Twenty-fourth International Conference on
Learning

New Directions New Media for New Learning
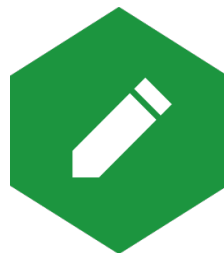
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COMMON GROUND

The Learner

Twenty-fourth International Conference on Learning

"New Media for New Learning"

19–21 July 2017 | University of Hawaii at Manoa | Honolulu, USA

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Dear Learning Conference Delegates,

Welcome to Honolulu and to the Twenty-fourth International Conference on Learning. The Learner Research Network—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 of 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 the 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 Research Network 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 Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of knowledge communities, innovative in their media and forward-thinking in their messages. Common Ground Research Networks takes some of the pivotal challenges of our time and builds research networks that 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 that 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 Research Network colleagues, Patricija Kirvaitis, McCall Macomber, Meg Welter, and Julia Lin, 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-fifth International Conference on Learning, 21–23 June 2018, at the University of Athens, Athens, Greece.

Yours sincerely,

Bill Cope
Director, Common Ground Research Networks
Professor, Education Policy, Organization, and Leadership
University of Illinois, Urbana-Champaign, USA

Our Mission

Common Ground Research Networks 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 research networks 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 research networks 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 research networks 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 research network). 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 series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The research network also maintains an online presence—through presentations on our YouTube channel, quarterly 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 Research Network

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

The Learner Research Network is brought together around a common concern for learning and an interest to explore new educational possibilities. The rearch network 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 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 Research Network enables members to publish through two media. First, research network 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 electronic formats. Publication proposal and manuscript submissions are welcome.

Community

The Learner Research Network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the research network YouTube channel. Quarterly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Members may also join the conversation 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

Theme 5: Learning in Higher Education

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

- 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

Theme 6: Adult, Community, and Professional Learning

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

Theme 7: Learner Diversity and Identities

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

- 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

Theme 8: Technologies in Learning

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

- 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 mediaDistance 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
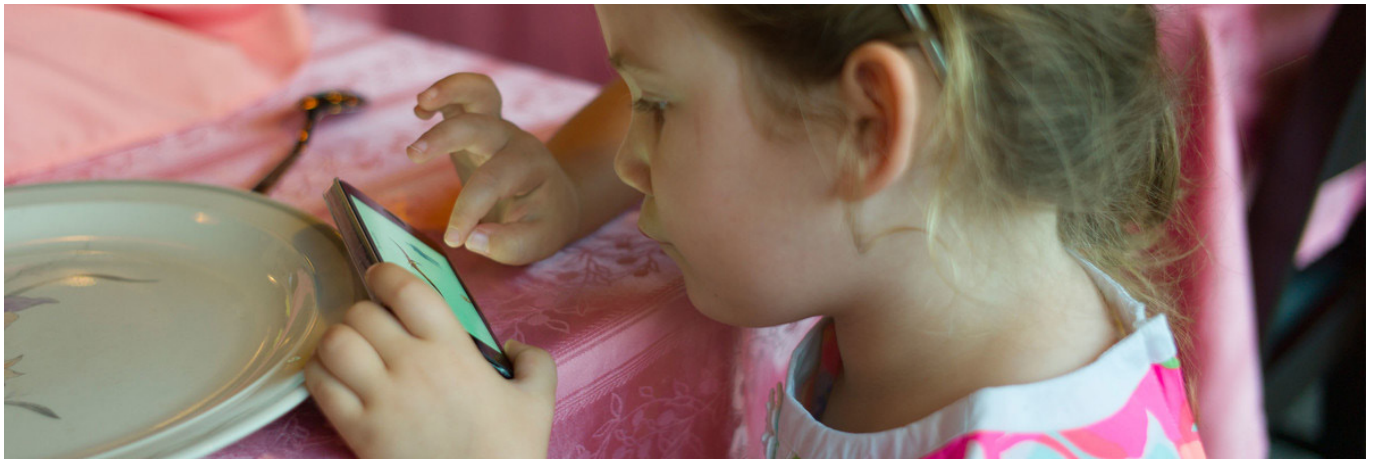
New Media for New Learning

Learning has always involved media. Textbooks, student workbooks, teacher talks, and, indeed, the traditional classroom are all media. The forms of pedagogy have always to some degree been creatures of media. What then is the role of new, digital media on pedagogy? To what extent do digital media reproduce or transform traditional pedagogies—for instance, the e-textbook, the teacher lecture in the "flipped classroom", traditional summative assessments? Or, in what ways might they support new relationships of learning, including collaborative learning, peer-to-peer learning, multimodal learning, and recursive formative assessment? As well as its usual broad range of themes, this year's conference will explore the affordances of digital media in online and blended learning environments. Our key question will be, how do media and pedagogy interact?

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 ur -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 network 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.

The Learner | Research Network Membership

About

The Learner Research Network 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 Research Network brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits

As a The Learner Research Network 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 a Reviewer.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the research network.
- Option to add a video presentation to the research network 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 research network 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 research network colleagues that will continue well into the future.

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 research network. As a member of the research network, you will also be invited to review others' work and contribute to the development of the network knowledge base as a Reviewer. As part of your active membership in the research network, 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 research network colleagues:

Email Newsletters: Published quarterly, these contain information on the conference and publishing, along with news of interest to the research network. Contribute news or links with a subject line 'Email Newsletter Suggestion' to support@thelearner.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 research network members at: http://www.facebook.com/TheLearnerResearchNetwork.

Twitter: Follow the research network @onthelearner and talk about the conference with #ICL17.

YouTube Channel: View online presentations or contribute your own at http://cgnetworks.org/support/uploading-your-presentation-to-youtube.

The Learner | **Advisory Board**

The principal role of the Advisory Board is to drive the overall intellectual direction of The Learner Research Network and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference 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 the following world-class scholars and practitioners.

- **Ambigapathy Pandian**, Universiti Sains Malaysia, Penang, Malaysia
- **Bill Cope**, University of Illinois, Urbana-Champaign, USA
- **Brian Street**, King's College, London, UK
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- **Colin Lankshear**, James Cook University, Townsville, Australia
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- **Francisco Fernandez Palomares**, University of Granada, Granada, Spain
- **Gella Varnava-Skoura**, National and Kapodistrian University of Athens, Athens, Greece
- **Gunther Kress**, Institute of Education, University of London, London, UK
- **James Paul Gee**, Arizona State University, Phoenix, USA
- **José-Luis Ortega**, University of Granada, Granada, Spain
- **Juana M. Sancho Gil**, University of Barcelona, Barcelona, Spain
- **Kimberly Lawless**, University of Illinois, Chicago, USA
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- **Nicola Yelland**, Victoria University, Melbourne, Australia
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- **Pierpaolo Limone**, University of Foggia, Foggia, Italy
- **Roz Ivanic**, Lancaster University, Lancaster, UK
- **Ruth Finnegan**, Open University, Milton Keynes, UK
- **Sarah Michaels**, Clark University, Worcester, USA
- **Yingjie Wang**, Beijing Normal University, Beijing, China

▍Scholar

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.
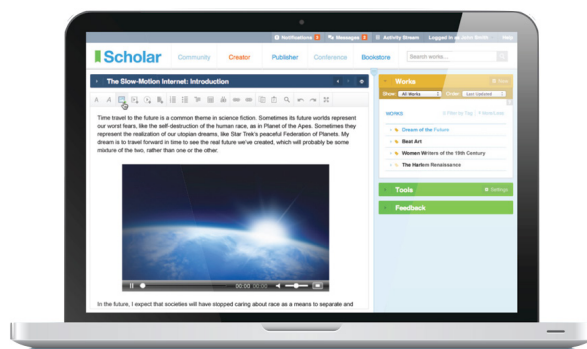
Utilize Your Free Scholar Membership Today through

- Building your *academic profile* and list of published works.
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- Establishing a new Research Network *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.

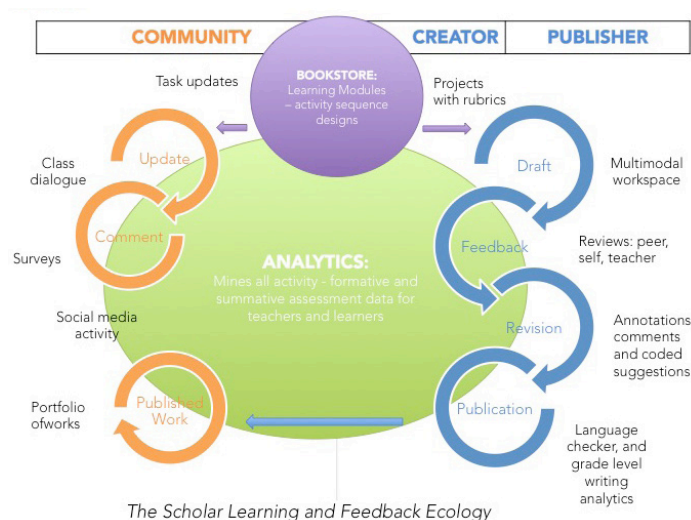# A Digital Learning Platform

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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 Research Network 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 Research Network members as part of their membership. Please email us at *support@cgscholar.com* if you would like the complimentary educator account that comes with participation in a Common Ground conference.

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- Publish student works to each student's personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
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The Scholar Learning and Feedback Ecology

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

Committed to creating an intellectual frame of reference and support for an interdisciplinary conversation that builds on the past traditions of the humanities whilst setting a renewed agenda for their future

The Learner Journal Collection

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

Reviewers

Articles published in The Learner Journal Collection are peer reviewed by scholars who are active members of The Learner Research network. 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 research network, 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 Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to The Learner Journal Collection's Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the 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:
41% (2016)

Network Website:
thelearner.com

Bookstore:
ijl.cgpublisher.com

The International Journal of Learning: Annual Review

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

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

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

The International Journal of Early Childhood Learning

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.
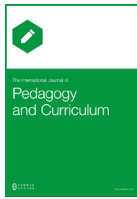
The International Journal of Pedagogy and Curriculum

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.

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.

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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@cgnetworks.org.

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 collection and the annual The Learner Conference. The committee selects the winning article from the highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winners, Volume 23

Anne Cloonan, Deakin University, Burwood, Australia

Kirsten Hutchison, Deakin University, Burwood, Australia

Louise Paatsch, Deakin University, Burwood, Australia

For the Article

"Renewing Assessment Practices: Literacy Teaching and Learning in Digital Environments," *The International Journal of Assessment and Evaluation,* Volume 23, Issue 4

Abstract

Interpretations of "literacy" and approaches to literacy pedagogy and assessment are under renewal as meaning-making and learning are increasingly situated in digitized environments. While the implications of these shifts are in part technological, they are also relational, as students are increasingly positioned as interactive with participatory roles in self-knowledge and increased responsibility for their learning. However, while shifts are occurring in understandings of literacy and approaches to literacy pedagogy, the same cannot be said for the way in which assessments of digital literacies are undertaken. There is a lack of valid, reliable, and practical assessments of new literacies to inform and help students to become better prepared for study, work, and citizenship in digital environments. This article maps five characteristics of effective formative assessment in print-based classrooms with seven affordances in digital learning and assessment to suggest an analytical framework for examining teacher and student assessment in digital environments. Drawing on data from a research project in which a team of teachers introduced a one-to-one computing program and worked to renew their literacy assessment practices, this article discusses how each of the seven affordances are enacted in the assessment practices in a years five and six primary school classroom. The findings from this research project show that educational technologies have the potential to enable new approaches to teaching, learning, and assessment that better align with the needs of twenty-first century literacy learners. The findings also support approaches to formative assessment that value print and multimodality and engage students in more flexible and differentiated ways. They can enable teachers and students to be re-positioned as designers, knowledge producers, and collaborative learners. The seven affordances provide a framework that holds rich possibilities for teacher learning and planning as prompts to support reflection on formative assessment practices, critique habitual practices, and consider new opportunities.

The Learner | **Subscriptions and Access**

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 https://cgscholar.com/bookstore and select the "Sign in" option. An account in CG Scholar has already been made on your behalf; the username/email and password are identical to your CG Publisher account. After logging into your account, you should have free access to download electronic articles in the bookstore. If you need assistance, select the "help" button in the top-right corner, or contact support@cgscholar.com.

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/hybrid-open-access
- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to The Learner Journal Collection: http://cgnetworks.org/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@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.

Call for Book Reviewers

Common Ground Research Networks 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@cgnetworks.org 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
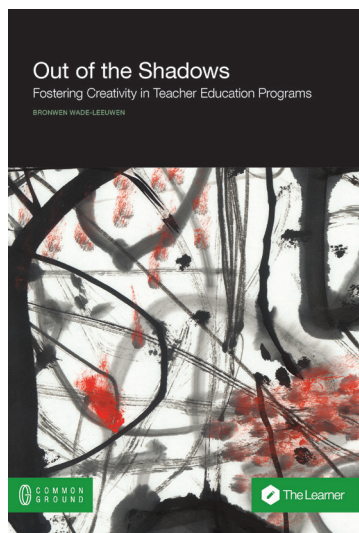
Out of the Shadows: Fostering Creativity in Teacher Education Programs is a culmination of five years of research into the role teachers have played in nurturing the world's greatest artistic minds. The study focuses on the evolution of creativity in teaching practices and finds that many methods are 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.

Enabling Reflective Thinking: Reflective Practices in Learning and Teaching

Kathryn Coleman and Dr Adele Flood (eds.)

This book provides a comprehensive look at all levels of teaching and learning, especially for those interested in discovering how to provide activities that will enhance reflective practices in teaching and enable students' learning. This collection investigates PhD supervision, an intervention program in writing practices, developing mindfulness in diverse student cohorts, and the application of online practices.

The value of this collection is not only the specific content of each study but also the willingness of all contributors to share their outstanding practice in ways that others may replicate within their own future teaching experiences. The mandala designed for the cover of this collection is by Australian artist Belinda Allen, who depicts this cyclic metacognitive action as a metaphor for reflection practice and critical reflection. The authors hope this collection provides the reader with the motivation to develop self-efficacy not only within their students, but also within themselves and their learning communities.

The editors, Kathryn Coleman and Adele Flood, have gathered writers from across disciplines who employ reflective practice strategies in their teaching. Academics and teachers provide readers not only with a variety of approaches but they also interweave theory with examples of learning opportunities, as well as personal and/or collaborative activities that can be adapted to any learning space.

Editor Bios:

Kathryn Coleman is an a/r/tographer from Melbourne, Australia. She has twenty years of experience teaching secondary and higher education art and design and is currently an art education lecturer at Melbourne Graduate School of Education, University of Melbourne. Kate's research focuses on increasing the integration of digital technologies into the art world and educational settings through digital badges, portfolios, and digital identity formation. Kate is Vice President of Art Education in Victoria, Australia and is an active member of the Board of Directors for the Association for Authentic, Experiential, and Evidence-based Learning (AAEEBL).

Dr. Adele Flood has taught all levels of education, with a particular interest in visual arts education. She is currently an arts educator at the Royal Melbourne Institute of Technology, RMIT. In the tertiary sector she has worked in teacher education and academic development. Adele has expertise in curriculum development, assessment strategies, and the alignment of graduate attributes with assessment and practice. She is the former president of the Australian Institute of Art Education, was on the research board of The International Society of Education through Art, and was the executive of Art Education Australia. She has written extensively on creativity, and her most recent research is concerned with ideas of identity.

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978-1-61229-868-9 (pbk)

385 Pages

Network Website:
thelearner.com

Bookstore:
thelearner.
cgpublisher.com

Becoming Culturally Responsive Teachers: A Journey Described by Preservice and Classroom Teachers

Laura A. Mitchell
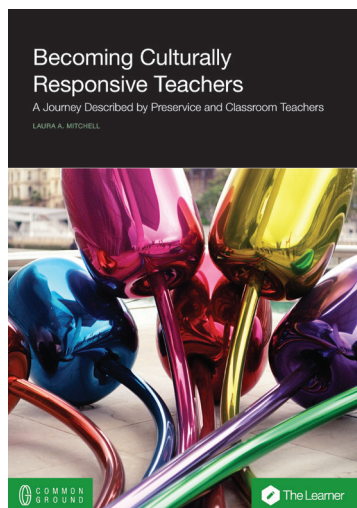
Teaching and learning are transformative processes for teachers and students. By creating tension between learning's known and unknown, the culturally-responsive teacher learns how to meet the needs of all students, including the English language learner, through language, culture, and perspectives. Teachers find that the learning process is much like the process of a caterpillar becoming a butterfly. Culturally responsive teachers treasure watching their students transform into bilingual/bicultural students who know two or more languages and can understand different perspectives of learning.

This book describes the journeys of preservice and ELL classroom teachers and how they have become culturally responsive teachers. By following these teachers, readers can become better teachers by responding to the social, emotional, and academic needs of their students. By reflecting on and identifying one's cultural identity, making connections and developing empathy for others, and utilizing teaching strategies and skills, readers will understand how to implement culturally responsive teaching strategies in the urban classroom. They can create an awareness of their cultural perspectives and beliefs through reflective practices and successfully develop tools and strategies to teach culturally diverse students in the classroom. In this two-part process, readers can explore their own beliefs about culture, identity, and language. Hopefully, they will experience the transformative learning process of becoming culturally responsive teachers that are so desperately needed in today's classrooms.

Author Bio:

Laura A. Mitchell is an associate professor at the University of Houston-Downtown. She teaches bilingual education, literacy, and culture in the Department of Urban Education. She completed her Doctorate of Education at Fielding Graduate University in 2009. Laura's passion for teaching and learning led her to the University of Houston-Downtown. With her experience working in urban schools as a bilingual education teacher, campus coordinator, and an assistant principal for twenty-six years, she combines her passions for teaching multilingual students, leading teachers to discover their teaching passions, researching, and scholarly writing.

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

Jeri Kroll, Andrew Melrose, and Jen Webb (eds.)
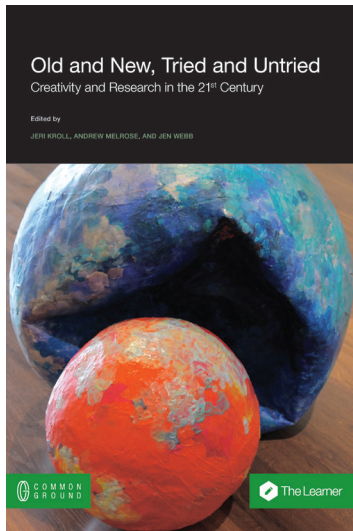
Throughout the twentieth century, the world of higher education appeared to be stable and familiar. Universities delivered education and research under well-established discipline headings, and art schools delivered craft and field knowledge. Toward the end of that century, the relationship between the 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.

"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."
—Gloria Ladson-Billings, School of Education, University of Wisconsin - Madison; author of B*eyond 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.

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Bookstore:
thelearner.cgpublisher.com

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.*

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.

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 Research Networks, 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.

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. With Bill Cope, she is co-author or editor of a number of books.

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Continuity, Complexity, and Change: Teacher Education in Mauritius

Michael Samuel and Hyleen Mariaye (eds.)

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
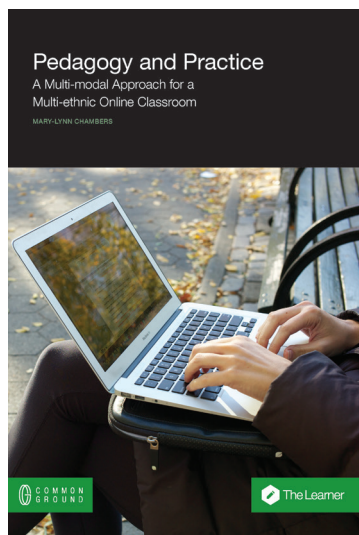
Within the covers of this book you will discover the challenges faced by minority students who have elected to take an online college class. The data indicates that students whose first language is not standard English experience a rhetorical challenge in an online learning setting that has been designed 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.

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.

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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 curriculum design and instruction concepts and procedures for graduate TESOL programs in the Hufstedler 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.

The Learner 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
- 2016 – University of British Columbia, Vancouver, Canada

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 Research Networks 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 Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Contact us at support@thelearner.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 research network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on The Learner offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 30 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 Themes and concerns of this research network. 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 research network 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 research network.

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 Sessions.

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, 19 July

8:00–9:00	Conference Registration Desk Open
9:00–9:35	Conference Opening
9:35–10:10	Plenary Session—Arianna Eichelberger Instructional Designer, Associate Specialist, University of Hawaii at Manoa, Honolulu, USA *"Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students"*
10:10–10:40	Garden Conversation & Coffee Break
10:40–10:50	Transition Break
10:50–11:40	Talking Circles
11:40–12:40	Lunch
12:40–13:55	Parallel Sessions
13:55–14:10	Coffee Break
14:10–15:50	Parallel Sessions
15:50–16:05	Transition Break
16:05–17:20	Parallel Sessions
17:30–19:30	Welcome Reception and Book Launch for *Out of the Shadows: Fostering Creativity in Teacher Education Programs*

Thursday, 20, July

8:00–8:30	Conference Registration Desk Open
8:30–8:45	Daily Update
8:45–9:00	Publishing Your Article or Book with Common Ground
9:00–9:35	Plenary Session—Bill Cope Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA *"Five Theses on the Future of Learning"*
9:35–10:10	Plenary Session in Spanish/English Garden Conversation
10:10–11:25	Parallel Sessions
11:25–11:40	Coffee Break
11:40–12:55	Parallel Sessions
12:55–13:55	Lunch
13:55–14:40	Parallel Sessions
14:40–14:55	Coffee Break
14:55–16:35	Parallel Sessions
16:35	End of Day
17:00	Waikiki Starlight Luau - Doors Open

Friday, 21 July

8:30–9:00	Conference Registration Desk Open
9:00–9:30	Plenary Session—Dan Hoffman, Senior Education Analyst, Education Data Systems Department, Kamehameha Schools, Honolulu, USA *"Developing Critical Perspectives on Learning and Technology"*
9:30–10:00	Chinese Plenary in English
10:00–10:15	Transition Break
10:15–11:55	Parallel Sessions
11:55–12:55	Lunch
12:55–14:35	Parallel Sessions
14:35–15:35	Coffee Break
15:35–17:15	Parallel Sessions
17:15–17:45	Closing Session and Awards Ceremony

Featured Session

STEAM at the Centre of Teacher Education: Fostering a "Spirit of Play"

Friday 21 July | 12:55–14:34 | Room 6

Dr. Bronwen Wade Leeuwen, Department of Education Studies Faculty of Human Sciences, Macquarie University, Sydney, Australia

Overview: Drawing on innovative inquiry research-informed teacher education programs, the author argues that there are five essential tasks needed to foster creativity: reflective experiential learning, self-expression, technical skills, inventiveness and innovation.

Special Events

Pre-Conference Registration at the DoubleTree

Due to the size of this great conference, we are pleased to announce that there will be a pre-conference registration on Tuesday, 18 July from 18:00-20:00 (6:00 p.m. - 8:00 p.m.) at the DoubleTree by Hilton Hotel Alana - Waikiki Beach lobby. 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.

Pre-Conference Tour: Diamond Head Walking Tour

Who was Diamond Head Charlie? Why did Kamehameha's warriors attack Oahu? Where were the ancient heiaus human sacrificial altars and burial caves? How did the crater receive its famous name? Enjoy an educational and fun guided hike to the 763 foot summit of the most famous crater on Earth. Incredible 360 degree views of Waikiki and the turquoise blue Pacific Ocean await you.

This exciting tour of the world famous Diamond Head Crater begins with a short introductory talk by a trained nature guide. You will learn about the fascinating volcanic creation, Hawaiian history, European discovery, early cattle ranching, and modern day military use of the "Gibraltar of the Pacific" while being escorted on a 45 minute walk that ascends to the 763' summit. Along the way the group will stop at several points to rest and photograph the crater. Walking up stairways, going into a dark 200 foot tunnel, and climbing a spiral staircase imparts a sense of adventure. From the summit you'll be thrilled by the incredible 360 degrees panoramic views of Waikiki Beach, the emerald green mountains, and the sparkling aquamarine water of the Pacific ocean below.

The excursion lasts approximately 3 hours and is a truly memorable experience.

Conference Reception

Common Ground Research Networks and the Learner Conference will be hosting a welcome reception at the conference venue, the University of Hawaii at Manoa, in the third floor ballroom of the Student Center, just after the last session of the first day. All delegates are welcome to attend and enjoy complimentary light refreshments. This is an excellent opportunity to connect with and get to know your fellow international delegates.

Conference Dinner - Waikiki Starlight Luau

The Starlight Luau is a unique feast of music, color, food, and dance at the Hilton Hawaiian Village Waikiki Beach Resort. The Luau features extravagant Lei greetings, Hula kahiko performers, acrobatic fire dancers, and authentic Hawaiian dining in a memorable setting beneath the starlit, mid-Pacific skies. Book your spot to enjoy an experience you'll never forget!

Bill Cope, Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA

Five Theses on the Future of Learning

Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign. He and Mary Kalantzis are also directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment.

Dan Hoffman, Senior Education Analyst, Education Data Systems Department, Kamehameha Schools, Honolulu, USA

Developing Critical Perspectives on Learning and Technology

Dan Hoffman is an Senior Education Analyst in the Education Data Systems department at Kamehameha Schools. His research focuses on the design of interactive experiences and their impact on learning and engagement. This work is interdisciplinary in nature and takes place at the intersection of cognitive science, education, and technology. Seeing great potential in emerging human-computer interaction techniques, Dan tries to explore what it means to engage with to-be-learned content, studying interactivity and its ability to act as conceptual and procedural scaffolds. In 2013, Dan earned his doctorate in Instructional Technology and Media from Teachers College Columbia University. His interdisciplinary background includes K-12 and graduate teaching, completing the New York City Teaching Fellows program, and designing software for the Intel Corporation and the Games for Learning Institute.

