skills (Authors: Eric Smiley)</p> <p>Paper 534 Title: Narrative inquiry into experiences of foreign certified teachers in Saskatchewan schools: Preliminary findings (Author: James Alan Oloo)</p> <p>Paper 929 Title: Teachers' decisions about curriculum and instruction and the role of instructional leadership (Author: Loyiso C. Jita)</p>	<p>Paper 472 Title: Ethnicity, Epistemological-Enhanced Instruction: Effects on Beliefs, Thinking Skills and Conceptual Understanding in Chemistry (Authors: Lourdes B. Filoteo, Vivien M. Talisayon, Marlene B. Ferido)</p> <p>Paper 889 Title: The Privacy of Students in E-Learning (Author: Othman M. Almenaie)</p> <p>Paper 649 Title: Demystifying Mathematics Education in Primary Schools through ASEI-PDSI Intervention (Authors: Philomina Ifeanyi Onwuka, Uche Agwagah)</p> <p>Paper 559 [Poster] Title: Enhancing Undergraduate Research in Biology: Challenges of Multi-generational Projects and Involvement of Junior Students (Authors: Wyatt Warawa, Anna Duitruk, Justin Reinke, Oleksandra Zubova, Tomislav Terzinn)</p>	<p>Paper 416 Title: Students' Understanding of Climate Change (Authors: Burckin Dal, Aytekin Çökelez)</p> <p>Paper 752 Title: Higher Education from Nationalization to Globalization Moving Towards Knowledge Economies: India and Canada (Authors: Anjali Khirwadkar, Pinkal Chaudhari)</p> <p>Paper 755 Title: Reclaiming Coady: Adult Education and Economic Development in Atlantic Canada (Author: Melissa White, Sarah King)</p> <p>Paper 775 Title: Council of Ministers of Education Canada (CMEC): 'Stuck in the 60s, the 1860s that is' (Authors: Ron Phillips)</p>	<p>This workshop will elucidate a process for bringing a hybrid model of instruction to your institution.</p> <p>What are tenets paramount to deliver high quality, learner-centered hybrid instruction that will create a synergy to embed hybrid learning into your institutional culture? - Faculty commitment to a course development process that expects demonstrable mastery of best-practice competencies in the philosophy and mechanics of learner-centered hybrid instruction. - Dynamic training model that brings eager subject specialists and key support professionals together to collaborate and meld best disciplinary practice with best practice for design and delivery of hybrid instruction.</p>

## Day 3: Wednesday, 18 June 2014

Room	CE 261	CE 318	CE 320	CE 323	CE 326
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 21: Teacher Education	Session 22: Curriculum, Research and Development	Session 23: Health Education	Session 24: ICT Education	Workshop 4 Measuring up... Helping the Educator Measure
Chair	Matseliso L. Mokhele	Sofowora Olaniyi Alaba	Takalani Grace Tshitangano	Ching-Jung Liao	Barba Patton
<b>13:00 – 14:30</b>	<p><b>Paper 163</b> Title: Place- and community-based teacher education: An integrative and inter-disciplinary approach (Author: Geoff Webber, Dianne Miller)</p> <p><b>Paper 239</b> Title: Quality Teacher Education in Botswana's Education System: A Prerequisite for the Realisation of Botswana's Vision 2016 (Author: Jane Iloanya)</p> <p><b>Paper 456</b> Title: School-University Partnership in Initial Teacher Education: Challenges and Opportunities from Activity Theory Perspective (Author: Dhaifallah Alzaydi)</p> <p><b>Paper 723</b> Title: Improving teachers' mathematics instruction: a case of a lesson study (Authors: Matseliso L. Mokhele)</p>	<p><b>Paper 537</b> Title: Critical Review of Cycle-1 Primary Science Textbooks in Bahrain (Part I): Descriptive Analysis of the Graphical Representations (Authors: Faten S. M. Abdel-Hameed, Myint Swe Khine and Salah A.A. Emara)</p> <p><b>Paper 635</b> Title: Environmental Education As a Catalyst for Behavioural Change: A Study of the Impact of Socio-Drama Learning Package on the Environmental Knowledge and Behaviour of Osun State Secondary School Students (Authors: Omiwope Kolawole Tayo, Sofowora Olaniyi Alaba)</p> <p><b>Paper 894</b> Title: Emirates Qualifications Framework and Curriculum Mapping to evaluate an Advanced Academic Writing Course (Author: Naghmana Ali)</p> <p><b>Paper 905 [Virtual]</b> Title: Course Project "My future individual educational trajectory" as a Basis for the Personality-oriented Professional Training (Authors: Olga Belyaeva, Valeriy Solomonov, Alla Frolova)</p>	<p><b>Paper 99</b> Title: Radio HIV-AIDS Literacy (Author: Williams Obiozor)</p> <p><b>Paper 697</b> Title: Effectiveness of Rights-based Enhancement of Pubertal Awareness, Communication, and Child Protection of the 10 – 14 year old Boys and Girls in Primary Schools in Jinja District, Uganda (Author: Bunoti Sarah Nanton)</p> <p><b>Poster 746</b> Title: Knowledge of Healthy Eating amongst Rural Secondary School Learners in South Africa (Authors: Takalani Tshitangano)</p> <p><b>Paper 892</b> Title: School Absenteeism Due to Menstruation in Rural Schools: An Evaluation of School Based Menstruation Management Policies (Author: Cephus Senyonga)</p>	<p><b>Paper 229</b> Title: Effectiveness of Multimedia Tutorials in Distance Education (Author: FNU Nasrullah)</p> <p><b>Paper 923</b> Title: A Study on Communication and Passion Capabilities with Course Activities App in i-HO Cloud (Authors: Ching-Jung Liao, Ching-Yieh Lee, Ming-Yi Cho)</p> <p><b>Paper 809</b> Title: Maximizing technology leadership strategies in early childhood settings (Author: Christina Han C. W.)</p> <p><b>Paper 881</b> Title: Is E-Learning a Menace for T-Learning – An Analytical Report (Authors: A. Senthil Karthick Kumar, A. M. J. Md. Zubair Rahman)</p>	<p>This workshop will help participants to gain an appreciation for the various aspects of measurement as it is a concept which needs much attention in today's classroom. Examples from the classrooms will be shown as well as participants will have an opportunity to interact in several provided situations.</p>