Arianna Eichelberger, Instructional Designer, Associate Specialist, University of Hawaii at Manoa, Honolulu, USA

"Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students"

Ariana Eichelberger is a faculty member in the Learning Design and Technology Department at the College of Education, University of Hawaii at Manoa. She also serves as the College's instructional designer managing a team that assists faculty with technology integration. She additionally works with the College's Distance Course Design and Consulting group designing online courses for units throughout the University of Hawaii's 10-campus system. Ariana's background is in faculty development, instructional design and online teaching in higher education. Areas of expertise are instructional design, online teaching, mentoring, and personnel training and management.

Annabella Fung

Monash University Melbourne, Victoria, Australia

Karen Peel

The University of Southern Queensland, Toowoomba, Queensland, Australia

Tina Montreuil

McGill University, Montreal, Québec, Canada

Felicia Wider

Edward Water College, Jacksonville, Florida, USAre

Gladys Clay

Carson-Newman College, Jefferson City, Tennessee, USA

Sarah Rapp

University of California, Santa Cruz, USA

Minyoung Lee

University of Central Florida, Orlando, USA

Sunday Olawale Olaniran

University of Zululand, Kwazulu Natal, South Africa

Milka Derisma

University of Central Florida, Orlando, USA

Katie McGuire

Sam Houston State University, Huntsville, USA

Hannah Custis

California Institute of Integral Studies, San Francisco, USA

Liz Stewart

Deakin University, Geelong, Australia

Darrell Lewis

Capella University, Jacksonville, USA

WEDNESDAY, 19 JULY

WEDNESDAY, 19 JULY	
8:00-9:00	**REGISTRATION DESK OPEN**
9:00-9:35	**CONFERENCE OPENING**
9:35-10:10	**PLENARY SESSION - ARIANNA EICHELBERGER INSTRUCTIONAL DESIGNER, ASSOCIATE SPECIALIST, UNIVERSITY OF HAWAII AT MANOA, HONOLULU, USA**
	"Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students."
10:10-10:40	**GARDEN CONVERSATION & COFFEE BREAK**
10:40-10:50	**TRANSITION BREAK**
10:50-11:40	**TALKING CIRCLES**
	Room 1: Pedagogy and Curriculum & Assessment and Evaluation Room 2: Educational Organization and Leadership Room 3: Early Childhood Learning Room 4: Learning in Higher Education & Adult, Community, and Professional Learning Room 5: Learner Diversity and Identities Room 6: Technologies in Learning and Science, Mathematics and Technology Learning Room 7: Literacies Learning Room 8: 2017 Special Focus - "New Media for New Learning" Plenary Room: "Aprendizaje en la educación superior", "Nuevos métodos y medios en la educación", "Organización, evaluación y medición de la educación".
11:40-12:40	**LUNCH**
12:40-13:55	**PARALLEL SESSIONS**

Room 1	**Social Work Pedagogies**
	Social Work Field Education: The Signature Pedagogy Prof. Sara Collie, *School of Social Work, University of Arkansas, Fayetteville, USA* Prof. Ananda Rosa, *School of Social Work, University of Arkansas, Fayetteville, USA* *Overview:* Social Work Field education is the primary way in which university social work students are socialized to the profession. We will focus on learner diversity at internships, curriculum, and supervision. *Theme: Learning in Higher Education*
	Social Work Education: Integrating Wellness and Self-care in the Curriculum and Workplace Dr. Julie Drolet, *Faculty of Social Work, University of Calgary, Edmonton, Canada* *Overview:* This paper will discuss the importance of wellness and self-care for post-secondary students and social work and human service practitioners. *Theme: Learning in Higher Education*
Room 2	**The Engaged Classroom**
	Self-Regulated Learning: Why Aim for Behavioural Compliance When We Can Inspire Learning? Karen Peel, *Faculty of Business, Education, Law and Arts (BELA) School of Teacher Education and Early Childhood, University of Southern Queensland, Toowoomba, Australia* *Overview:* A proactive pedagogical approach to classroom behaviour management invites educators to share the responsibility for the learning with their students to enable them to develop as self-regulated and lifelong learners. *Theme: Pedagogy and Curriculum*
	Gamification of e-Learning to Improve Student Engagement Dr. Nalaka Edirisinghe, *Diploma in Information Technology, Temasek Polytechnic, Singapore, Singapore* *Overview:* While e-learning is widely prevalent, the efficacy of its level of engagement varies. This paper discusses the development of a gamification platform for e-learning content to improve student engagement. *Theme: 2017 Special Theme: New Media for New Learning*
	Cultivating a Willingness to Communicate: Practical Applications for the Japanese Junior High School English Language Classroom Benjamin Rentler, *JET Programme, Toyooka, Japan* *Overview:* Through quantitative survey research, this project identified Japanese JHS student attitudes towards in-class English teaching activities and its effect on their self-reported willingness to communicate in English in the classroom. *Theme: Pedagogy and Curriculum*
Room 3	**Communities of Practice**
	Building Preservice Teacher Capacity Using Self-Study Inquiry as Authentic Assessment Deborah North, *School of Teacher Education and Early Childhood, University of Southern Queenland, Toowoomba, Australia* Dr. Karen Trimmer, *School of Linguistics, Adult and Specialist Education, University of Southern Queensland, Toowoomba, Australia* Dr. Jennifer Donovan, *School of Teacher Education and Early Childhood, University of Southern Queensland, Toowoomba, Australia* *Overview:* The findings of the study suggest that the self-study inquiry is a powerful pedagogical tool in initial teacher education for shifting surface learning to deep learning. *Theme: Learning in Higher Education*
	Teacher Professional Development as a Tool for Improving Pedagogy and Creating Communities of Practice among Teachers: The Case of SMASE Program of Kenya Dr. Grace Orado, *Research and Development, CEMASTEA, Nairobi, Kenya* Joseph Kennedy Karanja Thuo, *Biology Education, CEMASTEA, Nairobi, Kenya* Jacob Odhiambo, *Physics Department, CEMASTEA, Nairobi, Kenya* *Overview:* SMASE-trained teachers have enhanced their pedagogical skills and are able to collaborate and learn from one another in their schools as well as teachers from other schools. *Theme: Pedagogy and Curriculum*

12:40-13:55	PARALLEL SESSIONS
Room 4	**Defining New Literacies**

Trickster Literacies: Incorporating Myth and Storytelling into the Academic Writing Process
Hannah Custis, *East-West Psychology, California Institute of Integral Studies, San Francisco, USA*
Overview: I describe an approach to academic writing using myth and storytelling and how it has been used with adult learners in workshops, tutoring, and class presentations at a graduate institution.
Theme: Literacies Learning

Rethinking Language and Literacy Teaching in Universities: a Multi-literacies Model
Dr. Andrew Miller, *Student Learning Centre, Flinders University, Adelaide, Australia*
Kate Berniz, *Student Learning Centre, Adelaide, Australia*
Overview: Students today need access to a critically engaged multi-literacies approach to succeed in the contemporary university. This paper proposes a "multi-literacies" framework to revitalise language and literacy teaching and learning.
Theme: Literacies Learning

Room 5	**Leadership in Teacher Training**

The Leadership in Institutions of Teacher Training in Angola
Dr. Antonio Bernal Guerrero, *Department of Theory and History of Education and Social Pedagogy, University of Seville, Sevilla, Spain*
Justino Cangue, *Estudante de doctorado, Teacher Training School "Cdte. Liberdade" - Huila., Lubango, Angola*
Overview: With an eminently qualitative research design, we have investigated the different types of leadership that exist in the directors of the teacher training centres of Angola.
Theme: Educational Organization and Leadership

From Being to Becoming: Theory U and Its Effect on Leadership Styles
Dr. Erico M. Habijan, *Curriculum and Planning, Department of Education, Philippines*
Mary Jane Morete Gonzales, *Department of Education, Itlugan National High School, Philippines*
Overview: This study is about the metamorphic growth of the school heads from being to becoming.
Theme: Educational Organization and Leadership

Room 10	**Session in Spanish: Las tecnologías en el aprendizaje**
13:55-14:10	COFFEE BREAK
14:10-15:50	PARALLEL SESSIONS
Room 1	**Comprehensive STEM**

A Look at STEM Learning in Early Years
Dipanwita Ray, *College of Education, University of South Carolina, Columbia, USA*
Overview: New research shows that children who are introduced to STEM content in their early years can develop into successful learners.
Theme: Early Childhood Learning

S.T.E.M. Integration in Middle School Programs
Dr. Ray Wu-Rorrer, *Falls Church City Public Schools, The George Washington University, Falls Church, USA*
Overview: The purpose of this qualitative method study with a Delphi research design sought to determine how STEM programs can be effectively integrated into middle school career and technical education programs.
Theme: Science, Mathematics and Technology Learning

Learning from Online Lectures in STEM: Comparing Conventional and Transparent Whiteboards
Dr. Andrew Stull, *Department of Psychological & Brain Sciences, University of California, Santa Barbara, Santa Barbara, USA*
Dr. Logan Fiorella, *Department of Educational Psychology, University of Georgia, Athens, USA*
Dr. Richard E. Mayer, *Department of Psychological & Brain Sciences, University of California, Santa Barbara, Santa Barbara, USA*
Overview: This research assessed the potential of transparent whiteboard technology as a method of promoting learning and investigated how best to design videos that foster student learning in STEM.
Theme: Technologies in Learning

Room 2	**Wellbeing and Early Childhood Education**

Integrating Wellbeing and Sustainability Knowledge in Early Childhood Curricula
Prof. Helen Skouteris, *School of Psychology, Deakin University, Burwood, Australia*
Overview: The results of a randomised trial designed to build wellbeing and sustainability knowledge in preschool children through early childhood curricula will be discussed.
Theme: Early Childhood Learning

Emotion Regulation Mediating Learning in Elementary School-Aged Children
Dr. Tina Montreuil, *Educational and Counselling Psychology Psychiatry, McGill University, Montreal, Canada*
Overview: The proposed paper will discuss the benefits of an emotion-regulation based intervention in improving learning in schooled-aged children. This intervention may have implications on learning in children with learning disabilities.
Theme: Early Childhood Learning

A Reformulated Model of Barriers to Parental Involvement in Education
Weihua Fan, *University of Houston, USA*
Nan Li, *University of Houston, Houston, USA*
Overview: The objective of the current study seeks to provide a few adaptations to reformulate the explanatory model of barriers to parental involvement in education proposed by Hornby and Lafaele (2011).
Theme: Early Childhood Learning

14:10-15:50	PARALLEL SESSIONS
Room 3	**Career Paths**

Accredited Non-Formal Curricula in Taiwan: Adult Education Approaches
Te-Yung Chang, *Department of Adult and Continuing Education, National Taiwan Normal University, Taipei, Taiwan*
Hsiao-Ching Li, *Adult and Continuing Education, National Taiwan Normal University, New Taipei, Taiwan*
Overview: This study focuses on exploring the concepts and contents of accredited non-formal curriculum and their accreditation mechanism in Taiwan.
Theme: Adult, Community, and Professional Learning

A Career Path Crossover of General Education College Faculty to Senior High School Teaching
Assoc. Prof. Ariel Tuazon, *Polytechnic University of the Philippines, Calamba City, Philippines*
Overview: The study deals with assessment of the willingness and competency of general-education college faculty to teach temporarily in high school while basic education is transitioning from ten-year to 12-year cycle.
Theme: Educational Organization and Leadership

Role Multiplicity, Funding, and Efficacy of School Resource Officers in Pennsylvania Public Schools: A Longitudinal Study
Dr. Kelly McBride, *Department of Communication and the Arts, York College of Pennsylvania, York, USA*
Overview: Violence in schools has raised apprehension for the school community, heightening security measures. Public schools in Pennsylvania were examined relative to SROs as a method of reducing threats and violence.
Theme: Educational Organization and Leadership

Room 4	**Session in Spanish: Adiciones tardías**
Room 5	**Challenges to Professional Education**

Student Failure in Business Statistics
Dr. Thang Nguyen, *Department of Information Systems College of Business Administration, California State University Long Beach, Long Beach, USA*
Overview: The paper discusses the challenge of teaching business statistics in undergraduate and graduate programs for student success.
Theme: Learning in Higher Education

A Pro Bono Teaching Clinic for Preparing Law Students: Legal Practice and Promoting Community Service
Dr. Francina Cantatore, *Faculty of Law, Bond University, Gold Coast, Australia*
Overview: My paper focuses on the benefits of experiential learning in a pro bono teaching clinic and looks at how such a clinic operates in practice.
Theme: Learning in Higher Education

Fostering Pre-service Teachers' Competence in Dealing with Evidence
Sandra Wenglein, *School of Education Chair of Empirical Educational Research, Technical University of Munich, Munich, Germany*
Susanne Heininger, *School of Education Empirical Educational Research, Technical University of Munich, Munich, Germany*
Overview: We developed a training program to foster pre-service teachers' competence in dealing with evidence. This training had a positive effect on all competences, which we could identify to be important.
Theme: Learning in Higher Education

The Connected Teacher in a Disconnected World: Evaluation of Blog, Facebook, and Email Posts
Dr. Nancy A. Chicola, *Department of Elementary Education and Reading, School of Education, State University of New York, College at Buffalo, Buffalo, USA*
Overview: This is an evaluation of teacher candidates' intercultural competencies through content analysis of blog, Facebook, and email posts connected to short-term teaching abroad experiences.
Theme: Learning in Higher Education

Room 6	**Diversity in the Teacher Student Dynamic**

Learning to Engage Real People in All Their Diversity: Dialogue among Preservice Teachers
Dr. Amy Damrow, *Cultural Foundations/Education College of Education, Health, and Human Services, Kent State University at Stark, North Canton, USA*
Dr. Jacquelyn Sweeney, *Tempe, USA*
Overview: People develop stereotypical ideas about "Others" when they lack one-on-one relationships with people different from themselves. This paper examines ten pre-service teachers in dialogue about and across difference.
Theme: Learner Diversity and Identities

Cultural Diversity and Teacher-Child Interactions
Antje von Suchodoletz, *Department of Psychology, New York University Abu Dhabi, Abu Dhabi, United Arab Emirates*
Dr. Lydia Barza, *Abu Dhabi, United Arab Emirates*
Ross Larsen, *USA*
Overview: The study examined how classroom cultural diversity was associated with the quality of teacher-child interactions and whether the quality of teacher-child interactions related to children's behavioral and physiological outcomes.
Theme: Learner Diversity and Identities

The Influence of Special Education Professional Development on Teachers' Perceptions of Inclusion
Dr. Stuart Woodcock, *Faculty of Human Sciences, Macquarie University, Sydney, Australia*
Overview: This paper explores the nature and extent to which special education professional development in schools influences teachers' perceptions of inclusion. Findings show that it can have a detrimental impact.
Theme: Learner Diversity and Identities

Bridging Sociocultural Incongruence in the Diverse Classroom
Dr. Melissa Hardie, *Department of English, The University of Sydney, Sydney, Australia*
Dr. Kieryn McKay, *Department of English, The University of Sydney, Sydney, Australia*
Overview: This paper proposes a framework for thinking about how disciplinary expertise might be harnessed to bridge rather than enforce the "sociocultural incongruence" of the diverse classroom.
Theme: Learner Diversity and Identities

Room 7	**Late Additions**

Qualities of an Effective Science Teacher in Philippine Public Elementary Schools
Dr. Alicia Llamas, *College of Education, University of Perpetual Help System DALTA, Calamba City, Philippines*
Overview: The study determined manifestation of qualities of effective science teacher under the Framework for Philippine Science Teacher Education in public elementary schools and its predictive validity on pupils' academic performance.
Theme: Science, Mathematics and Technology Learning

The Relationship between Housing and Children's Literacy Achievement
Prof. Jace Pillay, *Faculty of Education Department of Educational Psychology, University of Johannesburg, Johannesburg, South Africa*
Overview: I discuss poor housing conditions and the impact on literacy achievement.
Theme: Literacies Learning

Room 10	**Session in Spanish: Aprendizaje en la educación superior**
15:50-16:05	TRANSITION BREAK

16:05-17:45	**PARALLEL SESSIONS**
Room 1	**Gender Participation in Science**

Promoting Gender Equality and Female Undergraduates' Participation in Sciences
Dr. Inyang Maurice Asuquo, *Department of Science Education, University of Calabar, Calabar, Nigeria*
Overview: The paper discusses issues in promoting gender equality to enhance female undergraduates' participation in sciences in Nigeria. Socio-cultural biases are identified as key factors to science gender gap.
Theme: Science, Mathematics and Technology Learning

Room 2	**Bilingual Learning**

Native Language Jigsaw Learning in English-Only Classrooms: Promoting Multicultural Wellness
Jessie Ramirez, *Department of Undergraduate Psychology, Alliant International University, San Diego, USA*
Dr. Daniel M. Blumberg, *Department of Undergraduate Psychology, Alliant International University, San Diego, USA*
Overview: This paper introduces an innovative use of the jigsaw method to improve learning outcomes of non-native English speaking students in English-only classrooms.
Theme: Pedagogy and Curriculum

Benefits of Dual Language Immersion on the Academic Achievement of English Language Learners
Dr. Frank C. Nascimento, *School Psychology Professional Diploma Program Psychology Department, New Jersey City University, Jersey City, USA*
Overview: Results of research investigating the efficacy of a Dual Language immersion bilingual program on early literacy are discussed.
Theme: Literacies Learning

Subjectivity and English Teaching
Pilar Esther Mendez, *Universidad Distrital, Bogota, Colombia*
Overview: The focus of this work brings to the surface the ways English teachers think of themselves as subjects of a practice, showing some concerns and tensions regarding linguistic policies.
Theme: Learner Diversity and Identities

Room 3	**Diversity Impacts on Achievement**

Learning Cultural Competency through Science Fiction Film and Literature
Dr. Gregory Hampton, *Howard University, Washington, USA*
Overview: This paper considers how film and literature can be employed to enlighten audiences about cultural competency.
Theme: Learner Diversity and Identities

General Self-Efficacy, Language and Customs
Maura A. E. Pilotti, *Department of Humanities and Social Sciences, PMU, Al Khobar, Saudi Arabia*
Khadija El Alaoui, *Department of Humanities and Social Sciences, PMU, Al Khobar, Saudi Arabia*
Aamir Aamir, *Department of Humanities and Social Sciences, PMU, Al Khobar, Saudi Arabia*
Ebtesam Ahmad Tallouzi, *Department of Humanities and Social Sciences, PMU, Al Khobar, Saudi Arabia*
Overview: The present study assesses whether the language in which a general-self-efficacy scale is presented yields different responses in Arabic-English bilingual female students.
Theme: Learner Diversity and Identities

Room 4	**The Roles of Creativity**

Are you a Creative Teacher?
Dr. Tony Cripps, *Department of British and American Studies, Nanzan University, Nagoya, Japan*
Overview: A group of Japanese senior high school English teachers (n=22) were asked to consider how creative they are in their classes. The paper explicates the teachers' struggle to be creative.
Theme: Pedagogy and Curriculum

Organizational Change: Developing Student Creativity in the Classroom
Dr. Barbara Roquemore, *Department of Professional Learning and Innovation, Georgia College and State University, Milledgeville, USA*
Overview: Dr. Robert Epstein's Generativity Theory of Creativity and Robert Sternberg's Investment Theory of Creativity are utilized in a creativity initiative for students, skills needed in the 21st century.
Theme: Pedagogy and Curriculum

Room 5	**Personalizing Literacy**

Decoding Literacy Practices in a FutureSchool@Singapore Classroom
Dr. Sally Ng, *Peirce Secondary School, Ministry of Education, Singapore, Singapore*
Hsiao-yun Chan, *Linguistics and English Language, Lancaster University, Singapore*
Overview: We discuss digital literacies in a Singapore classroom.
Theme: Technologies in Learning

Room 7	**New Learning Modes and Media**

Transactional Distance Theory as a Global Theory Model: Health Literacy Development Using New Media Technology
Brenda Janot, *Center on Disabilities and Human Development Idaho Assistive Technology Project, University of Idaho, Boise, USA*
Overview: Health literacy development using new media technologies in context of a transactional distance theory will be presented. Explore how diverse instructional strategies cultivate online learning as a social process.
Theme: 2017 Special Theme: New Media for New Learning

Mentor-Assisted Lecture Classes: Students Helping Students
Dr. Sharon Perkins Hall, *Computing Sciences Department, University of Houston-Clear Lake, Houston, USA*
Dr. Sadegh Davari, *Computing Sciences Department, University of Houston-Clear Lake, Houston, USA*
Prof. Krishani Abeysekera, *Computing Sciences Department, University of Houston-Clear Lake, Houston, USA*
Overview: Undergraduate students acting as peer mentors for Computer Science courses benefits not only the students in the class, but also helps develop important skills for mentors themselves.
Theme: Science, Mathematics and Technology Learning

Plagiarism Prevention with Zotero: An Action Research Analysis on Japanese Pre-sessional Students' Academic Writing
Rab Paterson, *Business English Communication Program, Toyo University - UCLA Extension Center for Global Education, Tokyo, Japan*
Overview: This is a digital writing focused action research project to alleviate plagiarism and improve quality of pre-sessional academic writing at a US Liberal Arts university's Japan satellite campus.
Theme: Technologies in Learning

Room 10	**Session in Spanish: Evaluación y medición de la calidad educativa**
17:45-19:25	**CONFERENCE RECEPTION**

THURSDAY, 20 JULY

8:00-8:30	**REGISTRATION DESK OPEN**
8:30-8:45	**DAILY UPDATE**
8:45-9:00	**PUBLISHING YOUR ARTICLE OR BOOK WITH COMMON GROUND**
9:00-9:35	**PLENARY SESSION - BILL COPE PROFESSOR, DEPARTMENT OF EDUCATION POLICY, ORGANIZATION & LEADERSHIP, UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN, USA**
	"Five Theses on the Future of Learning"
9:35-10:10	**PLENARY SESSION IN SPANISH/ENGLISH GARDEN CONVERSATION**
10:10-11:25	**PARALLEL SESSIONS**

	10:10-11:25	10:45-11:25

Room 1 — **Language as Social Experience**

EFL Teachers' Competences and Qualifications for a Globalized Society
Dr. Olga Lilliam Chaves, *School of Sciences and Literature Accreditation Commission, Universidad Nacional de Costa Rica, Heredia, Costa Rica*
Overview: The purpose of this paper is to present the competences and qualifications that seniors and graduate students in the accredited English Teaching Major possess in this globalized society.
Theme: Pedagogy and Curriculum

The Problem-based Learning English Curriculum
Lu-Fang Lin, *The Institute of Applied English, National Taiwan Ocean University, Keelung, Taiwan*
Overview: The present study was to report PBL English curriculum, including the teaching scheme, the learning resources, and the evaluation. Some instructional recommendations are presented.
Theme: Pedagogy and Curriculum

Room 3 — **Motivating the Adult Learner**

Learning for Adults Learners at Huaide
Dr. Sutseng Lee, *Center for General Education, Huaide Institute of Technolgy, Miaoli, Taiwan*
Overview: This is a case study on the adult learners at Huaide in Taiwan. The students' learning motivation, their English learning condition and the difficulties they have on learning are discussed.
Theme: Adult, Community, and Professional Learning

Comalco Weipa: An Exemplar for Vocational Education through Apprentice and Trade Training models
Dr. Ronald Paul Lynch, *The Cairns Institute, James Cook University Australia, Smithfield, Australia*
Stuart Baird, *Brisbane, Australia*
Joe Rea, *Boyne Smelters Pacific Aluminium, Gladstone, Australia*
Overview: Drawing on newly available data, this paper reviews a vocational education program underpinning apprentice and trade training at a global mining company's remote bauxite mining operation.
Theme: Adult, Community, and Professional Learning

Organizational Learning in Japanese International Freight Forwarders: Toward the Development of Practical Programs
Dr. Sungjae Pak, *Faculty of Business, Marketing and Distribution, Nakamura Gakuen University, Fukuoka, Japan*
Overview: In this paper, to link the analysis results and practice, we will empirically analyze how organizational learning based on the external environment in freight forwarder companies affects advanced logistics capability.
Theme: Adult, Community, and Professional Learning

Room 5 — **Challenges in EFL Classrooms**

Making EFL Classroom Discourse More Communicative
Dr. Jin-Seok Kim, *Department of English Education, Seoul National University of Education, Seoul, South Korea*
Dr. Euk-suk Jang, *Department of Lberal Art, Korea National University of Welfare, Pyeong-tak, South Korea*
Overview: The purposes of this study are to propose teaching model appropriate to Korean situation and to present the method of making classroom discourse more communicative based on the model.
Theme: Pedagogy and Curriculum

The Effect of a Multimodal Approach in an EFL Classroom
Dr. Supaporn Yimwilai, *Faculty of Humanities, Srinakharinwirot University, Bangkok, Thailand*
Overview: This research studied the effect of a multimodal approach in an EFL classrooms and how it related to students' reading skills and their attitudes toward the English reading.
Theme: Literacies Learning

Multiliteracies in Brazilian Technical EFL Context
Janete Arnt, *Federal Institute of Education, Science and Technology, Federal University of Santa Maria / University of Illinois at Urbana-Champaign, Brazil*
Overview: This EFL study focuses on analyzing which contexts and modes of meaning-making are most recognized by Brazilian former students of a technical course on agriculture.
Theme: Literacies Learning

Room 6 — **New Frontiers**

Electronic versus Print Textbooks in Higher Education: Do Students Learn More with Print Textbooks Than with Electronic Ones?
Dr. Vicki L. Gregory, *School of Information, University of South Florida, Tampa, USA*
Kiersten Cox, *School of Information, University of South Florida, Tampa, USA*
Overview: A survey was conducted with students in several classes to get their preferences for print versus electronic textbooks. The paper will explore the results.
Theme: Learning in Higher Education

The Professors' Attitude towards Students
Prof. Piotr T. Nowakowski, *The John Paul II Catholic University of Lublin, Stalowa Wola, Poland*
Overview: The author refers to axiologically significant fields of cooperation between professors and students, shows the benefits from proper professors' attitude towards students and possible damage caused by improper conduct.
Theme: Learning in Higher Education

Industrial Engineering Higher Education in Saudi Arabia
Dr. Mohammed Alkahtani, *Industrial Engineering Department, King Saud University, Riyadh, Saudi Arabia*
Dr. Ahmed El-Sherbeeny, *Industrial Engineering Department, King Saud University, Riyadh, Saudi Arabia*
Overview: This study sheds light on the history and status of IE higher education in different Saudi universities, statistics student enrollment and graduation in different Saudi universities.
Theme: Learning in Higher Education

Thursday, 20 July

10:10-11:25	**Parallel Sessions**	
	10:10-11:25	10:45-11:25
Room 10	Chinese Plenary	Chinese Garden Conversation
11:25-11:40	**Coffee Break**	
11:40-12:55	**Parallel Sessions**	

Room 2	Session in Spanish: Un enfoque humanitario en el desarrollo del aprendizaje
Room 3	**Education Journeys**

Two Mothers' Journeys: Exploring Narratives from Youth Homelessness and Job Mobility to Post-Compulsory Education
Dr. Rebecca McPherson, *Human Resource Management Program, Texas A&M University-Central Texas, Killeen, USA*
Overview: Insights presented for student advocacy professionals describe two student's journeys persisting incrementally toward educational goals despite impacts of youth homelessness through emancipation from unfit parents and becoming homeless single mothers.
Theme: Learner Diversity and Identities

Talent, Motivation or Opportunity: A Mother-Daughter Dyad's Pursuit of Music Education, a Longitudinal Study
Dr Annabella Fung, *Faculty of Education, Monash University, Melbourne, Australia*
Overview: This longitudinal study investigated a mother-daughter dyad's struggles in their music learning journeys. Talent and opportunity were found to be less important than meta-motivation to self-regulate learning and achievement outcomes.
Theme: Learner Diversity and Identities

Understanding Why Students Leave Enabling Programs and What May Help Them Stay
Dr. Sarah Hattam, *UniSA College, University of South Australia, Adelaide, Australia*
Jennifer Stokes, *UniSA College, University of South Australia, Adelaide, Australia*
Tamra Ulpen, *UniSA College, University of South Australia, Adelaide, Australia*
Overview: Through applying critical pedagogy and discourse analysis to enabling program processes in Australia, this paper offers insight into the supports needed by students to flourish within the university system.
Theme: Learner Diversity and Identities

Room 4	Session in Chinese
Room 5	**Impacts of Culture**

Locked Out and Left Behind: Indigenous Adult English Literacy and Numeracy in Northern Australia's Remote Regions
Lorraine Sushames, *Faculty of Vocational Education and Training, Charles Darwin University, Darwin, Australia*
Allison Stewart, *Office of the Pro Vice Chancellor, Charles Darwin University, Darwin, Australia*
Overview: This paper seeks to respond to the current deficit in policy, planning and provision to address the English literacy and numeracy needs of Indigenous adults in Australia's Northern Territory.
Theme: Adult, Community, and Professional Learning

How Can Intercultural School Development Succeed?
Dr. Sabine Weiss, *Faculty of psychology and pedagogy Chair in school pedagogy, Ludwig-Maximilians-Universität München, Munich, Germany*
Prof. Dr. Ewald Kiel, *Department of Educational Sciences, Ludwig Maximilians University Munich, Munich, Germany*
Overview: The study investigates how intercultural school development can succeed and uses group discussions with teachers, experts of teacher education in order to identify relevant structures, measures, attitudes and cooperation.
Theme: Educational Organization and Leadership

Room 6	**Post Secondary Competencies**

Systematic Approaches to Establishing Graduate Attributes
Prof. Michelle Trudgett, *Centre for the Advancement of Indigenous Knowledges, University of Technology Sydney, Sydney, Australia*
Prof. Susan Page, *Centre for the Advancement of Indigenous Knowledges, University of Technology Sydney, Sydney, Australia*
Assoc. Prof. Gawaian Bodkin-Andrews, *Centre for the Advancement of Indigenous Knowledges, University of Technology Sydney, Sydney, Australia*
Overview: This paper provides the higher education sector with an understanding of how to successfully implement graduate attributes within their institution; particularly those which speak to First Nations focused graduate capabilities.
Theme: Pedagogy and Curriculum

Introducing Constructivist Principles in Courses for Undergraduate Learners
Dr. Randall Woodard, *Department of Philosophy, Theology and Religion, Saint Leo Univeristy, Dade City, USA*
Dr. Patrick Ryan Murphy, *School of Business, Economics, Saint Leo University, Saint Leo, USA*
Dr. Dene Williamson, *Sport Business, Saint Leo University, Saint Leo, USA*
Overview: This paper will share the results of an experimental procedure in three professor's classes introducing additional responsibilities and freedom in adult classrooms.
Theme: Adult, Community, and Professional Learning

Teaching APA Writing Style as Social Practice
Dr. Matthew Haslam, *Humanities and Communication, Embry-Riddle Aeronautical University, Prescott, USA*
Overview: This paper describes how an academic literacies approach to student writing can inform ways of teaching students to write an APA style paper.
Theme: Pedagogy and Curriculum

Room 7	**Instructional Pratice in Science**

Supporting Curriculum Reform in Science Education
Dr. Kedmon N. Hungwe, *Department of Cognitive and Learning Sciences, Michigan Technological University, Houghton, USA*
Overview: This work investigated teachers' perceptions of research experiences in a sustainable transportation technologies. The intent was to support teachers to transfer what they learned to their classroom practices.
Theme: Pedagogy and Curriculum

Personality Traits and Science Teachers' Job Effectiveness in Ogoja Education Zone, Cross River State, Nigeria
Dr. Anne Ndidi Meremikwu, *Department of Science Education, Faculty of Education, University of Calabar, Calabar, Nigeria*
Oko Ngaji Opie, *Department of General studies, Federal College of Education, Obudu, Nigeria*
Dr. Hope Neji, *Department of Science Education, University of Calabar, Calabar, Calabar, Nigeria*
Overview: Influence of personality traits on job effectiveness was studied 162 science teachers in Ogoja Nigeria using survey inferential design and validated questionnaires. Personality traits significantly influenced science teachers' job effectiveness.
Theme: Assessment and Evaluation

Room 10	Session in Spanish: Salud, virtud y comunidad
12:55-13:55	**Lunch**

13:55-14:40	**PARALLEL SESSIONS**
Room 1	**Focused Discussion**

Engaging Students through Social Media and Gamification
Dr. Dene Williamson, *Sport Business, Saint Leo University, Saint Leo, USA*
Dr. Patrick Ryan Murphy, *School of Business, Economics, Saint Leo University, Saint Leo, USA*
Dr. Randall Woodard, *Department of Philosophy, Theology and Religion, Saint Leo Univeristy, Dade City, USA*
Overview: Professors must focus on ways to keep students authentically engaged. Three platforms will be discussed to engage learning through the use of technology which include social media, and gamification platforms.
Theme: 2017 Special Theme: New Media for New Learning

International Students in US Higher Education Institutions: Shaping the Struggle
Emmanuel Akanwa, *Department of Educational Leadership, Central Michigan University, Mount Pleasant, USA*
Overview: This discourse focuses on international students' motivations, experiences, challenges, prospects, and institutional support, and the implications of these factors to higher education leadership, pedagogy, policy and practice.
Theme: Pedagogy and Curriculum

Inclusion in Higher Education: What the Research Tells Us
Dr. Mary Handley, *Division of Social and Behavioral Science, Cazenovia College, Cazenovia College, Cazenovia, USA*
Overview: Inclusion of adults with disabilities on college campuses is a learning opportunity for both college students and participants with disabilities.
Theme: Learning in Higher Education

Who Am I? Exploring Personal Identity and Biases to Disrupt Inequity in Education
Dr. Colleen Tapley, *School of Education, Southern New Hampshire University, Manchester, USA*
Diane Harrises, *School of Education, Southern New Hampshire University, Manchester, USA*
Overview: Participants will explore their racial identity and discuss the implications of racial identity and their own potential biases on others.
Theme: Learner Diversity and Identities

Room 2	**Focused Discussion**

Autism-friendly Learning Environments: Insights and Strategies to Promote Optimal Well-being
Bethany Friedow, *Architecture Consulting, HDR, Minneapolis, USA*
Brian Giebink, *HDR, Minneapolis, USA*
Curtis Windham, *Spero Academy, Minneapolis, USA*
Erin Giebink, *Spero Academy, Minneapolis, USA*
Overview: Autistic children's hypersensitivity to their surroundings makes learning in traditional environments especially challenging. Research and lessons learned from the process of designing an autism-supportive charter school will be shared.
Theme: Learner Diversity and Identities

Implementing a Positive Behavior Intervention System (PBIS) as a Method of Teacher Preparation
Darrell Lewis, *Educational Leadership and Management Graduate Studies, Capella University, Jacksonville, USA*
Overview: This paper reviews the problem of how administrators can retain teachers who will have the skills to manage their classrooms using highly effective pedagogy in environments with diverse learners.
Theme: Pedagogy and Curriculum

Hooks in the Classroom: Using Anticipatory Sets to Introduce Lessons
Dr. Paige Lilley Schulte, *Department of Teaching and Learning, Southeastern Louisiana University, New Orleans, USA*
Overview: Participants will explore a variety of lesson openers that can be used to "hook" students, including some that utilize media, along with a rationale for implementation at all levels.
Theme: Pedagogy and Curriculum

13:55-14:40	PARALLEL SESSIONS
Room 3	**Lightning Talks**

Learning and Education in Luxembourg: Multilingual and Responsible
Dr. Ursula Schinzel, *EVAtraining Luxembourg, Luxembourg, Luxembourg*
Overview: I discuss multilingual and responsible learning and education in Luxembourg.
Theme: Educational Organization and Leadership

The Influences of the Exposure to Korean Popular Media in Learning Korean
Dr. Inhye Lee, *Department of Asian Languages and Literatures, University of Minnesota, Minneapolis, USA*
Overview: This study will explore the influences of the exposure to Korean popular media in learning Korean, with respect to students' language learning strategies and autonomy.
Theme: 2017 Special Theme: New Media for New Learning

An Experimental Study of Self-Regulated Learning with Mathematically Gifted Pupils in Nigerian Primary Schools
Prof. Prakash Singh, *Faculty of Education, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa*
Overview: This is an experimental study of self-regulated learning with primary school gifted learners.
Theme: Pedagogy and Curriculum

Camp Rocky: A Model of Experiential Learning and Community Engagement
Dr. Paul Schlag, *Recreation, Park and Tourism Administration, Western Illinois University, Macomb, USA*
Dr. Michael Lukkarinen, *Department of Recreation, Park and Tourism Administration, Western Illinois University, Macomb, USA*
Overview: We discuss experiential learning as a valuable tool for preparing future professionals.
Theme: Learning in Higher Education

Translingual Play That Promotes Cultural Connections, Invention, and Regulation
Irasema Salinas-Gonzalez, *Department of Human Development and School Services, The University of Texas Rio Grande Valley, Edinburg, USA*
Maria Arreguin-Anderson, *Department of Interdisciplinary Learning and Teaching, The University of Texas San Antonio, San Antonio, USA*
Iliana Alanis, *Department of Interdisciplinary Learning and Teaching, The University of Texas San Antonio, San Antonio, USA*
Overview: This paper will discuss findings from a qualitative study that explored ways in which young children's translanguaging practices informed the design of culturally relevant socio dramatic spaces.
Theme: Early Childhood Learning

Exploring Student Mindsets Involving the Development of Generic Graduate Attributes
Barry McIntyre, *School of Business IT and Logistics, RMIT University, Melbourne, Australia*
Dr. Vanessa Ann Cooper, *School of Business IT and Logistics, RMIT University, Melbourne, Australia*
Bernadette Welch, *School of Business IT and Logistics, RMIT University, Melbourne, Australia*
Overview: This study investigates the findings of the study of student's self theories involving Dweck's theory about mindset and the acquisition of generic graduate attributes in an Australian University.
Theme: Learner Diversity and Identities

Writing Instruction and Second Language Acquisition for English Language Learners: How Teachers Create Opportunities to Learn
Dr. Sharon H. Ulanoff, *Division of Curriculum and Instruction Charter College of Education, California State University, Los Angeles, Los Angeles, USA*
Dr. Alice Quiocho, *Department of Human Development, California State University, San Marcos, USA*
Dr. Joan C. Fingon, *Division of Curriculum and Instruction Charter College of Education, California State University, Los Angeles, Los Angeles, USA*
Overview: This paper explores the instructional strategies that two bilingual teachers use to differentiate and support writing development for their students who speak English as a second language.
Theme: Pedagogy and Curriculum

A New Role for Avatars Using Voki in Teaching and Learning a Foreign Language
Carmen Gabriela Mirea, *University of Alcala, Chicago, USA*
Overview: In this research, I discuss the advantages of using Voki in teaching/learning English a second language classroom.
Theme: Technologies in Learning

Combining Teaching and Research in a Professional Program Designed for Adult Learners: Leadership Teaching and New Data Generation
Dr. Ken Zakariasen, *Department of Health Policy and Management Department of Social and Behavioral Sciences College of Public Health, Kent State University, Kent, USA*
Overview: This paper will demonstrate how combining teaching and research can create positive synergies for both, albeit dependent on the appropriate selection of student groups and research topics.
Theme: Learning in Higher Education

The Study on the Right of Parental School Choice at the Stage of Compulsory Education
Fang Li, *Beijing Normal University, Faculty of Education, Beijing, China*
Overview: The issue of school choice should be ultimately solved by giving legal status to the right of parental school choice. It is necessary to reconsider it in diversified education development.
Theme: Learner Diversity and Identities

Examining Higher Education Social Media Policies and Best Practices
Dr. Denise Gilmore, *College of Humanities and Sciences, University of Phoenix, Tempe, USA*
Michele Lively, *College of Humanities and Sciences, University of Phoenix, Tempe, USA*
Kimberly Mickle, *College of Humanities and Sciences, University of Phoenix, Tempe, USA*
Overview: We analyze different higher education institutions shows inconsistencies in posted social media policies, highlighting a need for updating and reinforcing the proper policy usage for students and faculty.
Theme: Educational Organization and Leadership

The Evolution of a Community of Practice in a Private University in Saudi Arabia: Mentoring and Peer Support on Teaching and Learning in Higher Education
Dr. Orchida Fayez, *College of Humanities, Prince Sultan University, Riyadh, Saudi Arabia*
Hala Ismail, *Applied Linguistics College of Humanities, Prince Sultan University, Riyadh, Saudi Arabia*
Overview: The study examines different dynamics of the mentoring program at a private university in Saudi Arabia and its role in creating an evolving community of practice supporting teaching and learning.
Theme: Learning in Higher Education

Religion in European Curricula: A comparative analysis
Dr. Luis Del Espino-Díaz, *Education Department, University of Cordoba, Córdoba, Spain*
Overview: Getting to know the religious aspect of a society helps to deepen its roots. This is the case of European society.
Theme: Pedagogy and Curriculum

13:55-14:40	**PARALLEL SESSIONS**
	Creating Mobile and Micro-learning for Maximum Impact Mona McCarty, *University of Phoenix, Phoenix, USA* Karen Davidson, *University of Phoenix, Phoenix, USA* Cathy Tobin, *University of Phoenix, Phoenix, USA* Patricia Hoefler, *University of Phoenix, Phoenix, USA* *Overview:* What is Micro-learning and how does this type of learning meet the needs of today's learners who are technology savvy and grew up with YouTube and texting? *Theme: Technologies in Learning*
Room 4	**Focused Discussion in Spanish**

THURSDAY, 20 JULY

13:55-14:40	PARALLEL SESSIONS
Room 5	**Virtual Poster**

Exploring Teacher's Use of Tablets in the Classroom: Tools for Motivating At-Risk Learners
Dr. Misty LaCour, *School of Education, Kaplan University, USA*
Dr. Laura Dees, *Teacher Education and Education Leadership, University of West Florida, USA*
Dr. Robert Lockwood, *School of Education, Kaplan University, USA*
Overview: This paper will share details of a research study which explored how teachers use tablets in the classroom and how this technology can meet the needs of at-risk learners.
Theme: Technologies in Learning

Teacher Research into Learning Opportunity, Learner Autonomy, and Class-based Assessment: Video Recording EFL Learners' Conversations
Paul S. Berg, *Department of International Business, Ling Tung University, Taichung, Taiwan*
Overview: I discuss the use of video recording small group conversations for learning and assessment in EFL conversation courses at a university in Taiwan.
Theme: Literacies Learning

Enhancing Cooperative Behavior of a Child with Autism through Play-based Activities with Peers
Dr. Yuk Ching Lai, *Department of Early Childhood Education, The Education University of Hong Kong, Hong Kong, China*
Overview: This pilot study aims to investigate whether the play-based activities with peers can enhance the cooperative behaviour of a child with autism studying in a mainstream pre-school with inclusive programme.
Theme: Learner Diversity and Identities

How to Increase the Subjective Well-being of Prospective Teachers
Marie Faltýnková, *Institute for Primary and Pre-Primary Education, University of Hradec Králové, Hradec Králové, Czech Republic*
Overview: The poster is focused on the examination of the effectiveness of the gratitude listing method on the subjective well-being in relation to the personality of prospective teachers.
Theme: Learning in Higher Education

Teacher Clothing in Physical Education: An Investigation into the Relationship of Teacher Clothing and Elementary School Children's Perceptions
Dr. Brent D. Bradford, *Faculty of Education, Concordia University of Edmonton, Edmonton, Canada*
Dr. Clive Hickson, *Department of Elementary Education Faculty of Education, University of Alberta, Edmonton, Canada*
Overview: Physical education teachers are responsible for physically educating children. This study investigated whether an elementary school teacher's clothing in physical education impacted children's perceptions toward the teacher and subject area.
Theme: Pedagogy and Curriculum

The Impact of the Kinect-based Learning on the Affective Learning Outcomes
Moamer Shakroum, *School of engineering and Information Technology, Murdoch University, Murdoch University, Perth, Australia*
Dr. Kevin Wong, *Perth, Australia*
Dr. Lance Fung, *Perth, Australia*
Overview: We investigate the effect of the Kinect-Based learning on two categories of the affective learning outcomes.
Theme: Technologies in Learning

Innovation Education in the Research University
Dr. Xiaosong Mao, *Institute of Higher Education, Nanjing University of Aeronautics and Astronautics, Nanjing, China*
Qiqian Zhang, *Nanjing, China*
Overview: The research university highly agrees with innovation education. Implementing innovation education and training innovation talent is the basic function of research universities.
Theme: Learning in Higher Education

Early Childhood Education in Europe
Dr. Laura Monsalve Lorente, *Faculty of Education, University of Valencia, Valencia, Spain*
Overview: The present research shows a documentary review on educational policies in early care in Europe in order to make known its application and scope of intervention in schools.
Theme: Early Childhood Learning

Using Collegiate Learning Assessment Student Data to Evaluate Student Learning and Communicate with Internal and External Audiences
Dr. Anne Hafner, *Applied and Advanced Studies in Education, California State University Los Angeles, Los Angeles, USA*
Phillip Thomas, *California State University Los Angeles, Los Angeles, USA*
Overview: This quantitative study examined the performance of a campus' students on the Collegiate Learning Assessment and presented ways in which colleges can use student data to evaluate student learning.
Theme: Assessment and Evaluation

The Effects of Developing Teacher Candidates' Global Understanding through a Global Collaborative Class Project in a Teacher Education Program
Dr. Chiu Yin Wong, *Curriculum and Instruction, School of Education, Monmouth University, West Long Branch, USA*
Dr. Jiwon Kim, *Curriculum and Instruction School of Education, Monmouth University, West Long Branch, USA*
Dr. Yongjin Lee, *Center for Teaching and Learning, Korea University, Seoul, South Korea*
Overview: This study examined the effects of enhancing teacher candidates' global understanding through a collaborative project with a group of pre-service teachers from a university in a different country.
Theme: Learning in Higher Education

Saudi Women International Graduate Students Studying for the First Time in a Mixed-Gender Environment
Prof. Barbara Young, *Educational Leadership Department College of Education and Behavioral Science, Middle Tennessee State University, Murfreesboro, USA*
Overview: Questions for the study invite Saudi Women International Graduate Students to share expectations about coming to study in the US and the reality of their experiences as international students.
Theme: Learner Diversity and Identities

Educating Homeless Children
Dr. Delar Kour Singh, *Early Childhood, Elementary, & Special Education, Morehead State University, Morehead, USA*
Overview: This paper focuses on homeless children. It reviews selected literature on the impact of homelessness on children. It discusses strategies that can be used to educate homeless children.
Theme: Learner Diversity and Identities

The Teachers,' Students,' and Parents' Perspectives on Sex Education Integrated Curriculum for Sixth Grade Students
Chanonya Chaiwongroj, *Institute for Innovative Learning, Phuttamonthon, Thailand*
Assoc. Prof. Khajornsak Buaraphan, *Institute for Innovative Learning, Mahidol University, Salaya, Thailand*
Prof. Prit Supasetsiri, *College of Social Communication Innovation, Srinakharinwirot University, Bangkok, Thailand*
Overview: The teachers, students, and parents were interviewed about their perspectives on the Sex Education Integrated Curriculum for sixth grade students.
Theme: 2017 Special Theme: New Media for New Learning

THURSDAY, 20 JULY

13:55-14:40	PARALLEL SESSIONS
Room 6	**Workshop in Spanish**
Room 7	**Focused Discussion**

Online Homework and Web-Based Grading with WebAssign
Dr. Hoa Nguyen, *Math Department, Trinity University, San Antonio, USA*
Overview: I discuss my teaching experience in Calculus and evaluation of advantages and disadvantages of online tool versus traditional way of undergraduate grading for homework assignments in liberal arts schools.
Theme: Science, Mathematics and Technology Learning

Transforming Literacy and Language in Higher Education
Gladys Clay, *Academic Affairs Center for Excellence in Teaching and Learning, Edward Waters College, Jacksonville, USA*
Dr. Felicia Wider Lewis, *Academic Affairs Mathematics and Science, Edward Waters College, Jacksonville, USA*
Overview: Spoken language can be a barrier to written language. This paper focuses on the challenge of writing effectively in the academic environment for both students and faculty.
Theme: Literacies Learning

A Process Model for Culture Change in Assessment
Dr. Robert Flaherty, *Center for Educational Innovation, United States Air Force Academy, Colorado Springs, USA*
Overview: External and top-down demands can lead to unhealthy compliance-based assessment behaviors. Alternatively, careful attention to the impact of policy and institutional expectations can create a positive, improvement culture.
Theme: Assessment and Evaluation

13:55-14:40	PARALLEL SESSIONS
Room 9	Poster

The Authentic Learning-based Evaluation Method for Mobile Learning in Higher Education
Dr. Po-Sheng Chiu, *National Cheng Kung University, Taiwan, Tainan, Taiwan*
Overview: This study aims to develop an authentic learning-based evaluation method for m-learning activities. We demonstrate the feasibility of our approach by showing the advantages and disadvantages of the learning activity.
Theme: Learning in Higher Education

Written Syntactic Competencies among Elementary Students and Post-secondary Level Students
Dr. Michèle Minor-Corriveau, *Faculty of Health, Laurentian University, Sudbury, Canada*
Dakota Beaulieu, *Université Laurentienne, Sudbury, Canada*
Carly Bélanger, *School of Speech Language Pathology, Université Laurentienne, Sudbury, Canada*
Danica Berthiaume, *School of Speech Language Pathology, Université Laurentienne, Sudbury, Canada*
Overview: This study aims to establish the hierarchy of syntactic skills for elementary students enrolled in French-language schools located in a minority language setting.
Theme: Literacies Learning

The Innovation and Professional Development of Teachers
Fabia Antunes, *Pedagogy Department, Lourenço Castanho School, São Paulo, Brazil*
Overview: Teacher Development Program of the Lourenço Castanho involves everyone at the school in a discussion of the main topics of society: world affairs, history, core curriculum and current trends.
Theme: Adult, Community, and Professional Learning

Two-Stage Exams for Second Year College Students: Surprisingly Positive Learning Experiences
Ms Susan Chen, *Department of Mathematics and Statistics, Camosun College, Victoria, Canada*
Overview: Two-Stage Exams were experimented in two Statistics classes to measure their effects on students' learning. They not only turned exams into collaborative learning experiences, but also heightened the classes' morale!
Theme: Assessment and Evaluation

The Impact of Camera Shot Design for MOOC Videos on Student Learning Achievement and Flow Experience
Pei-Yu Wang, *Department of e-Learning Design and Management, National Chiayi University, Chiayi County, Taiwan*
Overview: The purpose of this study was to explore the impact of the horizontal camera angle for MOOC videos on students' learning achievement and flow experience.
Theme: 2017 Special Theme: New Media for New Learning

Group Summative Assessment Alternative to High Stakes Assessment: Digital Media Group Project
Madelyn Kilgore, *Academic Affairs SHSU Online, Sam Houston State University, Huntsville, USA*
Dr. Donna Desforges, *College of Humanities and Social Sciences, Sam Houston State University, Huntsville, USA*
Overview: To address pedagogical concerns and frustrations with online assessments, we developed a successful group summative assessment that incorporates student choice and interdependent "work" roles for students.
Theme: Learning in Higher Education