## Day 3: Wednesday, 18 June 2014

Room	CE 261	CE 318	CE 320	CE 323	CE 326
Time	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Session Title	Session 25: Cross-disciplinary Areas in Education	Session 26: Learning / Teaching Methodologies and Assessment	Session 27: ICT Education	Session 28: Global Issues in Education	Workshop Supporting Student Transitions in Higher Education
Chair	Edith O. Olorunsola	Barba Patton	Charles Rambo	Michael P. O'Connor	Rosemary Vogt
15:00 – 16:30	<p>Paper 688 [Virtual] Title: Factors Influencing Pupils' Smooth Transition to Primary Schools in Kenya: A Case of Kisii District, Kisii County, Kenya (Authors: Nyakwara Begi)</p> <p>Paper 127 Title: The Need for In-Service Training of Primary School Teachers for Effective Management in Nigeria (Author: Edith O. Olorunsola)</p> <p>Paper 885 Title: Teachers' real Practice of Self-learning resources for their Professional Development at Middle Schools in Saudi Arabia (Authors: Abdullah S. Albalawi, Z. Alshaheri, K. Almutairi)</p> <p>Paper 907 Title: The Use of "Rela-Sabar Model" in Scaffolding Reflective Practice: An Intervention in Supervisory Process (Author: Siti Julaeha)</p>	<p>Paper 687 Title: IF2E – Interrupt Fun to Educate (Authors: Ahmad Hammoud, Ahmad Shatila, Nisrine Adada)</p> <p>Paper 969 Title: Help!! That standardized test is going to kill my chances for higher education! (Author: Barba Patton)</p> <p>Paper 724 [Virtual] Title: Xitsonga teaching in the South Africa's Basic and Higher Education: A Case Study (Authors: Paul Nkuna)</p> <p>Paper 795 [Virtual] Title: Using 'MESH Guides' as Translational Research and Knowledge Mobilisation for Continuing Professional Development in Schools (Authors: Tanya Ovenden-Hope, Linda la Velle, Marilyn Leask)</p>	<p>Paper 817 Title: Connecting beyond the Classroom: the Pros of using Online Social Networking in Higher Education (Author: Andre Richardo Grant)</p> <p>Paper 934 Title: Female Learner Experiences in Accessing University Education in Kenya through Distance Mode: Addressing Constraints, Prospects and Policy Directions (Authors: Charles M. Rambo, Paul A. Odundo)</p> <p>Paper 224 Title: A curriculum model for the renewal of ICT curriculum in the 21st century at a South African Higher Education Institution (Authors: Anusha Govender, Nalindren K. Naicker)</p> <p>Paper 667 [Virtual] Title: Using Machine Translation tools in the teaching material design for the development of multilingual competence: a classroom research in the Greek Primary School (Authors: Eftychia Damaskou)</p>	<p>Paper 332 Title: Collaborative Success: Teaching Mathematics Using Collaborative Instruction in a Low-Income, Culturally Diverse Middle School (Authors: Michael P. O'Connor)</p> <p>Paper 870 [Virtual] Title: The Effectiveness of Using the Flipped Learning on Students' Achievement and their Attitudes towards University Courses (Authors: Azizah Saad ALRowais)</p> <p>Poster 563 Title: Children's shared understanding of media marketing (Author: Lyse Anne LeBlanc)</p> <p>Paper 939 Title: Addressing Student Learning Needs in the Age of the Internet (Author: Manny Estabrooks)</p>	<p>Colleges and universities lose large sums of money due to student attrition. The factors affecting attrition are strongest during the early stages of a student's experience and students who withdraw frequently do so by the end of the first term during their Freshman year. The literature identifies that four year colleges and universities graduate less than 20 percent of an entering class over a span of six years. While numerous factors attribute to student success and retention, student success in higher education is primarily the function of success in the classroom and the ability of the faculty to promote student success. Therefore, efforts to improve student success and retention are enhanced through an understanding of transition theory.</p>



### Post-conference Tour

Thursday, 19 June 2014	
10:00	Pick-up from the Cape Breton University Visit to the Alexander Graham Bell National Historic Site
13:00	Drop-off at the Cape Breton University
Have a great trip back home and see you next year in CICE-2015!	

Many thanks for your participation and we hope to see you next year...!

**Canada International Conference on Education (CICE-2015)**

**June 22-25, 2015**

**University of Toronto, Canada**

**[www.ciceducation.org](http://www.ciceducation.org)**

Have a great trip back home....!!!