Problem-solving Learning that Emphasizes Sense-making between Social Context and Mathematical Context
George Gotoh, *The Institute of Education and Student Affairs, Niigata University, Niigata City, Japan*
Overview: This paper reports lesson practice and learning that emphasizes activities to come-and-go between social context and mathematical context and "sense-making" the relationship between them.
Theme: Science, Mathematics and Technology Learning

The Graduate Research Fellowship Preparation Program at Elizabeth City State University
Dr. Gloria Payne, *Department of Natural Sciences, Pharmacy, & Health Professions, Elizabeth City State University, Elizabeth City, USA*
Dr. Ali Khan, *Department of Natural Sciences, Pharmacy, & Health Professions, Elizabeth City State University, Elizabeth City, USA*
Overview: The Graduate Research Fellowship Preparation Program is designed to assist undergraduate science, technology, engineering, and mathematics (STEM) students in the submission of a competitive application to the National Science Foundation.
Theme: Science, Mathematics and Technology Learning

Differences in Instructional Strategies to Close the Achievement Gap for African American Students
Dr. LaTanya Wilkins, *Educational Leadership and Curriculum and Instruction, Universithy of Phoenix, Greenville, USA*
Overview: The study will reveal instructional strategies that were found successful in closing the achievement gap at a rural elementary school in Eastern Carolina.
Theme: Pedagogy and Curriculum

The Perceptions of Classroom Participation Held by Pre-Service Teachers: A Snapshot
Dr. Jon Aoki, *Department of Natural Sciences, University of Houston-Downtown, Houston, USA*
Overview: This pilot study explored student participation categorized by student participation skills, classroom participation observations, and the role of participation in learning.
Theme: Learning in Higher Education

Graduate Students' Perception of the Graduate Program
Milka Derisma, *University of Central Florida Nicholson of Communication Graduate Program, Nicholson School of Communication, Orlando, USA*
Minyoung Lee, *University of Central Florida Nicholson School of Communication Graduate Program, University of Central Florida, Orlando, USA*
Overview: What do you plan to gain from graduate school? Researchers will show whether students are coming to the graduate program for skill development, professional development, social network, or management skills.
Theme: Learning in Higher Education

Play Pedagogy: Perspectives of Basic School Teachers in Ghana
Dr. Seidu Sofo, *Department of Health, Human Performance & Recreation, Southeast Missouri State University, Cape Girardeau, USA*
Dr. Emmanuel Thompson, *Department of Mathematics, Southeast Missouri State University, Cape Girardeau, USA*
Dr. Julie Ray, *Department of Elementary, Early, and Special Education, Southeast Missouri State University, Cape Girardeau, USA*
Dr. Mavis Dako-Gyeke, *Department of Social Work, University of Ghana, Accra, Ghana*
Overview: This research examined the play beliefs of preschool, kindergarten and primary school teachers in Ghana. Results indicated that grade level and professional qualification were significant determinants of teachers' play beliefs.
Theme: Early Childhood Learning

Security Needs Satisfaction as Correlate of Lecturer's Job Performance in Universities in Cross Rivers State, Nigeria
Dr. Rosemary Onya Osim, *Department of Educational Administration and Planning Faculty of Education, University of Calabar, Calabar, Nigeria*
Overview: This research intends to investigate the relationship between lecturer's security needs satisfaction and their job performance effectiveness in universities in Cross River State of Nigeria.
Theme: Educational Organization and Leadership

Thursday, 20 July

13:55-14:40	**Parallel Sessions**
74	**Histology Teaching through Digitalized Slides** Prof. Thomas Tousseyn, *Catholic University, Leuven, Belgium* Prof. Xavier Sagaert, *KU Leuven, Leuven, Belgium* *Overview:* We discuss histology teaching through digitized slides instead of classical microscopes. *Theme: Learning in Higher Education* **Influence of Bilingual Parent and Family Member Orientation Programs on Sense of Belonging and Parental Involvement in Higher Education** Dr. Patty Witkowsky, *Leadership, Research, and Foundations Department, University of Colorado Colorado Springs, Colorado Springs, USA* Mrs. Jennifer Alanis, *Higher Education and Organizational Change, Benedictine University/Colorado State University Pueblo, Pueblo, USA* Ms. Victoria Obregon, *Educational Leadership, Research, and Policy, University of Colorado Colorado Springs, Colorado Springs, USA* *Overview:* This poster focuses on how participation in a Spanish-speaking Parent and Family Member Orientation program influences parental involvement and sense of belonging at their student's higher education institution. *Theme: Learner Diversity and Identities* **Reliability of International Phonetic Alphabet Transcriptions Generated by Applications and Websites** Danica Berthiaume, *School of Speech Language Pathology, Université Laurentienne, Sudbury, Canada* Dr. Michèle Minor-Corriveau, *Faculty of Health, School of Speech-Language Pathology, Laurentian University – Université Laurentienne, Sudbury, Canada* Carly Bélanger, *School of Speech Language Pathology, Université Laurentienne, Sudbury, Canada* *Overview:* Websites and applications were used to transcribe the same sample containing the sounds of the English language. Reliability assessment of IPA transcription generated by websites and applications was performed. *Theme: Assessment and Evaluation* **Assessing Digital Literacies in the Singapore Language Classroom** Hsiao-yun Chan, *Linguistics and English Language, Lancaster University, Singapore* *Overview:* This study examines the assessment of digital literacies at a classroom level, through the lens of social practice theory. *Theme: Assessment and Evaluation* **Using Psychometric Analysis to Improve Student Surveys** Jessica Miranda, *College of Education, University of Hawaii at Manoa, Honolulu, USA* *Overview:* This study investigated the psychometric properties of student survey scales developed in response to accreditation requirements and provides justification for the use of psychometric analysis to improve student surveys. *Theme: Assessment and Evaluation* **How Macao Schools Can Help Junior Secondary Students Progress in Reading Performance** Dr. Soi-kei Mak, *Faculty of Education, University of Macau, Taipa, Macao Special Administrative Region of China* Prof. Kwok-cheung Cheung, *Educational Testing and Assessment Research Centre, University of Macau, Macao, Macao Special Administrative Region of China* Dr. Pou-seong Sit, *Faculty of Education, University of Macau, Macao, Macao Special Administrative Region of China* *Overview:* The findings of PISA2009 study is valuable to inform Macao teachers how to help adolescents read happily, widely and skillfully. *Theme: Assessment and Evaluation*
Room 10	**Workshop** **Learn. Grow. Flourish! Targeting Growth through Innovative Curriculum Design** Lucy Gowdie, *English Faculty Middle Years, The Peninsula School, Melbourne, Australia* *Overview:* This workshop provides teachers with a structured, innovative and evolutionary whole school curriculum framework that targets the growth of the student by embracing the uniqueness of every individual. *Theme: Pedagogy and Curriculum*
14:40-14:55	**Coffee Break**
14:55-16:35	**Parallel Sessions**
Room 1	**Library Collaborations** **Supporting Early Learning in Public Libraries** Michelle Taylor, *T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, USA* Megan Pratt, *T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, USA* *Overview:* Public libraries are well positioned to support early childhood learning. This preliminary evaluation examined the impacts of interactive parent-child programming designed to support children's school readiness. *Theme: Early Childhood Learning* **Aligning the Curriculums for College Success: High School and College Library Collaborations** Asst. Prof. Carl R. Andrews, *Library, Bronx Community College Library, Bronx, USA* Dr. Dickens Saint Hilaire, *Chemistry Department, Bronx Community College (CUNY), Bronx, USA* *Overview:* This paper introduces readers to a pedagogical model that brings together instructors and librarians to improve college readiness. The themes addressed: college readiness, communities of practice, and information literacy instruction. *Theme: Pedagogy and Curriculum* **Making the Library a Learning Area for Architecture Students** Ika Jorum, *KTH Library, ECE school, KTH Royal Institute of Technology, Stockholm, Sweden* *Overview:* I discuss how to design library tutorials that activate architecture students in collaboration between the library and the School of Architecture at KTH Royal Institute of Technology. *Theme: Pedagogy and Curriculum*
Room 2	**Innovation Showcase** **How an e-Learning Course Can Help Intermediate Level English Students Reach Fluency** Walter Tsushima, *Language Center, University of Fukui, Fukui-shi, Japan* *Overview:* This session aims to introduce a new, innovating e-learning platform called, EnglishREACT and provide considerations for planning and including e-learning as an intentional element of English language curricula. *Theme: 2017 Special Theme: New Media for New Learning*

Thursday, 20 July

14:55-16:35	**Parallel Sessions**
Room 3	**Workshops**

Measuring Up: Aligning Experiential Learning Assessments and Outcomes
Dr. Ellen Derwin, *Academic Affairs, Brandman University, Irvine, USA*
Dr. Janet de Merode, *School of Psychology, Fielding Graduate University, Alexandria, USA*
Overview: How can educators effectively incorporate experiential, measurable learning into the virtual environment? Participants explore this question in an engaging workshop that provides takeaways such as resources, tips, strategies and examples.
Theme: Assessment and Evaluation

Creating Connectedness with Mature Adults in the Online Classroom
Dr. Denese Wolff, *College of Humanities and Sciences, University of Phoenix, Fresno, USA*
Nora Clarke, *College of Humanities and Sciences, University of Phoenix, Bastrop, USA*
Overview: Mature adults are the fastest growing population among college students. To navigate their transformation into the college community, they need a connected classroom for an engaging and empowered learning experience.
Theme: Learning in Higher Education

Room 4	**Session in Chinese**
Room 5	**Session in Spanish: Comprendiendo estudiantes y sus motivaciones**
Room 6	**The 21st Century Student**

Building Rockets: Embedding Digital Learning Strategies at UniSA College
Dr. Anthea Fudge, *UniSA College, University of South Australia, Adelaide, Australia*
Jennifer Stokes, *UniSA College, University of South Australia, Adelaide, Australia*
Tanya Weiler, *UniSA College, University of South Australia, Adelaide, Australia*
Overview: How can educators prepare students for 21st century careers? This paper discusses embedding digital learning strategies in academic literacy, digital literacy, research and science courses in UniSA College's enabling program.
Theme: 2017 Special Theme: New Media for New Learning

Producing Responsible Global Citizens through Engagement with First Nation Curriculum
Corrinne Franklin, *Department of Indigenous Studies, Macquarie University, Sydney, Australia*
Overview: Teaching strategies in delivering First Nations curriculum is a transformative educational experience, offering students an avenue to becoming responsible global citizens.
Theme: Pedagogy and Curriculum

Teaching the Unrepresentable: Developing a Trauma Informed Pedagogy
Dr. Neil Harrison, *Department of Educational Studies Faculty of Human Sciences, Macquarie University, Sydney, Australia*
Overview: This research presents a case study of pre-service teachers working with a member of the Stolen Generations in Australia to address the dilemmas of teaching the unrepresentable.
Theme: Pedagogy and Curriculum

The Effectiveness of the English Word Power Programme Used by a University of Technology in Pretoria
Dr. Thembeka Shange, *HEDS, Tshwane University of Technology, Pretoria, South Africa*
Overview: This is an evaluation of a computer based language programme that is used by a university of technology in Pretoria, to improve the students' language proficiency skills.
Theme: Technologies in Learning

Room 7	**Assessment Accountability**

How Macao Schools Can Help Low-Achieving Students' Progress in Digital Problem-solving Ability
Dr. Pou-seong Sit, *Faculty of Education, University of Macau, Macao, Macao Special Administrative Region of China*
Prof. Kwok-cheung Cheung, *Educational Testing and Assessment Research Centre, University of Macau, Macao, Macao Special Administrative Region of China*
Dr. Soi-kei Mak, *Faculty of Education, University of Macau, Taipa, Macao Special Administrative Region of China*
Wai-cheong Cheong, *University of Macau, Macao Special Administrative Region of China*
Overview: This study examines the effects of problem-solving disposition and engagement variables at the low end of the digital problem-solving continuum.
Theme: Assessment and Evaluation

Abolishing the Grade Repetition Policy for Primary Students
Prof. Kwok-cheung Cheung, *Educational Testing and Assessment Research Centre, University of Macau, Macao, Macao Special Administrative Region of China*
Dr. Pou-seong Sit, *Faculty of Education, University of Macau, Macao, Macao Special Administrative Region of China*
Dr. Soi-kei Mak, *Faculty of Education, University of Macau, Taipa, Macao Special Administrative Region of China*
Wai-cheong Cheong, *University of Macau, Macao Special Administrative Region of China*
Overview: In the light of the PISA findings, it is imperative that Macao abolish its grade repetition policy.
Theme: Assessment and Evaluation

An Alternative to Procrustean Approach
Dr. Mona Shrestha, *Academic Pathways Social Science and Psychology, Western Sydney University, The College, Sydney, Australia*
Dr. Chris Roffey, *Academic Pathways Social Science and Psychology, Western Sydney University, The College, Sydney, Australia*
Overview: This paper focuses on how a debate assessment was modified using the concept of spiral curriculum. Through use of multimedia and cooperative approaches resulted to reflective and transformative learning experience.
Theme: Assessment and Evaluation

Room 10	**Workshops**

The Experiential Education Approach in a Civics Program That Increases Content Understanding and Social Emotional Skills in Youth
Brian Brandt, *Youth and Family Unit, Washington State University, Tacoma, USA*
Jan Klein, *Youth and Family Unit, Washington State University, Spokane, USA*
Overview: We discuss research and evaluation on how to apply Experiential Education to other Civic Programs or other Youth Programming for increased content and social emotional skill building.
Theme: Pedagogy and Curriculum

Using Theatre Techniques to Improve Your Teaching
Prof. Susan Einhorn, *Department of Drama, Theatre & Dance, Queens College, City University of New York, New York, USA*
Overview: I teach teachers presence, breath control, maintenance of eye contact, effective use of classroom space, and enhanced vocal techniques. Teachers (like actors), students (like audiences) breathe together in a room.
Theme: Pedagogy and Curriculum

16:35-16:45	**End of Sessions**
17:00-17:30	**Waikiki Starlight Luau - Doors Open**

FRIDAY, 21 JULY

FRIDAY, 21 JULY	
8:30-9:00	**REGISTRATION DESK OPEN**
9:00-9:30	**PLENARY SESSION - DAN HOFFMAN SENIOR EDUCATION ANALYST, EDUCATION DATA SYSTEMS DEPARTMENT, KAMEHAMEHA SCHOOLS, HONOLULU, USA**
	"Developing Critical Perspectives on Learning and Technology"
9:30-10:00	**GARDEN CONVERSATION**
10:00-10:15	**TRANSITION BREAK**
10:15-11:55	**PARALLEL SESSIONS**

Room 1	**Educating the Health Care Worker**
	A Comparison Study of Personal Wellbeing Indicators of College Students in Medical and Mental Health Care Dr. Christine B. Kleinpeter, *School of Social Work, California State University, Long Beach, USA* Dr. Marilyn Potts, *California State University, Long Beach, USA* Dr. Martha Ranney, *California State University, Long Beach, USA* *Overview:* This study compares a general student population, medical clients, and mental health clients at a college health center on a personal wellbeing checklist. Results and Implications will be discussed. *Theme: Learning in Higher Education*
	Use of Simulation to Teach Cultural Competency to Trainees in Healthcare Dr. Maria Trent, *General Pediatrics/Adolescent Medicine Department of Pediatrics, Johns Hopkins, Baltimore, USA* *Overview:* This paper will discuss the feasibility and preliminary effectiveness of an adolescent-focused cultural communication simulation activity for pediatric graduate and post-doctoral trainees. *Theme: Adult, Community, and Professional Learning*
Room 2	**Social Studies Pedagogies**
	Flipping the 21st Century Social Studies Classroom Dr. Nicole Waid, *Secondary Education and Educational Technology, SUNY Oneonta, Oneonta, USA* *Overview:* The paper will focus on strategies for flipping instruction in the social studies classroom that have been proven effective by case study research. *Theme: 2017 Special Theme: New Media for New Learning*
	Accessing Middle School Social Studies Content through Universal Design for Learning Dr. Megan Mackey, *School of Education and Professional Studies Department of Special Education and Interventions, Central Connecticut State University, New Britain, USA* *Overview:* This paper describes how to incorporate Universal Design for Learning (UDL) principles into Social Studies classroom. The teacher's UDL-based instructional strategies address the needs of ALL students. *Theme: Pedagogy and Curriculum*
Room 3	**Digital Engagement**
	Strategies for Enhancing Learners' Digital Literacy Myrene Magabo, *College of Humanities, University of Phoenix, Hazleton, USA* Elsie Walker, *College of Humanities and Sciences, University of Phoenix, Tempe, USA* Richard Kamerman, *College of Humanities and Sciences, University of Phoenix, Tempe, USA* Shelley Gordon, *College of Humanities and Sciences, University of Phoenix, Tempe, USA* *Overview:* This paper highlights practical strategies designed for educators who need to teach and help learners acquire or improve digital literacy in a time-constrained course or curriculum block. *Theme: Literacies Learning*
	Virtual Engagement of Instructional Literacy Practices in Middle School Dr. Paula Saine, *Department of Teacher Education, Miami University, Oxford, USA* *Overview:* The paper will offer participants valuable insights of the role of virtual engagement with middle school learners who struggle with literacy. *Theme: Technologies in Learning*
	To Name the Unknown Territory: Defining Engagement in Digital Environments Carrie Bailey, *English, University of Phoenix, Vancouver, USA* Kathryn Voigt, *English, University of Phoenix, USA* Anne Thurmer, *USA* *Overview:* Based on research and established best practices, collected from cross disciplines, this paper provides an explanation of pathways to the unknown territory of engagement—to promote quality engagement online. *Theme: 2017 Special Theme: New Media for New Learning*
	Information Technology and Communication as Instrument and the Results in High School Classroom Marlene Ribeiro da Silva Graciano, *Federal Institute for Education, Itumbiara, Brazil* *Overview:* I discuss social historical cultural theory and pedagogy of multiliteracies, and the meanings attributed by teachers and students to the use of multi-semiotic texts in reading activities. *Theme: Literacies Learning*
Room 4	**Session in Chinese**

FRIDAY, 21 JULY

10:15-11:55	**PARALLEL SESSIONS**
Room 6	**Ethical Curricula**

Aesthetic Experience and Ethical Responsibility in Education: Dancing with the Other
Paul Moerman, *Culture and Education, Södertörn University, Stockholm, Sweden*
Overview: This paper probes the potential of creative dance in education, as a mode of aesthetic experiencing and a forum to address ethical issues of coexistence and plurality.
Theme: Pedagogy and Curriculum

Learning Quality Is Not an Option but an Ethical Imperative: Resolving the Learner-Media-Pedagogy Relationship
Prof. Johannes Slabbert, *Department of Humanities Education, University of Pretoria, Pretoria, South Africa*
Overview: Education is not only defined by learning, but it is determined by the quality thereof, and that is brought about by resolving the learner-media-pedagogy relationship
Theme: 2017 Special Theme: New Media for New Learning

Can Practicing Mindfulness Improve Lawyer Decision-making, Ethics, and Leadership?
Prof. Peter Huang, *Law School, University of Colorado Boulder, Boulder, USA*
Overview: This paper analyzes whether the multi-disciplinary research about how mindfulness can improve decision-making, ethics, and leadership applies to lawyers. This paper discusses the promises and perils of learning about mindfulness.
Theme: Adult, Community, and Professional Learning

Exploration on Potential University-Local Government Unit-Industry Collaboration towards Sustainable Community Outreach Program
Dr. Concepcion Sumadsad, *Polytechnic University of the Philippines, Malvar, Philippines*
Assoc. Prof. Ariel Tuazon, *Polytechnic University of the Philippines, Calamba City, Philippines*
Overview: The paper explored potential University-Local Government Unit-Industry collaboration towards the development of a sustainable community outreach program.
Theme: Educational Organization and Leadership

Room 7	**Challenges to Teaching Math**

The Influence of Gender, School Type and Location on the Ability of Primary School Pupils to Retain Mathematics Concepts
Dr. Anne Ndidi Meremikwu, *Department of Curriculum & Teaching, Faculty of Education, University of Calabar, Calabar, Nigeria*
Prof. Obinna Enukoha, *Department of Science Education, University of Calabar, Calabar, Nigeria*
Overview: Controlled before-and-after study assessed influence of instructional aids, gender, school type and location on mathematics retention in 600 Nigerian primary school pupils. Interaction of these variables did significantly influence retention.
Theme: Pedagogy and Curriculum

Teaching Mathematics to English Language Learners: Lessons Learned from Elementary School Teachers in Sierra Leone, West Africa
Dr. Ernest Oluwole Pratt, *Education Department, University of Mount Union, Alliance, USA*
Overview: I share strategies elementary school teachers in Sierra Leone use to teach ELLs mathematics. Participants will share their experiences of teaching EELs, and discuss how these approaches benefit ELLs.
Theme: Learner Diversity and Identities

The Design of Diagnostic Assessment Tasks to Assess Children's Knowledge, Skills and Understandings of Mathematics: An International Perspective
Pamela Susan Munro-Smith, *Assessment and Reporting Mathematics and Science, Australian Council for Educational Research, Melbourne, Australia*
Overview: I discuss designing diagnostic assessment for diverse international settings, that provides fine grained, actionable data for use by teachers and governments - and to measure the impact of those decisions.
Theme: Assessment and Evaluation

Room 10	**Session in Spanish: Nuevos métodos de aprendizaje**
11:55-12:55	**LUNCH**
12:55-14:35	**PARALLEL SESSIONS**
Room 1	**Special Topics in Education**

Organisational Support for Employees Undertaking Higher Education: Are Employers Doing Enough?
Elizabeth Jane Stewart, *School of Education, Faculty of Arts and Education, Deakin University, Geelong, Australia*
Overview: This research explores how valuations of higher education influence the ways in which employer-supported higher education (ESHE) is provided and engaged with by continuing adult learners and employers.
Theme: Adult, Community, and Professional Learning

How Children Learn in a World of Diversity
Dr. Shirley Anne Gillett, *Otago University College of Education, Otago University College of Education, Dunedin, New Zealand*
Overview: The New Zealand curriculum has incorporated some Māori(indigenous) values and principles such as manaakatitanga(trust and acceptance) and aka(reciprocal learning and teaching). What is the impact of this on learning?
Theme: Learner Diversity and Identities

The Influences on Faculty Members' Adoption of Mobile Learning at King Abdulaziz University, Saudi Arabia
Dr. Leena Alfarani, *Institute of Educational Graduate Studies, Educational Technology Department, King Abdulaziz University, Jeddah, Saudi Arabia*
Overview: The primary objective of this study is to explore the perceptions and attitudes of faculty members regarding various factors that may influence their current and future use of mobile learning.
Theme: Technologies in Learning

Room 2	**Online Assessment**

Triadic Interaction between Social Cognitive Theory, Social Presence Theory, and Community of Inquiry: Online Course Instructional Design Assessment Model
Dr. Jamie Cuda, *Health Professions, Mohawk Valley Community College, Utica, USA*
Overview: I discuss an online course instructional design assessment model for instructional design strategies and impact on students' perceptions in a virtual learning environment.
Theme: Assessment and Evaluation

Online Standardized Testing with Young Children: Addressing the Cry for New Media Strategies to Promote New Learning
Dr. Latasha Holt-Bocksnick, *College of Education, Arkansas Tech University, Russellville, USA*
Overview: Students and teachers need support. There is urgency for conversation regarding the importance of technology-based classroom instruction using an organized approach to prepare students for computer-based standardized testing and beyond.
Theme: Assessment and Evaluation

Friday, 21 July

12:55-14:35	PARALLEL SESSIONS
Room 3	**Alternative Classrooms**

Flipping LOTS and HOTS in Higher Education Blended Contexts
Dr. Marine Milad Mitry, *Faculty of Language Studies, Arab Open University, Kuwait, Kuwait*
Dr. Manar M. Shalaby, *Faculty of Language Studies, Arab Open University, Giza, Egypt*
Overview: This paper aims to assist the audience identify a flipped teaching approach that would enrich their students' Higher Order Thinking Skills (HOTS) in class rather than Lower Order thinking (LOTS).
Theme: Learning in Higher Education

Students' Responses to Enrollment in an Undergraduate Hybrid Environmental Communication Design Course
John R. Kleinpeter, *Department of Design, California State University Long Beach, Long Beach, USA*
Overview: This paper describes 36 undergraduate, full-time, Design students' responses to a qualitative survey after enrolling in a hybrid course in Environmental Communication Design. Results and implications will be discussed.
Theme: Learning in Higher Education

Are Short-term Overseas Study Programs Promoting Intercultural Competence?
Chen Wang, *School of Psychology and Counselling, Faculty of Health, Queensland University of Technology, Brisbane, Australia*
Overview: Interviews with Australian students, who took part in a short-term overseas study program, indicate that the cultural immersion can enhance their intercultural competence.
Theme: Learning in Higher Education

Room 4	**Session in Spanish: Session in Spanish: Adiciones tardías**
Room 6	**Pegagogical Frontiers**

Active Learning for Knowledge Development and Management: A Case Study at BUUIC, Thailand
Dr. Rungnapha Khamung, *Tourism and Hotel Mangement, Burapha University International College, Bansaen, Thailand*
Overview: This study was based on active learning workshops, to enrich knowledge development where students act as the source of input/output to actively learn rather than passively receive from the teacher.
Theme: Learning in Higher Education

STEAM at the Centre of Teacher Education: Fostering a "Spirit of Play"
Dr. Bronwen Wade Leeuwen, *Department of Education Studies Faculty of Human Sciences, Macquarie University, Sydney, Australia*
Overview: Drawing on innovative inquiry research-informed teacher education programs, the author argues that there are five essential tasks needed to foster creativity: reflective experiential learning, self-expression, technical skills, inventiveness and innovation.
Theme: Learning in Higher Education

Service-learning and Graduation: A Case Study of Assessing Long-term Learning Outcomes of Education Programs Using Event History Analysis
Hongtao Yue, *Office of Institutional Effectiveness, California State University, Fresno, USA*
Steven Hart, *Department of Literacy, Early, Bilingual and Special Education Department, California State University, Fresno, USA*
Chris Fiorentino, *The Jan & Bud Richter Center for Community Engagement and Service-Learning, California State University, Fresno, USA*
Overview: This paper demonstrates a detailed study on how to apply Event History Analysis to assess relationship between service-learning participation and graduation.
Theme: Assessment and Evaluation

Using Students' Design Tasks to Develop Scientific Abilities
Dr. Xueli Zou, *Department of Physics, California State University, Chico, Chico, USA*
Overview: In this talk, examples of four different types of students' design tasks will be shown and assessment results of students' achievements will be reported.
Theme: Pedagogy and Curriculum

Room 7	**Technology for Student Engagement**

Engaging Agriculture Students in Learning Calculus Using Online Adaptive Tutorials
Dr. Madan Lal Gupta, *School of Agriculture & Food Sciences, The University of Queensland, Gatton, Australia*
Prof. Peter Adams, *Faculty of Science, The University of Queensland, Brisbane, Australia*
Overview: This study investigates the impact of online adaptive tutorials in motivating and engaging agriculture students in learning differential and integral calculus at the University of Queensland Gatton Campus, Australia.
Theme: Science, Mathematics and Technology Learning

Tech Fridays: Engaging Students through Technologies
Prof. Krishani Abeysekera, *Computing Sciences Department, University of Houston-Clear Lake, Houston, USA*
Dr. Sharon Perkins Hall, *Computing Sciences Department, University of Houston-Clear Lake, Houston, USA*
Dr. Sadegh Davari, *Computing Sciences Department, University of Houston-Clear Lake, Houston, USA*
Overview: Tech Fridays are setup to help students overcome their fear of STEM subjects and new technologies. They focus on current technologies, and topics are chosen and led by senior students.
Theme: Science, Mathematics and Technology Learning

Educational impacts of 1-1 Tablet Projects at the Elementary Level
Thierry Karsenti, *Faculty of Education, University of Montreal, Montreal, Canada*
Overview: In all, 26,044 students (from grades 3 to 11) and 802 teachers participated in this study which aimed to understand both the benefits and challenges of 1-1 tablet projects.
Theme: Technologies in Learning

Room 10	**Session in Spanish: Desarrollo de habilidades cognitivas y sociales en niños y adultos**
14:35-14:50	COFFEE BREAK

14:50-16:30	PARALLEL SESSIONS

Room 1 — Professional Development for New Educators

Insights into New Teacher Professional Development: A Focus on Culturally Responsive Teaching Practices
Dr. Monica Lakhwani, *Diversity, Equity, and Poverty Programs, Jefferson County Public School District, Louisville, USA*
Overview: This paper assesses teachers' knowledge base and efficacy of newly hired teachers during a professional development session on culturally responsive teaching.
Theme: Adult, Community, and Professional Learning

Introducing Reflective Lesson Study to African Educators: Experiencing Learning as a Professional Learner
Pauline Anne Therese Mangulabnan, *Department of Professional Development of Teachers, University of Fukui, Fukui, Japan*
Overview: This is a professional development learning model created by DPDT of Fukui, Japan to introduce reflective lesson study to African educators through practice and beyond lectures and seminars.
Theme: Adult, Community, and Professional Learning

Lesson Study: Teachers' Descriptions of Professional Growth and Student Learning
Dr. Connie Yarema, *Department of Mathematics, Abilene Christian University, Abilene, USA*
Dr. Donna Gee, *Department of Teacher Education, Angelo State University, San Angelo, USA*
Overview: Results from a qualitative study addressing student learning and professional growth of elementary and middle school teachers involved in lesson study, incorporating technology, problem solving, and collaboration, will be shared.
Theme: Adult, Community, and Professional Learning

The Disappearance of Ethnic Minority Cultures in China
Yuxin Cao, *Beijing Normal University, Beijing, China*
Overview: Through the investigation for a junior school, the research found the compulsory education has made educational assimilation become more influential, which impact the protection and inheritance of ethnic minority cultures.
Theme: Learner Diversity and Identities

Room 2 — Preparation and Innovation

Employing Distance Media Tools to Facilitate Diversity Dialogue
Dr. Jacquelyn Sweeney, *Mary Lou Fulton Teachers College, Arizona State University, Tempe, USA*
Dr. Amy Damrow, *College of Education, Health, and Human Services, Kent State University at Stark, North Canton, USA*
Overview: Using collaborative web tools, ten pre-service teachers from two U.S. regions examined themes related to teaching in diverse communities. They gained insights from peers with different life experiences.
Theme: 2017 Special Theme: New Media for New Learning

Policies and Academic Innovations for Bicol University: K-12 Implementation
Dr. Helen Llenaresas, *Bicol University, Legazpi City, Philippines*
Dr. Julieta Borres, *Bicol University College of Arts and Letters, Legazpi City, Philippines*
Overview: This is a paper that identified policy gaps and crafted academic innovations for Bicol University in the context of the K to 12 Implementation.
Theme: Pedagogy and Curriculum

Exploring a College-Wide Initiative: Driving Service Learning Pedagogy across the Business Curriculum
Dr. Dalila Salazar, *Department of Management and Marketing College of Business Administration, Texas A&M University-Central Texas, Killeen, USA*
Dr. Rebecca McPherson, *Department of Management and Marketing College of Business Administration, Texas A&M University-Central Texas, Killeen, USA*
Dr. Barbara Altman, *College of Business Administration, Texas A&M University – Central Texas, Killeen, USA*
Dr. Rushiun Liou, *College of Business Administration, Texas A&M University – Central Texas, Killeen, USA*
Jessica Robin, *College of Business Administration, Texas A&M University – Central Texas, Killeen, USA*
Overview: Insights presented for university/curriculum administrators and business faculty describe the successes and failures of a college-wide initiative to integrate service learning across the business curriculum.
Theme: Pedagogy and Curriculum

Room 4 — Workshops

Shakespeare and Autism
Kevin McClatchy, *Department of Theatre, Ohio State University, Columbus, USA*
Overview: This is an introductory interactive exploration of the Hunter Heartbeat Method, which employs games based on Shakespeare's text to confront the communicative blocks that face children on the autism spectrum.
Theme: Learner Diversity and Identities

A District Collaboration: Creating a Balanced Reading Institute
Dr. Lisa Dryden, *School of Education, Texas Wesleyan University, Fort Worth, USA*
Overview: A large urban school district and the School of Education at Texas Wesleyan University team up to create a balanced Reading Institute for elementary students.
Theme: Literacies Learning

Room 5 — Transformations in Higher Education

The Changing Nature of Academic Work and Its Impact on Learning in Higher Education
Sureetha De Silva, *School of Education and Professional Studies, Griffith University, Gold Coast, Australia*
Overview: This paper draws on data from a research project exploring experiences of academics, and how the changing nature of the academic work context impacts upon student learning in higher education.
Theme: Learning in Higher Education

Two Cultures: Differences in Student-Faculty Perceptions of African American Literature
Dr. Douglas Taylor, *English Department, Cal State East Bay, Hayward, USA*
Overview: Comparative analysis of the perceptions of students and professors of regarding the value and purpose of African American literature in the classroom and in society.
Theme: Learning in Higher Education

It's Not So Easy: New Media, New Learning, and Perception of Study Loads of First Year Distance Students in Communications Subjects
Dr. Kate Ames, *School of Education and the Arts, CQ University, Brisbane, Australia*
Dr. Celeste Lawson, *School of Education and the Arts, Central Queensland University, Rockhampton, Australia*
Overview: First year distance education students studying online communication subjects note workload to be an issue in student evaluations, suggesting they are unprepared for study load expectations.
Theme: Learning in Higher Education

Friday, 21 July

14:50-16:30	**Parallel Sessions**
Room 6	**Literacy and Social Access**
	The Multiliteracies Project: A Reading and Writing Practices Proposal Dr. Pauliana Duarte Oliveira, *Academic Areas Department, Instituto Federal de Educação, Ciência e Tecnologia de Goiás-Câmpus Itumbiara, Itumbiara, Brazil* *Overview:* Consider the multiple languages and enable a work of reading and writing in which students have access to the diversity of possibilities and resources in which language is present. *Theme: Literacies Learning*
	The Relationship between Organisational Leadership and Service Provision Dr. Maria Ponto, *Faculty of Health, Social Care Sciences and Education, School of Nursing, Kingston University and St George's, University of London, Kingston upon Thames, UK* Dr. Julia Gale, *Faculty of Health, Social Care and Education, Kingston University and St. George's, University of London, Kingston upon Thames, UK* *Overview:* This paper discusses the changes in education in shaping a new kind of worker, with a focus on how changing healthcare provision in the UK is impacting on healthcare education. *Theme: Educational Organization and Leadership*
	Literacy as Purposeful Communication with the Outside World: New Designs for Skateboards, Schooled Literacy, and Students' Selves Sarah Mia Rapp, *Education Department, University of California, Santa Cruz, Santa Cruz, USA* *Overview:* What becomes possible when literacy learning is reframed as purposeful communication with the outside world, especially for our most marginalized students? *Theme: Literacies Learning*
Room 7	**Late Additions**
	Teachers' Assessment Practices and Tanzania's Educational Demands Joyce Joas Kahembe, *Department of Curriculum and Assessment, The University of Hong Kong, Hong Kong, Hong Kong* *Overview:* Findings indicated teachers' practices are inconsistent with learning needs and not supportive to learners in self-regulating learning. *Theme: Assessment and Evaluation*
Room 10	**Session in Spanish: Diversidad e inclusión en el desarrollo de los estudiantes**
16:30-17:00	**Closing Session**

XXIV Congreso Internacional de
Aprendizaje

Nuevos medios para un nuevo aprendizaje

19–21 DE JULIO DE 2017 | UNIVERSIDAD DE HAWÁI EN MANOA | HONOLULU, EEUU
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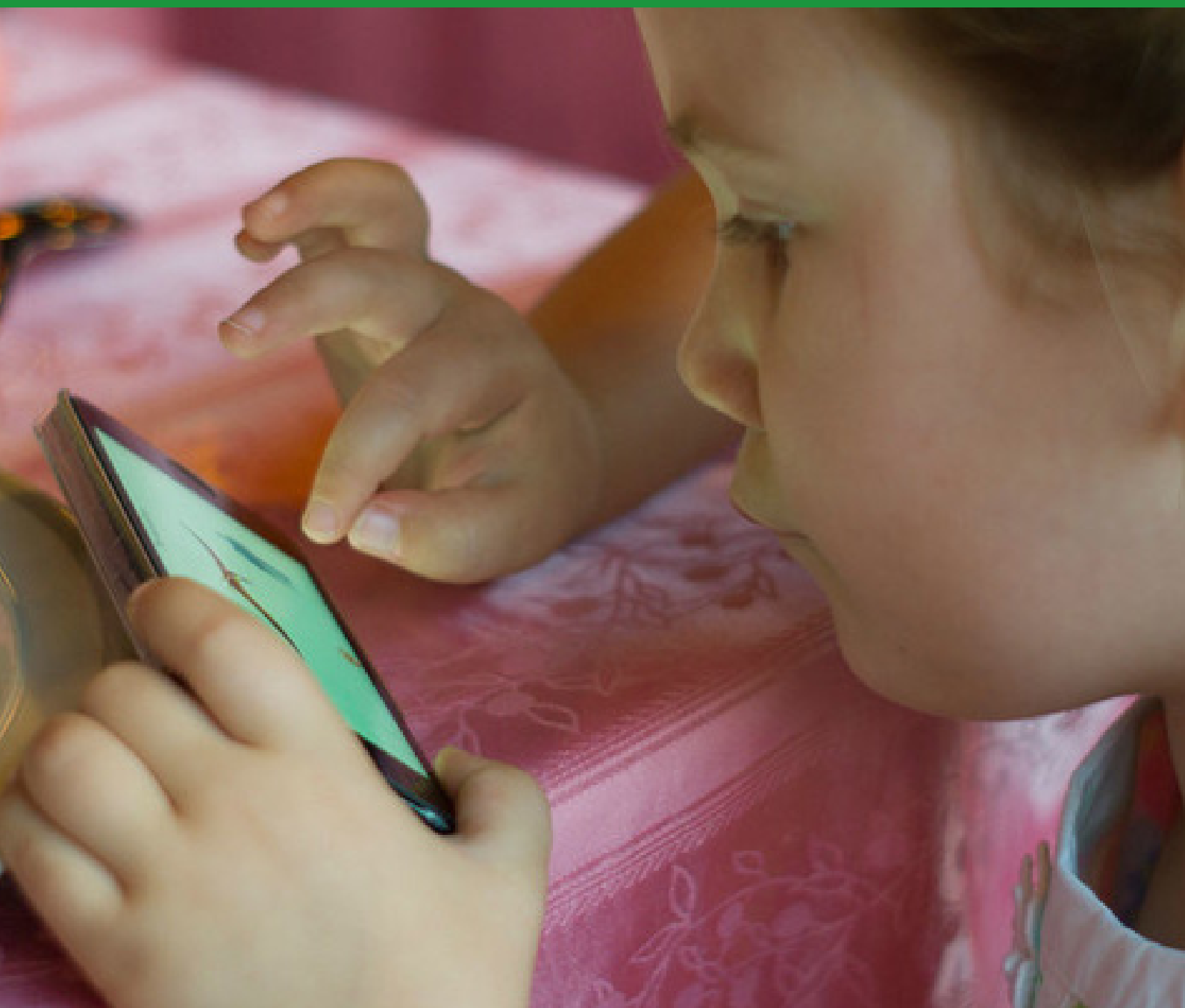
Estimados participantes del Congreso de Aprendizaje:

Bienvenidos a Honolulu y al XXIV Congreso Internacional de Aprendizaje. Creamos la Red de Investigación de Nuevas Tendencias en Humanidades, el congreso y la colección de revistas 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 Aprendizaje (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 Red de Investigación 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 Aprendizaje.

Common Ground Research Networks organiza la Red de Investigación de Aprendizaje en colaboración con los editores y los socios comunitarios. Fundada en 1984, Common Ground Research Networks está comprometida con la construcción de nuevos tipos de Redes de Investigación, es innovadora en sus medios de comunicación y con una visión a futuro en sus mensajes. Common Ground Research Networks toma algunos de los retos fundamentales de nuestro tiempo y construye comunidades de conocimiento que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, 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 la universidad, todas estas son preguntas profundamente 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 diferencias 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.

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Quisiera agradecer a los colegas de la Red de Investigación de Aprendizaje, Patricija Kirvaitis, McCall Macomber, Meg Welter, and Julia Lin, 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 XXV Congreso Internacional de Aprendizaje, que se llevará a cabo del 21 al 23 de junio de 2018, en la Universidad de Atenas en Atenas, Grecia.

Sinceramente,

Bill Cope
Director, Common Ground Research Networks
Profesor, Education Policy, Organization, and Leadership
Universidad de Illinois, Urbana-Champaign, EE.UU.

Common Ground Research Networks
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Nuestra misión

Common Ground Research Networks tiene como objetivo animar a todas las personas a participar en la creación de conocimiento colaborativo y a compartir ese conocimiento con el mundo entero. A través de nuestros congresos académicos y revistas revisadas por pares, construimos Redes de Investigación y proporcionamos plataformas para interacciones a través de diversos canales.

Nuestro mensaje

Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales: de disciplina, asociación profesional, institución y país. Common Ground Research Networks toma algunos de los retos fundamentales de nuestro tiempo y construye Redes de Investigación que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, 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 la universidad, todas estas son preguntas profundamente importantes de nuestro tiempo, que requieren un pensamiento interdisciplinario, conversaciones globales y colaboraciones intelectuales e 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 las diferencias tienen 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.

Nuestros medios de comunicación

Common Ground Research Networks crea Redes de Investigación que se reúnen personalmente en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante Redes de Investigación en línea, a través de procesos formales de publicación académica (revistas arbitradas revisión por pares), o ya sea a través de conversaciones informales en blogs. Los congresos fomentan el más amplio espectro de discursos posibles, animando a todos y a cada uno de los participantes a aportar sus conocimientos y perspectivas al debate común.

Red de Investigación de Aprendizaje

Una exploración del sentido y el fin de la educación, centrada en pedagogías innvadoras y con miras a nuevas posibilidades sociales por medio de la educación

Aprendizaje | Red de Investigación

La Red de Investigación 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 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 Red de Investigación son académicos, educadores, responsables políticos, administradores públicos, investigadores y otros profesionales de la educación.

Congreso

Los miembros de la red y los nuevos asistentes provienen de todas partes del mundo. El congreso constituye un espacio de reflexión crítica en el que se dan cita tanto figuras de prestigio internacional en la disciplina, como académicos emergentes. Quienes no puedan asistir tienen la opción de enviar un artículo para someterlo a su posible publicación en las revistas asociadas.

Publicaciones

Al participar en el Congreso Internacional de Aprendizaje, los autores o ponentes tienen la oportunidad de publicar en la Colección de Revistas de Aprendizaje, en cuyo proceso de edición, la revisión por pares se concibe desde una perspectiva constructiva e integradora.

Aprendizaje | **Temas**

Tema 1: Pedagogía y currículo

Explorar los procesos de elaboración y aplicación de las experiencias de aprendizaje, incluidas las decisiones sobre el contenido (plan de estudios) y las estrategias de instrucción (pedagogía).

- La teoría pedagógica y la instrucción
- El plan de estudios como programa de aprendizaje
- La reforma educativa en los planes de estudios y la instrucción
- La diferenciación y la personalización de la enseñanza
- El conocimiento del contenido y el conocimiento pedagógico de los maestros

Tema 2: Medición y evaluación

Investigar los procesos para precisar los resultados educativos y el diseño de métodos para medir el aprendizaje del estudiante, la evaluación de la eficacia de las intervenciones educativas o el impacto de los programas educativos en los alumnos, los maestros, 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: los propósitos, las estrategias y el papel en la reforma educativa

Tema 3: Organización educativa y liderazgo

Indagar sobre la organización de los sistemas formales de educación y su impacto en el proceso de enseñanza y aprendizaje. Examinar 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.

- Los ambientes de aprendizaje: la forma cambiante tanto de las instituciones educativas como de los lugares donde se produce el aprendizaje
- El papel de las instituciones educativas en la sociedad y/o en el cambio social
- La docencia: el trabajo de los maestros, los roles y las responsabilidades
- Las políticas educativas
- Los objetivos cambiantes de la educación: formar nuevos tipos de trabajadores, ciudadanos e identidades individuales
- Administradores en instituciones educativas: un liderazgo efectivo en una sociedad cambiante

Tema 4: Aprendizaje en la educación preescolar

Las investigaciones 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 ambiente social/cultural en el aprendizaje temprano
- La educación infantil: las funciones de la guardería, la educación preescolar y el jardín de niños
- La alfabetización, las artes y la comunicación en la primera infancia
- Habilidades aritméticas y ciencia en la primera infancia

Tema 5: Educación superior

Los estudios de la educación superior: preocupaciones institucionales (las admisiones, la financiación, el alcance y la calidad de la oferta educativa); estrategias de instrucción y su eficacia con 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 maestros para las escuelas del mañana; cuestiones de requisitos y acreditación, así como el equilibrio entre el aprendizaje teórico y el 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: Aprendizaje en adultos, comunitario y profesional

Explorar 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.

- Las oportunidades de aprendizaje formales e informales para adultos
- La educación continua para una sociedad en constante cambio
- La educación profesional continua, la capacitación y el desarrollo laboral
- La formación vocacional para el futuro
- El aprendizaje y otros modelos de enseñanza técnica o especializada
- La educación popular y comunitaria
- La capacitación de maestros y el desarrollo profesional

Tema 7: Identidad y diversidad de los estudiantes

Reconocer y adaptarse a la diversidad de los alumnos, a la dinámica de la enseñanza y el aprendizaje en diversas comunidades y salones de clase. Considerar el problema 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.

- La educación incluyente
- La equidad, la participación y las oportunidades
- Cómo cambian las mayorías y las minorías
- La educación especial, las dificultades de aprendizaje y las discapacidades
- La educación internacional, global, multicultural e intercultural

Tema 8: Tecnologías en el aprendizaje

Explorar el papel de las tecnologías en el aprendizaje, así como la influencia de los procesos de aprendizaje sobre la tecnología.

- Los valores humanos y la tecnología: aprender sobre la tecnología y a través de ella
- Cruzando la brecha digital: el acceso al aprendizaje en el mundo digital
- Las nuevas herramientas: el aprendizaje en línea
- Los mundos y las aulas virtuales: aprendizaje interactivo, a su propio ritmo y autónomo
- El aprendizaje ubicuo: el uso de las posibilidades que los nuevos medios ofrecen
- El aprendizaje a distancia: la reducción de las barreras

Tema 9: Alfabetización y aprendizaje de idiomas

Las investigaciones sobre el proceso del aprendizaje de la lectura, la escritura y la comunicación utilizando los nuevos medios y la alfabetización multimodal.

- La definición de las nuevas literacidades
- Los idiomas de poder: el papel de la alfabetización en el acceso a la sociedad
- La instrucción y la respuesta a las diferencias individuales en la alfabetización
- Lo visual y lo verbal: multiliteracidad y comunicaciones multimodales
- La alfabetización en el aprendizaje: el lenguaje en el aprendizaje de todas las materias
- El papel cambiante de las bibliotecas en la alfabetización
- La educación sobre el lenguaje y el aprendizaje de segundas lenguas
- El aprendizaje de varias lenguas para un mundo multicultural
- Las artes y el diseño en el aprendizaje multimodal
- La computadora, internet y los medios digitales: retos educativos y reacciones

Tema 10: Educación en ciencias, matemáticas y tecnología

Los 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, química, biología y otras ciencias
- El aprendizaje sobre el medio ambiente
- Modos de instrucción (didáctica, reflexiva y colaborativa)
- Pedagogía de las matemáticas
- Aprender sobre las tecnologías y a través de ellas
- Conocimiento del contenido pedagógico por parte de los maestros

Nuevos medios para un nuevo aprendizaje

El aprendizaje siempre ha involucrado a los medios. Tanto los libros de texto, libros de trabajo de alumnos, las cátedras de los maestros y por supuesto el salón de clases tradicional, todos son medios. Las formas de la pedagogía siempre han sido, hasta cierto grado, seres de los medios. ¿Cuál es entonces el papel de los nuevos medios digitales en la pedagogía? ¿Hasta qué punto reproducen o transforman las pedagogías tradicionales los medios digitales, por ejemplo el libro de texto electrónico, la clase del maestro en un "aula invertida" o las evaluaciones sumativas tradicionales? O ¿en qué manera éstas pudieran apoyar nuevas relaciones de aprendizaje, incluyendo el aprendizaje colaborativo, aprendizaje entre pares, aprendizaje multimodal y la evaluación formativa recursiva? Así como su acostumbrada amplia gama de temas, el congreso de este año explorará las aportaciones de los medios digitales en entornos de aprendizaje en línea y mezclados. Nuestra pregunta clave sería, ¿cómo interactúan los medios y la pedagogía?

La Colección de Revistas de Aprendizaje

Una exploración del 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 Research Networks se ha comprometido con la creación de espacios para el encuentro entre personas e ideas. Con 9 Redes de Investigación en español, y 24 redes 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 Red de Investigación 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), y una serie de redes sociales en torno a un nuevo "espacio social de conocimiento", que ha sido desarrollado por Common Ground: Scholar: (http://cgscholar.com/) (solamente disponible en inglés en este momento).

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 Redes de Investigación 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 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 Revisores 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 redes en la creación de diálogos entre diferentes perspectivas, experiencias, áreas de conocimiento y metodologías, y de las interacciones en el congreso, las conversaciones en línea, o los artículos de la revista.

Sobre la Colección de Revistas de 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.

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ijles.cgpublisher.com

Revista Internacional de Aprendizaje en Adultos, Comunitario y Profesional

La Revista Internacional de Aprendizaje en Adultos, Comunitario y Profesional explora el aprendizaje de los adultos en una diversidad de contextos, desde la educación básica hasta la capacitación en el trabajo y el aprendizaje profesional.

ISSN: 2573-654X (versión impresa) | 2573-6558 (versión electrónica)

Identificador digital: 10.18848/2573-654X/CGP

Revista Internacional de Alfabetización y Aprendizaje de Idiomas

La Revista Internacional de Alfabetización y Aprendizaje de Idiomas investiga los procesos de aprender a leer, escribir y comunicarse, tanto por medio de los términos alfabéticos convencionales como a través de los nuevos medios y distintos idiomas.

ISSN: 2474-5014 (versión impresa) | 2386-7779 (versión electrónica)

Identificador digital: 10.18848/2474-5014/CGP

Revista Internacional de Educación en Ciencias, Metamáticas y Tecnología

La Revista Internacional de Educación en Ciencias, Matemáticas y Tecnología ofrece estudios de las mejores prácticas en la enseñanza y aprendizaje de las ciencias, las matemáticas y la tecnología.

ISSN: 2573-6396 (versión impresa) | 2573-6418 (versión electrónica)

Identificador digital: 10.18848/2573-6396/CGP

Revista Internacional de Identidad y Diversidad en los Estudiantes

La Revista Internacional de Identidad y Diversidad en los Estudiantes investiga la dinámica del aprendizaje en diversas comunidades y salones de clase.

ISSN: 2573-6795 (versión impresa) | 2573-6809 (versión electrónica)

Identificador digital: 10.18848/2573-6795/CGP

Revista Internacional de Medición y Evaluación

La Revista Internacional de Medición y Evaluación investiga las dimensiones de la medición educativa.

ISSN: 2573-668X (versión impresa) | 2573-6698 (versión electrónica)

Identificador digital: 10.18848/2573-668X/CGP
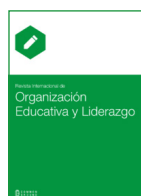
Revista Internacional de Organización Educativa y Liderazgo

La Revista Internacional de Organización Educativa y Liderazgo investiga la naturaleza y los procesos de la administración y el liderazgo educativos eficaces.

ISSN: 2474-5103 (impreso) | 2386-8392 (electrónico)

Identificador digital: 10.18848/2474-5103/CGP
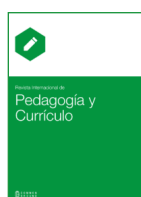
Revista Internacional de Pedagogía y Currículo

La Revista Internacional de Pedagogía y Currículo explora los procesos de diseñar y aplicar experiencias de aprendizaje, así como la dinámica del aprendizaje.

ISSN: 2474-5111 (impreso) | 2386-7574 (electrónico)

Identificador digital: 10.18848/2474-5111/CGP

Aprendizaje | **Colección de Revistas**
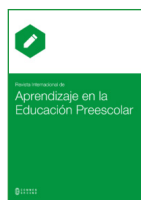
Revista Internacional de Aprendizaje en la Educación Preescolar

La Revista Internacional de Aprendizaje en la Educación Preescolar investiga la dinámica del aprendizaje en los siete primeros años de vida, documenta prácticas de aprendizaje de la primera infancia e incluye exégesis de los efectos de tales prácticas.

ISSN: 2573-6477 (versión impresa) | 2573-6507 (versión electrónica

Identificador digital: 10.18848/2573-6477/CGP

Revista Internacional de Educación Superior

La Revista Internacional de Educación Superior ofrece estudios de aprendizaje en los niveles de educación superior y universitaria, incluida la educación para maestros.

ISSN: 2573-6736 (versión impresa) | 2573-6752 (versión electrónica)

Identificador digital: 10.18848/2573-6736/CGP

Revista Internacional de Tecnologías en el Aprendizaje

La Revista Internacional de Tecnologías en el Aprendizaje explora el papel que desempeñan las tecnologías en el aprendizaje, y los procesos de aprendizaje acerca y a través de las tecnologías.

ISSN: 2573-6825 (versión impresa) | 2573-6833 (versión electrónica)

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# XXIV Congreso Internacional de Aprendizaje

Discutimos y estudiamos cuestiones clave del aprendizaje y la educación; construimos relaciones con aquellos académicos notables y emergentes en la materia que plantean una amplia gama de disciplinas y perspectivas

Principios y características del congreso

La estructura del congreso está basada en cuatro principios básicos que impregnan todos los aspectos de la Red de Investigación:

Internacional

El congreso viaja por todo el mundo para proporcionar oportunidades para que los delegados vean y experimenten diferentes países y ubicaciones. Pero de mayor importancia, el congreso ofrece una oportunidad tangible y significativa para involucrarse con académicos de una diversidad de culturas y perspectivas. Este año, delegados de más de 40 países asistirán, ofreciendo una oportunidad única y sin paralelo de involucrarse directamente con colegas de todos los rincones del mundo.

Interdisciplinario

A diferencia de congresos de asociaciones en que asisten delegados con experiencias y especialidades similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que comparten su interés en los temas y las preocupaciones de esta red. Como resultado, los temas se abordan desde una variedad de perspectivas, se elogian los métodos interdisciplinarios y se anima el respeto mutuo y la colaboración.

Incluyente

Se da la bienvenida a cualquiera cuyo trabajo académico es sólido y competente tanto en las redes como en los congresos, sin importar su disciplina, cultura, institución o carrera. Ya sea un profesor emérito, un estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

Interactivo

Para aprovechar completamente la rica diversidad de culturas, antecedentes y perspectivas representadas en estos congresos, debe haber amplias oportunidades de hablar, escuchar, participar e interactuar. Se ofrece una variedad de formatos de sesión más o menos estructuradas a través de ambos congresos para proporcionar estas oportunidades.

Ponencias plenarias

Los oradores plenarios, elegidos de entre los más destacados pensadores del mundo, ofrecen ponencias formales sobre temas de amplio interés para la Red de Investigación y los participantes del congreso. Uno o más oradores están programados en una ponencia plenaria, casi siempre la primera del día. Por regla general no hay preguntas ni conversación durante estas sesiones. Los oradores plenarios responden preguntas y participan en charlas informales y prolongadas durante sus conversaciones en el jardín.

Conversaciones en el jardín

Las conversaciones en el jardín son sesiones informales, no estructuradas que brindan a los delegados la oportunidad de reunirse con oradores plenarios y hablar largamente con ellos acerca de los asuntos que surgen de su ponencia. Cuando el lugar y el clima lo permiten tratamos de acomodar sillas en círculo en el exterior.

Mesas redondas

Celebradas el primer día del congreso, las Mesas redondas constituyen una de las primeras oportunidades para conocer a otros participantes con intereses y preocupaciones similares. Los participantes eligen los grupos que prefieren según grandes áreas temáticas y se enfrascan en largas conversaciones sobre los asuntos y preocupaciones que les parecen de mayor relevancia para ese segmento de la red de investigación. Quizá guíen la conversación preguntas como "¿Quiénes somos?", "¿Qué tenemos en común?", "¿Qué retos enfrenta hoy la sociedad en esta materia?", "¿Qué desafíos afrontamos para construir conocimiento y operar cambios significativos en este asunto?" Cuando es posible, se lleva a cabo una segunda mesa redonda el último día del congreso, para que el grupo original vuelva a reunirse y discuta sus cambios de puntos de vista y opiniones a raíz de la experiencia del congreso. Los informes de las mesas redondas dan a los participantes un marco para sus últimas conversaciones durante la sesión de clausura.

Ponencias de artículos por tema

Las ponencias de artículos se agrupan por temas generales en sesiones compuestas por tres o cuatro ponencias, seguidas de una discusión grupal. Cada ponente de la sesión realiza una ponencia formal de su trabajo, que dura 20 minutos; una vez presentados todos, sigue una sesión de preguntas y respuestas, y una de discusión grupal. Los moderadores de la sesión presentan a los ponentes, miden el tiempo de las ponencias y facilitan la discusión. Los participantes recibirán un ejemplar del artículo escrito de cada presentador si éste se acepta en la revista.

Coloquios

Los coloquios son organizados por un grupo de colegas que desean presentar varias dimensiones de un proyecto o perspectivas sobre un asunto. A cuatro o cinco ponencias formales breves siguen comentarios, discusiones grupales o ambos. Se puede presentar a la revista uno solo o múltiples artículos con base en el contenido de un coloquio.

Discusiones enfocadas

Para un trabajo que mejor discutir o debatir, más que reportarlo mediante una ponencia formal, estas sesiones proporcionan un foro para una conversación de "mesa redonda" extendida entre un autor y un pequeño grupo de colegas interesados. Varias de dichas discusiones ocurren simultáneamente en un área especificada, con cada mesa de autor designada por un número correspondiente al título y tema enumerando en el programa previsto. Se usan resúmenes de las ideas principales del autor o de puntos de discusión, para estimular y guiar el discurso. Se puede enviar a la revista un solo artículo con base en el trabajo académico e informado por la discusión centrada como corresponda.

Talleres

Los talleres implican una amplia interacción entre ponentes y participantes en torno a una idea o una experiencia práctica de una disciplina aplicada. Estas sesiones también pueden adoptar formato de panel, conversación, diálogo o debate preparados, todos con una considerable participación del público. En un taller puede someterse a aprobación para la revista un solo artículo (de varios autores, si se considera oportuno).

Sesiones de pósteres

Las sesiones de pósteres presentan los resultados preliminares en progreso o proyectos que se prestan a proyecciones y representaciones visuales. Estas sesiones permiten participar en discusiones informales con delegados interesados acerca del trabajo.

Miércoles 19 de julio

8:00–9:00	Mesa de inscripción abierta
9:00–9:35	Inauguración del congreso
9:35–10:10	Sesión plenaria en inglés—Arianna Eichelberger Instructional Designer, Associate Specialist, University of Hawaii at Manoa, Honolulu, USA *"Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students"*
10:10–10:40	Descanso de café y conversación en el jardín en inglés
10:40–10:50	Transición
10:50–11:40	Mesas redondas Las mesas en español tendrán lugar en el Plenary Room. Temas: *"Aprendizaje en la educación superior"* *"Nuevos métodos y medios en la educación"* *"Organización, evaluación y medición de la educación"*
11:40–12:40	Almuerzo
12:40–13:55	Sesiones paralelas
13:55–14:10	Descanso de café
14:10–15:50	Sesiones paralelas
15:50–16:05	Transición
16:05–17:45	Sesiones paralelas
17:45–19:25	Recepción de bienvenida y lanzamiento del libro, *Out of the Shadows: Fostering Creativity in Teacher Education Programs*

Jueves 20 de julio

8:00–8:30	Mesa de inscripción abierta
8:30–8:45	Noticias del día
8:45–9:00	Publicación de un libro o artículo con Common Ground (presentada en inglés)
9:00–9:35	Sesión plenaria en inglés—Bill Cope, Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA *"Five Theses on the Future of Learning"*
9:35–10:10	Sesión plenaria en español—Patricio Henríquez Ritchie, Profesor-Investigador, Universidad Autónoma de Baja California, Ensenada, México *"Uso de smartphones en contextos de educación superior: el caso de la Universidad Autónoma de Baja California, México"*
10:10–11:25	Conversación en el jardín/Sesiones paralelas
11:25–11:40	Descanso de café
11:40–12:55	Sesiones paralelas
12:55–13:55	Almuerzo
13:55–14:40	Sesiones paralelas
14:40–14:55	Descanso de café
14:55–16:35	Sesiones paralelas
17:00–17:30	Waikiki Starlight Luau - Apertura de puertas

Viernes 21 de julio

8:30–9:00	Mesa de inscripción abierta
9:00–9:30	Sesión plenaria en inglés—Dan Hoffman, Senior Education Analyst, Education Data Systems Department, Kamehameha Schools, Honolulu, USA *"Developing Critical Perspectives on Learning and Technology"*
9:30–10:00	Conversación en el jardín en inglés
10:00–10:15	Transición
10:15–11:55	Sesiones paralelas
11:55–12:55	Almuerzo
12:55–14:35	Sesiones paralelas
14:35–14:50	Descanso de café
14:50–16:30	Sesiones paralelas
16:30–17:00	Clausura del congreso y entrega de premios

Sesión especial (en inglés)

STEAM at the Centre of Teacher Education: Fostering a "Spirit of Play"

Friday 21 July | 12:55–14:35 | Room 6

Dr. Bronwen Wade Leeuwen, Department of Education Studies Faculty of Human Sciences, Macquarie University, Sydney, Australia

Drawing on innovative inquiry research-informed teacher education programs, the author argues that there are five essential tasks needed to foster creativity: reflective experiential learning, self-expression, technical skills, inventiveness and innovation.

Eventos especiales

Inscripción precongreso

Martes 18 de julio | 18:00–20:00 | Vestíbulo del DoubleTree by Hilton Hotel Alana - Waikiki Beach

Debido al tamaño de este gran congreso, nos complace anunciar que habrá una inscripción precongreso el martes 18 de julio en el vestíbulo del DoubleTree by Hilton Hotel Alana - Waikiki Beach. Este es un gran congreso y si es posible nos gustaría que viniera a la inscripción precongreso para recoger materiales y evitar filas largas para registrarse en la primera mañana del congreso.

Tour precongreso: Diamond Head

Martes 18 de julio | 7:20 o 7:50 AM | Recogida: Delante del DoubleTree by Hilton Hotel Alana - Waikiki Beach

¿Quién fue Diamond Head Charlie? ¿Por qué los guerreros de Kamehameha atacaron Oahú? ¿Dónde estuvieron los antiguos altares de sacrificios humanos y las cuevas de sepultura? ¿Cómo fue que el cráter recibió su famoso nombre? Disfrute una caminata guiada, educativa y divertida a la cumbre de 763 pies (232.5 metros) del cráter más famoso de la Tierra. Le aguardan vistas increíbles de 360 grados de Waikikí y del Océano Pacífico azul turquesa.

Este excitante tour al mundialmente famoso cráter Diamond Head, comienza con una breve plática de introducción por un guía especializado en la naturaleza. Aprenderá sobre la fascinante creación volcánica, la historia hawaiana, el descubrimiento europeo, la crianza primitiva de ganado y un uso militar moderno del "Gibraltar del Pacífico" mientras se le acompaña por un recorrido de 45 minutos que asciende hasta la cumbre de 232.5 metros. El grupo se detendrá en el camino, en varios puntos a descansar y fotografiar el cráter. Subirá por las escaleras, penetrará en un oscuro túnel de 61 metros y trepará la escalera en espiral, experiencia que transmitirá una sensación de aventura. Desde la cumbre se sentirá cautivado por las increíbles vistas panorámicas de 360 grados de la playa Waikikí, las montañas verde esmeralda y abajo la resplandeciente agua color aguamarina del Océano Pacífico.

La excursión dura aproximadamente 3 horas y es una experiencia verdaderamente inolvidable.

Recepción de bienvenida

Miércoles 19 de julio | 17:30–19:30 | Student Center - Universidad de Hawái en Manoa

Common Ground Research Networks y el Congreso de Aprendizaje llevarán a cabo una recepción de bienvenida en la sede del congreso, la Universidad de Hawái en Manoa, en el salón de baile en el tercer piso del Student Center, inmediatamente después de la última sesión del primer día. Se invita a todos los delegados a asistir y disfrutar de bebidas refrescantes de cortesía. Esta es una excelente oportunidad de conectarse con y conocer a sus compañeros delegados internacionales.

Cena del congreso – Waikiki Starlight Luau

Jueves 20 de julio | 17:00 | Hilton Hawaiian Village Waikiki Beach Resort

El Starlight Luau es una fiesta exclusiva de música, color, comida y baile en el Hilton Hawaiian Village Waikiki Beach Resort. El Luau cuenta con una extravagante bienvenida de Lei, actores de Hula kahiko, danzantes acróbatas con fuego y el ambiente de una inolvidable auténtica cena hawaiana bajo la luz de las estrellas de los cielos del Pacífico medio. Reserve su lugar para disfrutar de una experiencia que nunca olvidará.

Patricio Henríquez Ritchie, Profesor-Investigador, Universidad Autónoma de Baja California, Ensenada, México

"Uso de smartphones en contextos de educación superior: el caso de la Universidad Autónoma de Baja California, México"

Dr. Patricio Henríquez Ritchie es profesor-investigador de la licenciatura en Ciencias de la Educación, Facultad de Ciencias Administrativas y Sociales (FCAYS), Universidad Autónoma de Baja California (UABC). Es licenciado en Historia por la Universidad de Santiago de Chile (USACH). Realizó sus estudios de posgrado en temáticas relacionadas con el uso de TIC en educación superior y su relación con variables académicas, así como también con la implementación de recursos tecnológicos portátiles (mobile learning) como apoyo a las actividades académicas de estudiantes y docentes universitarios. Coordinó el proyecto "Estudio exploratorio sobre desarrollo digital de establecimientos en contextos educativos no tradicionales", financiado por UNESCO-MINEDUC (Ministrerio de Educación, Chile), en el marco del cual se analizó el uso de TIC en centros escolares de educación especial, educación para adultos, educación carcelaria y educación parvularia. A través de su trayectoria académica, ha publicado múltiples artículos en revistas de divulgación científica, informes de investigación y capítulos de libros destacando los aportes de los estudios anteriormente mencionados.

Oradores plenarios (en inglés)

Bill Cope, Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA

"Five Theses on the Future of Learning"

Bill Cope is a Professor in the Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign. He and Mary Kalantzis are also directors of Common Ground Research Networks, a not-for-profit organization developing and applying new publishing technologies. His research interests include theories and practices of pedagogy, cultural and linguistic diversity, and new technologies of representation and communication. His and Kalantzis' recent research has focused on the development of digital writing and assessment technologies, with the support of a number of major grants from the US Department of Education, the Bill and Melinda Gates Foundation and the National Science Foundation. The result has been the Scholar multimodal writing and assessment environment.

Dan Hoffman, Senior Education Analyst, Education Data Systems Department, Kamehameha Schools, Honolulu, USA

"Developing Critical Perspectives on Learning and Technology"

Dan Hoffman is an Senior Education Analyst in the Education Data Systems department at Kamehameha Schools. His research focuses on the design of interactive experiences and their impact on learning and engagement. This work is interdisciplinary in nature and takes place at the intersection of cognitive science, education, and technology. Seeing great potential in emerging human-computer interaction techniques, Dan tries to explore what it means to engage with to-be-learned content, studying interactivity and its ability to act as conceptual and procedural scaffolds. In 2013, Dan earned his doctorate in Instructional Technology and Media from Teachers College Columbia University. His interdisciplinary background includes K-12 and graduate teaching, completing the New York City Teaching Fellows program, and designing software for the Intel Corporation and the Games for Learning Institute.

Oradores plenarios (en inglés)

Arianna Eichelberger, Instructional Designer, Associate Specialist, University of Hawaii at Manoa, Honolulu, USA

Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students

Ariana Eichelberger is a faculty member in the Learning Design and Technology Department at the College of Education, University of Hawaii at Manoa. She also serves as the College's instructional designer managing a team that assists faculty with technology integration. She additionally works with the College's Distance Course Design and Consulting group designing online courses for units throughout the University of Hawaii's 10-campus system. Ariana's background is in faculty development, instructional design and online teaching in higher education. Areas of expertise are instructional design, online teaching, mentoring, and personnel training and management.

Orador plenario (en chino)

刘复兴博士 Dr. Liu, Fuxing

北京师范大学教育学部教授/西北师范大学副校长

Professor, Faculty of Education, Beijing Normal University/ Vice-President, Northwest Normal University

刘复兴，男，博士，北京师范大学教授、博士生导师。主要从事教育政策、教育基本理论研究。现任西北师范大学副校长、中国教育政策研究院副院长，兼任中国教育学会教育政策与法律研究分会副理事长、全国教育基本理论专业委员会委员、北京市教育学会教育学研究会会长。2006年入选教育部"新世纪优秀人才"支持计划。在《新华文摘》、《教育研究》等学术刊物上发表学术论文数十篇，主要著作与文章包括《教育政策的价值分析》（教育科学出版社，2003）、《中国教育发展指数》（北京师范大学出版社，2014）、《建设惠及全民的公平教育》（求是，2011）、《新义务教育法的突破与创新》（教育研究2006）、《市场条件下的教育公平：问题与制度安排》（北京师范大学学报，2005）等。主持和参与了国家、教育部、北京市、世界银行、联合国儿童基金会和英国国际发展部的多个课题和项目的研究工作，包括"深化高校哲学社会科学科研领域综合改革研究"、"关于改进和完善教育政策执行机制的研究"、"中国政府资助来华留学资助招生项目评估研究"等。作为专家参与了"2020 国家中长期教育改革发展规划纲要"等多项重要政策与立法的研究和咨询工作。

Dr. Fuxing Liu is a professor in the Faculty of Education at Beijing Normal University and the vice-president of Northwest Normal University in China. He works in the field of educational policy and politics. His research interests include higher education policy and high school policy, equity and quality in education, and educational innovation. His main publications include The Value Analysis of Educational Policy (Educational Science Publishing, 2003); The Index of Educational Development in China (co-authored, Beijing Normal University Press, 2014) Education Equity under Market Economy: Problems and Institutional Arrangement (Journal of Beijing Normal University, 2005); Innovations of New Compulsory Education Law" in Educational Research (Educational Research, 2006); and Establishing the equal education for all (QiuShi, 2011), etc. He has completed and is currently directing several national projects, including Comprehensive Reform of Research System of Philosophy and Social Science (2014-Present); and The Legislation of High School Education Policy. Dr. Liu also works as the vice-director of China Institute of Education Policy and the vice-president of the Division of Educational Policy and Law under the Chinese Educational Research Association. He is also the consultant of The National Medium and Long Term Educational Reform and Development Outline and other educational policies and laws. Professor Liu earned his PhD from Beijing Normal University.

Anayanzin Antonio Cañongo

Universidad Nacional Autónoma de México, Coyoacán, México

Mercedes Rosalía González Arreola

Universidad Nacional Autónoma de México, Coyoacán, México

Nelly Guadalupe Reyes López

Universidad Nacional Autónoma de México, Coyoacán, México

Karina Raquel Vásquez Burgos

Universidad Adventista de Chile, Chillán, Chile

Miércoles 19 de julio

8:00-9:00	**Mesa de inscripción abierta**
9:00-9:35	**Inauguración del congreso**
9:35-10:10	**Sesión plenaria: Arianna Eichelberger, Instructional Designer, Associate Specialist, University of Hawaii at Manoa, Honolulu, USA**
	"Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students."
10:10-10:40	**Descanso de café y conversación en el jardín en inglés**
10:40-10:50	**Transición**
10:50-11:40	**Mesas redondas**
	Room 1: Pedagogy and Curriculum & Assessment and Evaluation Room 2: Educational Organization and Leadership Room 3: Early Childhood Learning Room 4: Learning in Higher Education & Adult, Community, and Professional Learning Room 5: Learner Diversity and Identities Room 6: Technologies in Learning and Science, Mathematics and Technology Learning Room 7: Literacies Learning Room 8: 2017 Special Focus - "New Media for New Learning" Plenary Room: "Aprendizaje en la educación superior", "Nuevos métodos y medios en la educación", "Organización, evaluación y medición de la educación".
11:40-12:40	**Almuerzo**
12:40-13:55	**Sesiones paralelas**
Room 1	**Sesión en inglés: Social Work Pedagogies**
Room 2	**Sesión en inglés: The Engaged Classroom**
Room 3	**Sesión en inglés: Communities of Practice**
Room 4	**Sesión en inglés: Defining New Literacies**
Room 5	**Sesión en inglés: Leadership in Teacher Training**
Room 8	**Sesión en español: Las tecnologías en el aprendizaje**
	Nativos digitales y competencia digital en educación secundaria: Estudio de casos en España Juan Pablo Fernández Abuín, *Universitat Autónoma de Barcelona, Lugo, España* *Resumen:* Se muestran parte de los resultados de una investigación desarrollada en centros de educación secundaria de la comunidad autónoma gallega, pertenecientes a la red del Proyecto Abalar. *Tema: La tecnología en la educación*
	Los Sinsentidos de los programas de educación superior en línea Dr. Gerardo Tunal Santiago, *Área de Estudios del Trabajo del Departamento de Relaciones Sociales, Universidad Autónoma Metropolitana Unidad Xochimilco, Ciudad de México, México* *Resumen:* El objetivo de la presente ponencia es exponer los sinsentidos de la educación superior en línea que contradicen los criterios de calidad que supone la educación posmoderna. *Tema: La tecnología en la educación*
	Una Propuesta para el diseño de laboratorios virtuales para la enseñanza de la física en un modelo de educación a distancia Prof. Fernando Urena, *Departamento de Física para Ingenierías, Escuela de Ciencias Exactas y Naturales, Universidad Estatal a Distancia, San Pedro, Costa Rica* Prof. Carlos Arguedas, *Cátedra de Física, Universidad Estatal a Distancia, Santa Barbará, Costa Rica* *Resumen:* La Universidad Estatal a Distancia de Costa Rica debe utilizar las TIC como herramienta para fomentar el aprendizaje. Los laboratorios virtuales son una herramienta importante. *Tema: Aprendizaje de las ciencias, las matemáticas y la tecnología*
13:55-14:10	**Descanso de café**
14:10-15:50	**Sesiones paralelas**
Room 1	**Sesión en inglés: Comprehensive STEM**
Room 2	**Sesión en inglés: Wellbeing and Early Childhood Education**
Room 3	**Sesión en inglés: Career Paths**

14:10-15:50	**Sesiones paralelas**
Room 4	**Sesión en español: Adiciones tardías**

Una Propuesta didáctica de las ecuaciones diferenciales en el contexto de la ingeniería de control
Mg. Martín Sauza Toledo, *Procesos Industriales, Universidad Tecnológica de Tula Tepeji, Tula de Allende, México*
M. en C. Juan Reséndiz Ríos, *Procesos Industriales, Universidad Tecnológica de Tula Tepeji, Tula de Allende, México*
Ing. Adiel Basurto Guerrero, *Mantenimiento Industrial, Universidad Tecnológica de Tula Tepeji, Tula de Allende, México*
Resumen: El presente trabajo de investigación, pretende rendir cuenta de las investigaciones realizadas, en el contexto de las matemáticas, en la ingeniería de control.
Tema: Aprendizaje en la educación superior

Características, conocimientos y cualidades del formador de Directivos para la evaluación del desempeño
Dra. Alicia Lorena Rodriguez Marquez, *División Maestría en Gestión, Centro Regional de Formación Docente e Investigación Educativa, Hermosillo, México*
Dra. Ana Gloria Jimenez Williams, *Maestría en Gestión e Intervención Educativa, Centro Regional de Formaci[on Docente e Investigaci[on Educativa del Estado de Sonora, Hermosillo, México*
Mtra. Gabriela Mora, *División de Gestión e Innovación Educativa, Centro Regional de Formación Docente e Investigación Educativa del Estado de Sonora, Hermosillo, México*
Resumen: Reporte de investigación que analiza las características del formador de Directivos, a partir de la capacitación realizada en el Estado de Sonora para la Evaluación del Desempeño 2016 - 2017.
Tema: Organización educativa y liderazgo

Ética y b-learning: ¿qué interrogantes surgen? Experiencia en Facultad de Salud, Ingeniería y Educación en la Universidad Bernardo O´Higgins
Mg. Margarita Loretto Paredes Zumelzu, *Dirección de Formación Integral, Vicerrectoría Académica, Universidad Bernardo O'Higgins, Santiago, Chile*
Dra. Katiuska Ázolas Pérez, *Dirección de Formación Integral, Vicerrectoría Académica., Universidad Bernardo O'Higgins, Santiago, Chile*
Resumen: Experiencia de diseño e implementación en modalidad semi presencial de la cátedra de Ética para estudiantes universitarios de las Facultades de Salud, Ingeniería y Educación de la Universidad Bernardo O´Higgins.
Tema: Aprendizaje en la educación superior

El Desarrollo de competencias digitales en docentes de educación básica: El caso de Baja California, México
Dra. Karla Lariza Parra Encinas, *Facultad de Ciencias Humanas, Universidad Autónoma de Baja California, Mexicali, México*
Dra. Mónica Leticia López Chacón, *Facultad de Ciencias Humanas, Universidad Autónoma de Baja California, Mexicali, México*
Resumen: Estudio sobre el nivel de competencias digitales que poseen los docentes de escuelas primarias, para el logro de la interacción y acompañamiento de los estudiantes, en el camino del aprendizaje.
Tema: Tema destacado 2017: Nuevos medios para un nuevo aprendizaje

Room 5	**Sesión en inglés: Challenges to Professional Education**
Room 6	**Sesión en inglés: Diversity in the Teacher/Student Dynamic**
Room 7	**Sesión en inglés: Late Additions**
Room 8	**Sesión en español: Aprendizaje en la educación superior**

Formación de Tutores Virtuales: Una experiencia de la Fundacion UNED
Prof. Rafael Pérez Herrera, *Departamento de desarrollo de programas, Fundación UNED, Madrid, España*
Prof. Pilar Muñoz Martínez, *Dirección, Fundación UNED, Madrid, España*
Resumen: Presentamos el estudio y propuesta desarrollado para la formación y definición del rol y competencias que deben desarrollar los Tutores Virtuales para los cursos on-line de la Fundación UNED.
Tema: Aprendizaje en la educación superior

Proyectos integradores como estrategia de formación y evaluación en el programa de Arquitectura de la Universidad Autónoma de Chiapas
Mtra. Patricia Gutierrez, *Facultad de Arquitectura., Universidad Autonoma de Chiapas, Tuxtla Gutierrez, México*
Mtra. Rocio Ivette Yañez, *Facultad de Arquitectura, Universidad Autónoma de Chiapas, Tuxta Gutierrez, México*
Resumen: Propuesta de estrategia de aprendizaje y evaluación de los estudiantes de arquitectura bajo el modelo de competencias integrales.
Tema: Aprendizaje en la educación superior

La Enseñanza en la universidad, una formación transformadora de pensamiento crítico y escritura académica: Alternativas importantes para el mejoramiento intelectual del estudiante universitario
Lic. Rossy Jeanette Alarcón Chávez, *Facultad de Ciencias de la Educación, Universidad Laica "Eloy Alfaro" de Manabí, Manta, Ecuador*
Resumen: El pensamiento crítico y la escritura académica constituyen una alternativa importante de mejora intelectual del estudiante universitario, que en los actuales momentos arrastran dificultades en el desarrollo de estas habilidades.
Tema: Aprendizaje en la educación superior

Afectividad personal como variable de análisis en la práctica reflexiva del profesorado Universitario
Dra. Marcela García, *Ciencias Sociales División de Gestión e Innovación Educativa Psicología y Ciencias de la Comunicación, Universidad de Sonora, Hermosillo, México*
Resumen: El presente estudio tiene como finalidad describir la parte afectiva del profesorado de educación superior en relación con la construcción y ejercicio de su práctica como docente.
Tema: Aprendizaje en la educación superior

15:50-16:05	**Transición**
16:05-17:45	**Sesiones paralelas**
Room 1	**Sesión en inglés: Gender Participation in Science**
Room 2	**Sesión en inglés: Bilingual Learning**
Room 3	**Sesión en inglés: Diversity Impacts on Achievement**
Room 4	**Sesión en inglés: The Roles of Creativity**
Room 5	**Sesión en inglés: Personalizing Literacy**
Room 7	**Sesión en inglés: New Learning Modes and Media**

16:05-17:45	**SESIONES PARALELAS**
Room 8	**Sesión en español: Evaluación y medición de la calidad educativa**
	Las Fuentes de la evaluación curricular: Percepciones del profesorado de un programa educativo de pre grado en Oaxaca, México
	Dra. Nelly Eblin Barrientos Gutiérrez, *Licenciatura en Ciencias Empresariales, Consejo Nacional de Ciencia y Tecnología - Universidad del Papaloapan, San Juan Bautista Tuxtepec, México*
	Resumen: El desarrollo curricular recupera información de diversos actores para trazar rutas formativas exitosas, una fuente importante son los profesores. Se presenta aquí el caso de una universidad en Oaxaca, México.
	Tema: Evaluación y medición de la calidad educativa
	Validación psicométrica Escala Fomento Habilidades Pensamiento Crítico Maestros
	Anayanzin Antonio Cañongo, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, Ciudad de México, México*
	Dra. Guadalupe Acle Tomasini, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, Ciudad de México, México*
	Dra. Gabriela Ordaz Villegas, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, Ciudad de México, México*
	Resumen: El estudio describe el desarrollo y validación psicométrica de una Escala de Fomento de Habilidades de Pensamiento Crítico Versión Maestros.
	Tema: Evaluación y medición de la calidad educativa
	Satisfacción de egresados de licenciatura de una institución superior agropecuaria pública en el norte de México
	Manuel de Jesus Azpilcueta R., *Unidad Regional Universitaria de Zonas Áridas, Universidad Autónoma Chapingo, Torreon, México*
	Dr. Manuel Morales S., *Universidad Autónoma de la Laguna, Torreon, México*
	Alberto Valverde Lopez, *Instituto Tecnológico de Torreón, Torreón, México*
	Resumen: Analizar el nivel de satisfacción de egresados de diferentes generaciones de la Unidad Regional de Zonas Áridas de la Universidad Autónoma Chapingo, centrándose en: Infraestructura, Aspectos Académicos y Servicios.
	Tema: Evaluación y medición de la calidad educativa
17:45-19:25	**RECEPCIÓN DE BIENVENIDA**

Jueves 20 de julio

Jueves 20 de julio	
8:00-8:30	**Mesa de inscripción abierta**
8:30-8:45	**Noticias del día**
8:45-9:00	**Publicando su artículo o libro con Common Ground**
9:00-9:35	**Sesión plenaria en inglés: Bill Cope, Professor, Department of Education Policy, Organization & Leadership, University of Illinois, Urbana-Champaign, USA**
	"Five Theses on the Future of Learning"
9:35-10:10	**Sesión plenaria en español: Patricio Henríquez Ritchie, Profesor-Investigador, Universidad Autónoma de Baja California, Ensenada, México**
	"Uso de smartphones en contextos de educación superior: el caso de la Universidad Autónoma de Baja California, México"
10:10-11:25	**Sesiones paralelas**
Room 1	**Sesión en inglés: Language as Social Experience**
Room 3	**Sesión en inglés: Motivating the Adult Learner**
Room 5	**Sesión en inglés: Challenges in EFL Classrooms**
Room 6	**Sesión en inglés: New Frontiers**
Room 8	**Sesión plenaria y conversación en el jardín en chino**
11:25-11:40	**Descanso de café**
11:40-12:55	**Sesiones paralelas**
Room 3	**Sesión en inglés: Education Journeys**
Room 4	**Sesión en chino**
Room 5	**Sesión en inglés: Impacts of Culture**
Room 6	**Sesión en inglés: Post-Secondary Competencies**
Room 7	**Sesión en inglés: Instructional Practice in Science**
Room 8	**Sesión en español: Salud, virtud y comunidad**
	Educación nutricional y autocuidado para beneficiarios del programa ADN de FECHAC: Estudio de caso en escuelas de Cuauhtémoc, Chihuahua Dra. Patricia Islas, *Programa de educación, Universidad Autónoma de Ciudad Juárez, Cuauhtémoc, México* Dra. Claudia Teresa Dominguez, *Licenciatura en educación, Universidad Autónoma de Ciudad Juárez, Cuauhtémoc, México* *Resumen:* Estudio exploratorio que indaga hábitos de nutrición y autocuidado en el contexto escolar y familiar de estudiantes del nivel básico adscritos al programa ADN de FECHAC en Cuauhtémoc, Chihuahua, México. *Tema: Organización educativa y liderazgo* **La Gestión educativa en el siglo XXI: La comunidad barrial como actor de integración** Prof. Rosa Liliana Vargas, *IPEM 320 Jorge Cafrune, Ministerio de Educación de la Provincia de Córdoba, Córdoba, Argentina* Lic. Pablo Rubén Tenaglia, *Estudios Sociales de América Latina Facultad de Ciencias de la Información, Universidad Nacional de Córdoba, Córdoba, Argentina* Dra. Renee Isabel Mengo, *Escuela Ciencias de la Información Cátedra: Historia Social Contemporánea, Universidad Nacional de Córdoba, Córdoba, Argentina* Dra. Lucia Irene Mengo, *Facultad de Ciencias de la Comunicacion, Universidad Nacional de Córdoba, Córdoba, Argentina* *Resumen:* La gestión directiva en la escuela se abre a la comunidad mediante acciones que posibilitan la inclusión de los alumnos junto con otros actores sociales. *Tema: Organización educativa y liderazgo* **La Formación de tutores como estrategias de acompañamiento para la implementación de una política pública en México** Dra. Marcela García, *Ciencias Sociales, Psicología y Ciencias de la Comunicación, Hermosillo, México* Mtra. Gabriela Mora, *División de Gestión e Innovación Educativa, Centro Regional de Formación Docente e Investigación Educativa del Estado de Sonora, Hermosillo, México* *Resumen:* La propuesta muestra el análisis de un programa de formación para el acompañamiento de profesores en servicio de educación básica, como elemento de apoyo a la política pública en educación. *Tema: Organización educativa y liderazgo*
12:55-13:55	**Almuerzo**
13:55-14:40	**Sesiones paralelas**
Room 1	**Discusiones enfocadas en inglés**
Room 2	**Discusiones enfocadas en inglés**
Room 3	**Charlas rápidas en inglés**
Room 4	**Discusión enfocada en español**
	Vocación y desempeño docente según el discurso del profesorado y estudiantes de la Facultad de Ciencias Sociales de la Universidad Nacional de Costa Rica Carolina España, *Escuela de Secretariado Profesional, Universidad Nacional, San Rafael, Costa Rica* *Resumen:* Estudio cualitativo de tipo descriptivo para analizar la vocación y el desempeño docente desde el discurso del profesorado y estudiantes de la Facultad de Ciencias Sociales de la Universidad Nacional. *Tema: Adulto, comunidad y aprendizaje profesional*
Room 5	**Sesión de póster virtual en inglés**
Room 7	**Discusiones enfocadas en inglés**

13:55-14:40	SESIONES PARALELAS
Plenary Room	**Sesión de poster** **Hermano mayor: Experiencias de lectura compartida** Dr. José Quintanal Díaz, *Facultad de Educación, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dr. José Luis García-Llamas, *Facultad de Educación, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* *Resumen:* Experiencia de lectura dinámica, compartida en el aula de Educación Infantil, implicando para ello alumnos de niveles de secundaria, cuyo comportamiento lector es como si fueran un "Hermano Mayor". *Tema: Educación preescolar e infantil* **El Aprendizaje a través de los dispositivos móviles (Modelo MDR): Una respuesta a la diversidad en el aula** Dra. Maria Jose Albert-Gómez, *Facultad de Educación Dpt. Teoría de la Educación y Pedagogia Social, Universidad Nacional de Educacíion a Distancia (UNED), Madrid, España* Dra María José Mudarra-Sánchez, *Facultad de Educación Dpt. MIDE II, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dra. María García Pérez, *Facultad de Educación Dpt. Teoría de la Educación y Pedagogia Social, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dra. Isabel Ortega-Sánchez, *Facultad de Educación Dpt. Teoría de la Educación y Pedagogia Social, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dra. Clara Pérez Molina, *Departamento de Ingeniería Eléctrica, Electrónica y de Control de la E.T.S. Ingenieros Industriales, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Prof. Manuel Castro, *Departamento de Ingeniería Eléctrica, Electrónica y de Control de la E.T.S. de Ingenieros Industriales, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* *Resumen:* Dentro del proyecto de investigación mRIDGE se busca evaluar la adaptación y el desarrollo del sistema de aplicaciones móviles con realidad aumentada como respuesta a la diversidad en el aula. *Tema: Aprendizaje en la educación superior* **Dispositivos móviles (Modelo MDR) como herramienta para favorecer la formación y la integración socio laboral de estudiantes en situación de desventaja** Dra. Maria Jose Albert-Gómez, *Facultad de educacion Dpt. Teoria de la Educación y Pedagogia Social, Universidad Nacional de Educacíion a Distancia (UNED), Madrid, España* Dra María José Mudarra-Sánchez, *Facultad de Educación Dpt. MIDE II, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dra. María García Pérez, *Facultad de Educación Dpt. Teoría de la Educación y Pedagogia Social, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dra. Isabel Ortega-Sánchez, *Facultad de Educación Dpt. Teoría de la Educación y Pedagogia Social, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Dra. Clara Pérez Molina, *Departamento de Ingeniería Eléctrica, Electrónica y de Control de la E.T.S. de Ingenieros Industriales., Universidad Nacional de Educación a Distancia (UNED), Madrid, España* Prof. Manuel Castro, *Departamento de Ingeniería Eléctrica, Electrónica y de Control de la E.T.S. de Ingenieros Industriales, Universidad Nacional de Educación a Distancia (UNED), Madrid, España* *Resumen:* El uso de los recursos educativos digitales, dispositivos móviles y realidad aumentada, inciden en el proceso de enseñanza y en la variable estudiada: la inserción socioeducativa y laboral. *Tema: Aprendizaje en la educación superior*
Room 8	**Taller en inglés**
14:40-14:55	DESCANSO DE CAFÉ
14:55-16:35	SESIONES PARALELAS
Room 1	**Sesión en inglés: Library Collaborations**
Room 2	**Escaparate de innovación en inglés**
Room 3	**Taller en inglés**
Room 4	**Sesión en chino**
Room 5	**Sesión en español: Comprendiendo estudiantes y sus motivaciones** **La Evaluación de los aprendizajes en la educación a distancia: percepción del estudiantado de la asignatura de Gerencia Pública en la Universidad Estatal a Distancia de Costa Rica** Prof. Vicente Godoy Sandoval, *Escuela de Ciencias de la Administraciòn, Universidad Estatal a Distancia, San Jose, Costa Rica* Prof. Gabriela Garita Gonzàlez, *Programa de materiales didácticos educativos, Universidad Estatal a Distancia, San Jose, Costa Rica* Prof. Jose Eduardo Gutierrez Duran, *Coordinador de la Catedra de Administración e investigador de la Escuela Ciencias de la Administración, Universidad Estatal a Distancia, San Josè, Costa Rica* *Resumen:* La evaluación de los aprendizajes en la educación a distancia: percepción del estudiantado de la asignatura de Gerencia Pública en la Universidad Estatal a Distancia de Costa Rica. *Tema: Evaluación y medición de la calidad educativa* **Las Tecnologías de Información, Comunicación y Conocimiento, en el contexto de la actual reforma de la educación básica en México** Prof. Moisés Santiago Valle, *Departamento de Investigación, Coordinación de Posgrado., Centro de Actualización del Magisterio en el Distrito Federal, Ciudad de México, México* *Resumen:* Las Tecnologías de Información, Comunicación y Conocimiento. Una reflexión sobre Informática Educativa, vinculada con algunos planteamientos de la actual reforma de la educación básica en México. *Tema: Aprendizaje de las ciencias, las matemáticas y la tecnología* **La Internacionalización en la Universidad: ¿Opción o necesidad?** Dr. Mario Secchi, *Rectoría, Instituto Universitario Italiano de Rosario, Rosario, Argentina* Karina Elmir, *Rectoría, Instituto Universitario Italiano de Rosario, Rosario, Argentina* Dr. Walter Bordino, *Secretaría Académica, Instituto Universitario Italiano de Rosario, Rosario, Argentina* *Resumen:* La Internacionalización de la Universidad es necesaria para los nuevos vínculos, integrar redes universitarias y optimizar el Intercambio y la movilidad de estudiantes, profesores e investigadores universitarios y de posgrado. *Tema: Organización educativa y liderazgo*
Room 6	**Sesión en inglés: The 21st Century Student**
Room 7	**Sesión en inglés: Assessment Accountability**

Jueves 20 de julio

14:55-16:35	**Sesiones paralelas**
Room 8	**Taller en inglés**
16:35-16:45	**Fin de sesiones**
17:00-17:30	**Waikiki Starlight Luau - Apertura de puertas**

Viernes 21 de julio

Viernes 21 de julio	
8:30-9:00	**Mesa de inscripción abierta**
9:00-9:30	**Sesión plenaria en inglés: Dan Hoffman, Senior Education Analyst, Education Data Systems Department, Kamehameha Schools, Honolulu, USA**
	"Developing Critical Perspectives on Learning and Technology"
9:30-10:00	**Conversación en el jardín en inglés**
10:00-10:15	**Transición**
10:15-11:55	**Sesiones paralelas**
Room 1	**Sesión en inglés: Educating the Healthcare Worker**
Room 2	**Sesión en inglés: Social Studies Pedagogies**
Room 3	**Sesión en ingles: Digital Engagement**
Room 4	**Sesión en chino**
Room 6	**Sesión en inglés: Ethical Curricula**
Room 7	**Sesión en inglés: Challenges to Teaching Math**
Room 8	**Sesión en español: Nuevos métodos de aprendizaje**
	Aprender virtudes a través del juego y la práctica del deporte: La enseñanza de la filosofía a través del juego Lic. Mafaldo Maza Dueñas, *Preparatoria Agricola - (Academia de Filosofía) Disciplinas Humanísticas, Universidad Autónoma Chapingo, Texcoco, México* Dra. Vanessa Garcia Gonzalez, *Dirección Académica, Universidad Autónoma Chapingo, Texcoco, México* *Resumen:* Aprender virtudes a través de diversas estrategias promovidas con el juego y la práctica del deporte. La enseñanza de la filosofía vista desde una filosofía para la vida. *Tema: Pedagogía y conocimiento* **Gamificación Universidad: Aplicación asignatura contabilidad** Dra. M. Pilar Curós, *Departamento Empresa, Universidad de Barcelona/ ESERP Business School, Barcelona, España* Dr. Antonio Garcia, *Departamento Empresa, Universidad de Barcelona, Barcelona, España* Prof. Máximo Francisco Losilla, *Departamento Empresa, Universidad de Barcelona, Barcelona, España* Dr. Jordi Marti, *Departamento Empresa, Universidad de Barcelona, Barcelona, España* Dr. Javier Oses, *Departamento Empresa, Universidad de Barcelona, Barcelona, España* *Resumen:* Presentamos una nueva metodología docente en las clases de contabilidad en la Universidad, como es el Kahoot. Una herramienta de gamificación divertida a utilizar en grupo o individualmente. *Tema: Aprendizaje en la educación superior* **De la investigación al aprendizaje: El ABP en los estudios de Enfermería** Carmen Enrique Mirón, *Departamento de Química Inorgánica, Universidad de Granada, Melilla, España* *Resumen:* Aprender más y mejor y, sobretodo, tener la capacidad de aprender siempre, en cualquier momento y lugar, define las metodologías activas que configuran la educación del siglo XXI. *Tema: Aprendizaje de las ciencias, las matemáticas y la tecnología* **Desarrollo e implementación de proyecto multidisciplinario como estrategia de enseñanza de diseño basado en un método proyectual como un proceso de investigación** Mtro. Eduardo Montoya Reyes, *Escuela de Ciencias de la Ingeniería y Tecnología, Universidad Autónoma de Baja California, Tijuana, México* Mtra. Gloria Azucena Torres de León, *Centro de Ingeniería y Tecnología (CITEC), Universidad Autónoma de Baja California, Tijuana, México* Arch. Carolina Trejo Alba, *Escuela de Ciencias de la Ingeniería y Tecnología, Universidad Autónoma de Baja California, Tijuana, México* Ixchel Astrid Camacho Ixta, *Centro de Ingeniería y Tecnología, Universidad Autónoma de Baja California, Tijuana, México* Mtro. Salvador Díaz Guerrero, *Escuela de Ciencias de la Ingeniería y Tecnología, Universidad Autónoma de Baja California, Tijuana, México* *Resumen:* Desarrollo e implementación de proyecto multidisciplinario, como estrategia de enseñanza-aprendizaje para el Diseño, basado en la metodología de proceso iterativo de investigación de diseño aplicado en cuatro clases. *Tema: Aprendizaje en la educación superior*
11:55-12:55	**Almuerzo**
12:55-14:35	**Sesiones paralelas**
Room 1	**Sesión en inglés: Special Topics in Education**
Room 2	**Sesión en inglés: Online Assessment**
Room 3	**Sesión en inglés: Alternative Classrooms**
Room 6	**Sesión en inglés: Pedagogical Frontiers**
Room 7	**Sesión en inglés: Technology for Student Engagement**

12:55-14:35	**Sesiones paralelas**

Room 8	**Sesión en español: Desarrollo de habilidades cognitivas y sociales en niños y adultos**

Conductas de regulación emocional materna
Nelly Guadalupe Reyes López, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, México, México*
Dra. Guadalupe Acle Tomasini, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, México, México*
Dra. Gabriela Ordaz Villegas, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, México, México*
Resumen: Se validó una escala Likert diseñada para identificar las conductas de regulación emocional que utilizan las madres ante las emociones de enojo, miedo, tristeza y alegría que experimentan sus hijos.
Tema: Educación preescolar e infantil

María Montessori y la proyección de su modelo educativo: El Centro Integral Educativo Córdoba
Dra. Lucia Irene Mengo, *Facultad de Ciencias de la Comunicación, Universidad Nacional de Córdoba, Córdoba, Argentina*
Dra. Renee Isabel Mengo, *Escuela Ciencias de la Información Cátedra: Historia Social Contemporánea, Universidad Nacional de Córdoba, Córdoba, Argentina*
Lic. Pablo Rubén Tenaglia, *Estudios Sociales de América Latina Facultad de Ciencias de la Información, Universidad Nacional de Córdoba, Córdoba, Argentina*
Prof. Rosa Liliana Vargas, *IPEM 320 Jorge Cafrune Regional Rio Tercero, Ministerio de Educación de la Provincia de Córdoba, Córdoba, Argentina*
Resumen: Las características del modelo educativo Montessori, abarcan profundamente el período de la infancia en el ser humano y se consideran universales porque trascienden cualquier cultura, basada en la observación científica.
Tema: Pedagogía y conocimiento

Enriquecimiento de la habilidad de observación en alumnos sobresalientes
Lic. Mercedes Rosalía González Arreola, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, México, México*
Dra. Fabiola Zacatelco Ramírez, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, México, México*
Dra. Blanca Ivet Chávez Soto, *Facultad de Estudios Superiores Zaragoza, Universidad Nacional Autónoma de México, México, México*
Resumen: Esta investigación muestra los incrementos significativos en la habilidad de observación en un grupo de alumnos con aptitud sobresaliente que participaron en un programa de enriquecimiento de sus capacidades cognoscitivas.
Tema: Diversidad e identidades en el aula

14:35-14:50	**Descanso de café**

14:50-16:30	**Sesiones paralelas**
Room 1	**Sesión en inglés: Professional Development for New Educators**
Room 2	**Sesión en inglés: Preparation and Innovation**
Room 4	**Talleres en inglés**
Room 5	**Sesión en inglés: Transformations in Higher Education**
Room 6	**Sesión en inglés: Literacy and Social Access**
Room 7	**Sesión en inglés: Late Additions**
Room 8	**Sesión en español: Diversidad e inclusión en el desarrollo de los estudiantes**

El Intercambio estudiantil y su impacto en el desarrollo personal del estudiante
Dra. Maria Isabel Reyes Pérez, *Facultad de Pedagogía e Innovación Educativa, Universidad Autónoma del Estado de Baja California, Mexicali, México*
Dra. María de Jesús Gallegos Santiago, *Facultad de Ciencias Humanas, Universidad Autónoma de Baja California, Mexicali, México*
Dra. Martha Chairez Jiménez, *Facultad de Ciencias Humanas, Universidad Autónoma de Baja California, Mexicali, México*
Mtra. Eloísa Gallegos Santiago, *Facultad de Ciencias Humanas, Universidad Autónoma de Baja California, Mexicali, México*
Yaralin Aceves Villanueva, *Facultad de Pedagogía e Innovación Educativa, Universidad Autónoma de Baja California, Mexicali, México*
Resumen: Indagar cómo impacta en la vida personal de los alumnos de la Facultad de Pedagogía e Innovación Educativa que participen en el programa de intercambio estudiantil de la UABC.
Tema: Pedagogía y conocimiento

Procesos de confrontacion fenotipica en la adquisición de la identidad cultural en contextos de multiculturalidad: Estudio comparativo interétnico
Dra. Claudia Teresa Dominguez, *Licenciatura en educación, Universidad Autónoma de Ciudad Juárez, Cuauhtémoc, México*
Dra. Patricia Islas, *Licenciatura en educación, Universidad Autónoma de Ciudad Juárez, Cuauhtemoc, México*
Resumen: Estudio comparativo acerca de la conformación de la identidad cultural en la primera infancia en niños y niñas raramuris, menonitas y mestizos a partir de la representación simbólica de fenotipos.
Tema: Diversidad e identidades en el aula

La Educación inclusiva en la realidad educativa chilena
Karina Raquel Vásquez Burgos, *Facultad de Educación y Ciencias Sociales, Universidad Adventista de Chile, Chillán, Chile*
Resumen: Revisión teórica sobre la realidad chilena actual sobre el cambio curricular enfrentados a una visión inclusiva de la educación.
Tema: Diversidad e identidades en el aula

Motivación para el estudio de una lengua extranjera durante la carrera universitaria
Dra. Katia Lorena Rodriguez Morales, *Postgrado, Escuela Superior Politécnica del Litoral (ESPOL), Guayaquil, Ecuador*
Resumen: El estudio examina las diferencias en el tipo de motivaciones, tanto extrínsecas (ME) como intrínsecas (MI), que pueden tener los y las estudiantes universitarias de una lengua extranjera.
Tema: Alfabetización y aprendizaje de otros idiomas

16:30-17:00	**Clausura del congreso**

第十五届
教育国际会议
新媒介与新式教育

2017年7月19日至21日 | 夏威夷大学马诺阿分校 | 美国火奴鲁鲁
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敬爱的教育学会议参会者，

欢迎您来到今年在火奴鲁鲁举行的第24届教育学国际会议。教育学术社群所包含的年度会议、期刊与专书系列的创立目的即是为了探索教育的意义与目的，并着重在创新教学法，通过教育来探索新的社会可能性。

1989年，首届教育国际会议在澳大利亚悉尼举办，当届的会议将焦点聚集在素养与学习上。这个会议起初主要是探讨读写教育中的体裁教学法。自首届会议之后，我们关注的主题范围不断拓展，传统的识字和读写素养能力成为会议的其中一个主题。在九零年代中期，"多元素养能力（multiliteracies）"这个概念的发展拓宽了会议主题范围。多元素养能力的想法是源自于语言交流教育的形态不应只局限于"国家的语言"的想法，后者在过去一直是学校教育的重点项目。但交流的形态不仅限于文字语言，尤其在新媒体崛起的年代，这个想法变得更加切实。

会议相对起来是一段较短暂的时光：我们在会期中进行对话并受到启发，但这些谈话终究将随着时间淡去。这个学术社群支持各类型的出版模组就是为了能够将这些对话捕捉，并将其转化成正式化的知识产物。我们非常鼓励您提交您的研究作品至教育学期刊系列。同时也鼓励您提交专书提案到教育学专书系列。

同心学术联合会偕同我们的编辑以及学术社群合作伙伴合作一同策划组织教育学学术社群。成立于1984年，同心学术联合会会致力于建立新型的学术社群，使用创新的媒体与前瞻性的思考，面对当代的一些关键挑战，同心学术联合会建立了学术社群，以横向的方式跨越传统的知识分类结构。可持续发展、多样文化、教育、人文科学的发展与未来、跨学科的本质、艺术在现代社会的地位、科技与知识的联系、高校的角色转变等，这些都是当前重大的时代问题，而我们需要通过跨学科的思维、国际化的交流，以及跨组织的合作来回答这些问题。同心学术联合会是一个能让人们、想法与对话聚集的场所。壮大思想版图并不是指在不同学科间寻找共同点，而是让这些跨学科思想在一个共享的场域不断地被挑战与检验，最终达到共识与联结。这种挑战与检验需要用不同视角、不同的研究方法，聚集来自不同地区、拥有不同工作、不同知识背景、不同经历和文化背景的思想者，在这种交流环境中能够有效的激发思想活力，营造和谐的学术氛围，促进学术和社会的长足发展。同心致力于创造这样的学术交流互动的平台与空间，为社会创造更加美好的未来。

我个人在这里也要特别感谢为这个会议付出诸多努力的同心学术工作人员：Patricija Kirvaitis, McCall McComber, Megan Welter, 以及Julia Lin。

我祝福您在这个会议中一切顺利，并希望会议能提供您各种与来自世界各地的同行学者对话的机会。我们也期待能在2018年6月21-23日于希腊雅典大学的教育学国际会议再次与您相会！

敬祝 安好

比尔·科普 Bill Cope
同心学术联合会，会长
美国伊利诺伊大学厄巴纳—香槟分校，教育政策、组织与领导部，教授

我们的任务

同心学术联合会的主要目标旨在透过创造知识协作的环境，以及向世界传布这些知识来促进人们的参与度。藉由我们的学术会议、同行审查期刊、专书以及创新软件，我们建造变革性的知识社群，并提供多个平台来进行有意义的跨媒介互动。

我们的使命

传统人类知识传承常以学科、专业学会、组织、国家的纵向体系来划分。然而当代知识发展的趋势要求我们进行横向的知识传播，面向这一时代问题，同心学术联合会建立知识社群，以横向、跨学科、跨组织、跨文化与国家的方式传播知识。可持续发展、多样文化、教育、人文科学的发展与未来、跨学科的本质、艺术在现代社会的地位、科技与知识的联系、高校的角色转变等，这些都是当前重大的时代问题。同心学术联合会便是这些对话的交集点，不论是不同的视角、不同的研究方法，聚集来自不同地区、拥有不同工作、不同知识背景、不同经历和文化背景的思想者，我们提供共享的空间让不同的意见能相遇并连接。同心致力于创造这样的学术交流互动的平台与空间，为社会创造更加美好的未来。

我们的媒体

同心学术联合会议多种不同的机制和媒体来创造并支援我们的知识社群。在世界各地举行年度会议，连接全球（国际参会者）与地方（主办地的学者、实践者与社群领导人）。会议包含多种演讲类型旨在鼓励所有的参会者能投入、互动与贡献。通过创新的提交、同行审查与出版模式，我们的期刊与专书系列提供一个健全的审查制学术出版管道。各个知识社群也在网路有一定的曝光度——在我们的视频网站发表演说、每月的时事通讯、以及社交媒体。而同心学术联合会的出版软件，Scholar学者平台，让使用者在线上讨论与交流，同时也是文字与多媒体创作、评价和传播的开创性网络平台。

教育学学术社群
The Learner
Research Network

将焦点置于创新教学法以及通过教育所型塑的社会远景来探索教育的意义和目的。

教育学学术社群是基于学者对教育学的热忱以及对探索其之未来展望又共同的兴趣而形成。学术社群是建立于一个创新的、面对面的年度会议，加上全年无休的网上交流平台、一系列的同行审查期刊和专书系列——探索各种有潜力的新媒体。

会议

教育学国际会议有四大特色：国际性、跨学科性、开放性和互动性。会议代表不仅包括不同领域内的顶尖学者，也包括学术新秀。他们来自世界各地、代表不同的学科、拥有不同的研究视角。多种多样的发言方式让参代表能够通过多种途径参与相关议题的讨论，并与来自不同文化背景与学科的研究者建立联系。

出版

教育学术社群为成员提供两种发表平台。第一，成员可以在我们的"教育学期刊系列"上发表文章。不同于传统的学术发表过程，我们的期刊建立在回应式的、非科层化的、建设性的同行评议基础上。为保障期刊文章的质量，教育学期刊系列采取双边匿名评审制度。第二，成员可通过教育学专书系列发表其前沿性的研究，出版形式包括电子版和印刷版。欢迎您随时向我们提交提纲和书稿。

学术社群

教育学学术社群为成员提供多种交流的方式。任何成员都可以在我们的YouTube频道中上传视频介绍您的研究。每季度的email时事通讯推送，向您通告最新的会议和出版动态以及业内的相关要闻。您也可以关注我们的社群网络如微信、Facebook 、Twitter等参与互动讨论，或者探索同心学术自有的"Scholar学者平台"。

探讨教学的设计与实施过程，包括教学内容（课程论）与教学策略（教学法）。

主题一：课程与教学论
- 教学理论与教学法
- 以学习为导向的课程设计
- 课程与教学改革
- 差别化与个性化教学
- 教师的学科专业知识与教学知识

探讨教育评估的过程，设计测量学习效果的方法，评估教育干预的效果，以及教育项目对学习者、教师、组织和社会的影响。

主题二：考核与评估
- 教育评估的目的（诊断性、形成性、总结性）
- 教育问责的政治性与实践性
- 智力还是能力，实践能力还是学习能力：哪些教育结果是可测量的？
- 评估策略（档案袋评价、适应性评价、计算机化评价、嵌入式评价）
- 教育测量的类型（质性、量性、认知性、情感性、表现性）
- 教育研究方法（描述型、实验型、参与型、行动型）
- 教育项目评估：目的、策略、在教育改革中扮演的角色

探讨正式教育系统中的组织机构及其对教学过程的影响；审视关于教育领域中的专业主义，教育机构中管理者和管理部门的议题。

分主题三：教育组织与领导
- 学习环境：变化中的教育机构与学习环境
- 教育组织在社会及社会变革中扮演的角色
- 教学从业人员：教师的工作，角色与责任
- 教育政策
- 变化中的教育目的：培养新型的劳动力、公民与自我身份认知
- 变迁的社会中的有效领导

探讨0-7岁儿童的学习与发展；学校、家庭和社会文化对儿童早期学习的影响。

主题四：儿童早期学习
- 家庭和社会文化对儿童早期学习的影响
- 早期教育：托儿所、幼儿园与学前班的角色
- 儿童早期读写、艺术与交流能力
- 儿童早期数学能力与科学知识

高等教育研究：教育体系因素对高等教育的影响，包括高等教育的机构管理、财政管理、教学的范围与质量；高等教育的教学策略及其效果；高等教育环境。此主题亦探讨师范教育系统：其在大学院校中的地位，以及大学该如何培养未来的教师；教师教育的基本要求、认证以及理论教育与实践教育的平衡等相关问题。

主题五：高等教育中的学习
- 大学院校的未来：大学教育与劳动力、社会公民与自我身份认知培养的关系
- 高等教育中的教与学
- 知识生态：结合高等教育机构中的研究与教学
- 师范教育：政策、项目、与实践

探索不同环境下的成人教育：从成人基本教育到职场与专业培训。包括教师职后教育与专业发展。

主题六：成人、社区与专业教育

- 正式与非正式的成人教育机会
- 快速发展社会中的终身学习
- 专业性的继续教育、职业培训与职业发展
- 职业教育与未来发展培训
- 学徒制及其他形式的技术教育与继续教育模式
- 大众教育与社区教育
- 教师职后教育与专业发展

关注学生多样性与多元化社区和教室环境中的教学活动、学习者自我身份认同、同侪关系，以及如何促进社会正义、多多文化理解与包容的教学方法。

主题七：学习者多样性与身份认同

- 全纳教育
- 平等，参与和机会
- 变化中的少数与多数群体
- 特殊教育，学习困难与学习障碍
- 国际、全球、多文化与跨文化教育

探索科技在教学中扮演的角色，了解学习使用新科技和利用新科技学习的过程。

主题八：教育科技

- 科技与人文价值：如何学习使用新科技和利用新科技学习的过程
- 跨越数字鸿沟：学习数字世界，在数字世界中学习
- 新型的学习工具：在线学习
- 虚拟世界、虚拟课堂：互动式、自控式、和自主式的学习
- 普适学习：利用无处不在的新媒介学习
- 远程学习：消除距离

探索使用新媒介学习阅读、写作、与交流的过程以及多模态素养能力

分主题九：读写与交流素养学习

- 重新定义读写和知识素养
- 语言的力量：读写与交流素养能力在社会中扮演的角色
- 如何应对素养教育中的个体差异
- 视觉与言语：多元素养能力与多模态交流
- 学习中的读写与交流素养：语言与跨学科学习
- 图书馆在交流素养学习过程中的角色变化
- 语言教育与第二语言习得
- 多元文化世界下的多语学习
- 多模态教学设计
- 计算机、网络及数字媒体对教育的挑战及其对策

研究科学、数学和科技的最佳教学方法。

分主题十：科学、数学和技术学习

- 理科教学方法：物理、化学、生物及其他理科科目
- 在自然环境中学习自然环境
- 教学模式（说教式、探究式、与合作式）
- 数学教学论
- 学习使用新科技与利用新科技学习
- 教师的教育学知识和专业知识

新媒介与新式教育

"媒介"是学习过程必不可少的一部分：教科书、练习簿、教师讲座、以及传统课堂教学，这些不同的教学传播方式都是所谓的媒介。在某种程度上，不同的教学法即是因为运用不同的媒介而产生的结果。那么，新型的数字媒介在教学中扮演着什么样的角色呢？数字教学媒介是复制或是颠覆了传统教学法，例如电子教科书、翻转课堂教学模式、传统的终结性评价？抑或是塑造了新型的学习关系，例如合作学习、同伴学习、多模态学习以及回归形成性评价方法？如同往年，今年的教育国际会议除了10个教育学相关主题外，将特别探讨网络数字媒体在网上远程教育及混合式学习环境中的多种角色。我们的核心问题将会是：不同的媒介和教学法是如何相互影响？

学习与教育：广度和深度

"学习"是比教育还要广的概念。人类与生俱来就具有学习的能力。学习是终身的议题，并不会因为年纪渐长而停止。

学习随时随地都在发生：无论是与他人互动、或在自然界与社会中闯荡时。人类的特点便是其强大的学习能力，虽然从微小的昆虫到高智力的黑猩猩都有学习能力，但他们并没有实践教育学或建立教育机构的能力。因此，其他物种的进化方式是透过渐进、生物性的演化，比起人类改变与适应的能力，这种自然生态的演化是非常缓慢的。

"教育"使得人类的学习方式有别于其他物种。人类借此获得更多信息，并利用这些信息进一步的认识自己与世界，从而改变生活环境，逃脱大自然严格的生存法则。

教育是人类特有的能力，我们有意识和目标地培育学习，并发展出一个为教育而生的社会环境：教育机构。"学习"会随时随地、自然的发生在日常生活中；"教育"则是经过设计、发生在特定机构、课程和教学法之下的学习。

教学的艺术与科学

教与学是人类天性不可或缺的一部分。

教学可以在任何地方进行。有些人天生擅长教导他人，他们能够清楚、有耐心、适可而止的说明与解释一件事，帮助学习者在较有学识的人的帮助下逐渐精通某件事。你能在生活周遭随时发现教学行为。事实上，教学是日常生活中不可或缺一部分。

教学，同时也是一种职业、一种专业。若一个人具有善于教导他人的性格与特质，那么他便容易能胜任在教育专业中的职位。

但熟练的教学能力并不是教育专业的整体，当中还需要科学的辅助让教学专业更为完善。当我们将科学研究的方法与思维模式融入教学艺术中，教育也可以是一种具备完整专业知识体的科学。科学讲求基本原理与问题探索，在此前提之下，教育科学需要深思并分析以下问题：学习是如何发生的？我们应如何安排最有效的教学方法？什么方法对学习者最有效？我们如何得知某种教学方法是可行的？

实践学习

学习是一个人或一个团体从"不知"到"知"的过程。这个过程是由许多不同的行为组成。

在学习过程中，学习者透过参与的行为让自己获得新知。我们需要通过实际操作像是体验、概念化、分析、实践等行动来达成学习的目的：。

人在学习的过程中必须将自己的意识投入，一但个人意识真正投入到学习中，人们的行为表现和学习的视野能因此获得拓展。

我们可以经由三个不同阶层来分析"学习"。第一："教学论（Pedagogy）"，指的是较小维度的教育与学习行为；第二："课程（Curriculum）"，是为某个领域知识体所设计的学习架构；第三："教育学（Education）"，是最高的层级，研究的是教学与课程制度的设置。

教学论的意涵是设计教学的方式来帮助教学者指导他人学习新事物。我们的先民透过形式化的仪式来认识律法、神灵和大自然，这便是采用了教学论来帮助学习。这也是在现代化、群体化与机构化的教育体系下，教育者组织学习过程的方式。教学论是"知"的科学实践。而教学评鉴则是用来解读学习者从"不知"到"知"的转变程度与状态，即是教育者用来了解某种教学方法是否有效的测量手段。

课程安排是为了教学过程所设计的具体计画，教育者根据不同学科像是数学、历史、体育等，来个别安排教学内容与方式。在正式和系统化的教学机构中，教学行为是根据课程安排的架构来执行。而课程安排的架构则会因教学内容与方法不同而有变化，也就是为什么各个学科有其独特的性质。或许有人会问，识读教育、算术、科学、历史、社会研究、经济学、体育以及各种学科的本质与未来展望又是什么呢？这些学科在不断变化的社会中是如何相互连结？我们又要如何评鉴课程安排的有效性？

传统上，教育学是被应用在正式的学习团体。中小学校、大学院校是当写作成为公共行政的工具时所出现的教育机构（为训练目的而生，譬如说中国帝国时代的官吏、古美索不达米亚／伊拉克负责书写楔形文字的人）；教育机构支撑了以神圣经文为基础的宗教（如伊斯兰学校、基督教修道院）；也是为了能传递某个成熟发展的学派知识与智慧（古雅典学院、或中国的儒家思想）。

人们可以随时随地学习新事物，这已经内建在人类的天性中。然而，教育是经过设计后的学习。在正式的教育团体环境中，学习须经过特别的设计与安排，例如儿童早期教育、中小学校、技职学校、大学和成人教育机构。然而，教育也可能在非正式或半正式的环境中发生，譬如商业性或公社性的场合，如工作地点、社区团体、家庭或其他公众场合。

科学化的教育学
教育：既广且深的科学研究

中小学校、大专院校等机构是教育中的"有形体"。但这些有形体不代表教育的全部面貌，教育是一个社会化过程、教与学之间的互动。教育也是一个专业学科。

教育科学分析教学论、课程安排和教育机构，是研究学习与教学过程的学科及知识体，涵盖范围从教学的起始构想到实现过程。

"科学"或"学科"则是更进阶地研究或探讨某个领域的知识，由一群对特定领域知识有深入认识的人所创建，这些人大多从事学术研究或教学工作。科学与学科涉及严谨的实验与集中的观察，科学家系统化的探索某个现象、检测事实与模型，并逐步地将这些发现建立成一套理论，然后以这套理论解释社会中的现象。随着时间的推移，人们开始信服这些理论，以这些科学理论解释生活中的事件。

我们也可以秉持着科学的精神来研究教育学：将大脑视为生物实体、精神体视为行为表现的来源（认知科学）；或者我们也可设置科学实验来认识"学习"，探索何种行为在教育互动中是有效的。我们可以采用随机的、控制环境下的科学实验方法来做研究，用医学打比方：给实验组一帖教学"药方"，给控制组"安慰剂"，接着观察哪一种介入行为产生最好的结果。

为了更深入研究教育互动与学习行为，我们需要更多信息，但当我们尝试获取更多信息时，也须思考每一种研究方法的不足之处与注意事项：了解人类精神体的运作模式能进一步的帮助教育学研究，但不能忘记文化条件也会影响人的思考模式；我们需要证明哪一种教学介入法最有效用，但同时要注意研究方法或测验问题可能只能测量部分的能力和知识；测验分数的提升证明了某种教学介入方法有效，但没有参与到课程改良的学生并无法提高其学习表现；当测验

采用单选、多选或是非题时，并无法反映出学习者全面的学习成果。"标准测验"的批评者通常提出这个问题：在当今社会中，我们能透过网路或各种工具查询到任何讯息，因此持有单纯的"事实性"知识已经不是令人称羡的能力，大多数的问题都有不同的解决方法，因此问题解决能力和创意力成为了更抢手的特质。基于上述这些原因，我们不能仅用单纯的实验法来研究教育学，而是需要用更广大的视野与更广义的科学方法来进行教育学研究。

跨领域的科学
教育学是研究学习的科学、研究人们是如何"知" 的科学。

探索"知"的过程是一种科学，我们一步步的了解婴儿、年轻人、成人是如何学习的。教育学作为一种科学，目标是为了研究不同形式的"知"：了解"知"是如何发生的，以及"知"的能力是如何发展成形。某种程度上，教育学是研究所有科学的科学。教育学研究系统化的教育机构、正式与非正式的学习场合。

比起其他大专院校中的学科（如自然科学、人文学等），教育学经常处于被忽视的地位。常被认为仅是一种促进其他学科发展的学科，而非独自一格的专业。所以教育专业经常被分配较少的研究基金、有较低的招生条件与较低的毕业生起始薪水。事实上，教育学是一个融合多元专业的学科，其研究根基融合了基础学科，如社会学、历史学、心理学、认知科学、语言学、哲学，以及关键学科的知识，例如文学、科学与数学。

比起其他学科，教育学涉猎广泛，并将许多不同学科连结，例如：知识的原理（知识论）、感知与学习的认知科学、语言学与符号学。这些仅是与教育学相关学科的一小部分。教育学不仅是"一个"学科，而是横跨多项领域，尝试采用不同的视角研究人的学习行为。

教育学：研究科学的科学
教育学是滋养其它学科的土壤。

大学院校中的每一个学科都不能不透过"教育"来传授知识，所有的学科理论皆是透过"学习"的行为方能存在。无论是物理、法律、历史或文学，刚进入某一个学科的新手皆须透过教育和学习来获得该学科长久以来累积的知识。在此概念之下，教育学不仅仅只是一个跨学科领域的研究，亦不仅是单纯将不同学科串联一起，而是所有学科的"元学科"，亦即所有学术教育的不可或缺的基础知识。

教育学通过系统化的方式认识人类学习的过程，并将重点置于学前班、中小学与大学等的正式的、机构化的学习单位；同时，教育学也关注非正式的学习单位，例如小婴儿在家中是如何学习说话、小孩与成人是如何学会使用新的操作介面，或如何学会一个新游戏；教育学亦关心机构和团体学习，了解人是如何从社会、专业或工作场所获得新的知识。事实上，只要有知识或讯息存在的地方，就会有学习行为，所以教育学是可实践在任何时间与场合的应用学科。

教育学研究确实结合了不同学科：一些心理学、一些社会学、也有一些管理学，但绝非仅是将各个学科破补烂缝的拼贴在一起。教育学是所有学科的基础：即是所谓的"元学科"；是"知"的科学。

教育学的根本目的是为了认识学习，了解人类是如何由"不知"到"知"的过程。教育学作为一个元学科，目的即是为了探索知的过程和人的本质。换言之，教育学分析人或群体是如何学习、又是如何形塑成现在的样貌。这是研究"知"的过程的延伸：了解学习是如何发生，又能发展到何种程度。

教育学，新哲学
让我们用更广大和更有野心的方式来思考教育学。

仔细思考，教育学的知识和实践章程便是去了解人类知识、个体形塑、个人认知的基础和应用。研究教育学便是为了回答我们是如何由"不知"到"知"，又是如何演变成为现在这个独立的个体或是团体中的成员？如果上述的问题是教育学的核心，那我们便可以认为教育学是其他所有学科的根本，因为这些问题是其他所有学科成立的基础。

哲学也被声称是为所有学科的根本基础，是一种元科学。学习哲学的学生不但要思考，而要研究"思考"的行为。但是哲学在过去数十年来因为太过咬文嚼字且艰涩难懂，过于形式化并缺乏与实际生活经验的连结而因此逐渐的边缘化。

但哲学中仍有许多基础问题应该继续被讨论。教育学就如同哲学一样，是一个研究其它学科的学科，但教育学必须比哲学更贴近人们的生活、探讨更实际的问题。或者我们可以说，教育学是新的哲学。

投资教育，达成"知识社会"的愿景
对教育学而言，除了拓展知识的范围，我们应努力让教育学贯透在公开谈话和日常生活中。

政治家和产业领导者都告诉我们，对个人、企业或国家而言，知识是生产力和竞争力的根本。知识是学习之下的产物，此等前后关系，使得教育成为竞争力和生产力的关键，这也是教育成为当今社会中的关键议题。

当今人们认为教育是社会与经济成长的关键，所以比起以往大众对教育学的期望逐渐升高。但这并不代表社会对教育学的投资有所增加。不过现代社会的确提高了对教育学的重视程度，这使得教育者的地位比起过去要高。

现今社会重视知识经济，有越来越多的职位要求员工要有更深的专业知识，因此，学校教育需要更完善的填补毕业生与工作要求之间的知识缺口。如果教育者能成功达到这个目标，便是帮助修补了学校教育与业界要求间这个长久以来的不等式。在此社会氛围下，学校有了新的机会与挑战，那便是帮助社会中各种阶层的人都能取的以往难以取得的信息与资源。

但尽管社会上热烈探讨"知识社会"与"新经济"，教育者还是难以取得足够的资源去满足社会的期望。伴随着众人对教育学的支持与期待，也有许多人质疑与批评教育者与其重要性。然而我们仍须把握着个机会，趁着公开谈话将教育学置于社会的中心。正因为社会对知识的重视程度大幅提升，我们要借此强调学习是通往知识的重要道路。在新型社会中我们需要新型的学习方法，且教育程度已成为新型的社会地位指标，身为教育者，鼓吹与强调教育是我们的职责，我们也应该致力于重新分配社会资源，如此才能达成社会对教育学日渐高涨的期望。

设计未来社会的"新式学习"
我们需要想像在更好的社会中，教育将是众人关注的焦点议题。

就如同经济／金钱关连到自我改进与个人野心，同样的，教育能为社会创造更好未来的希望，因为教育能帮助我们创造更好的环境和文化。教育为个人成长、社会提升和民主深化开了一道机会之门。这些就是"新式教育"的目标与章程。

若要用一个词汇来表达新式教育的首办章程，那就是"变革"。新式教育并不是只形式上的改变而已，而是教育者能够有建设性的朝着预定计画迈进。如果像那些新经济的支持者和政治家所认为的，知识是生在当代社会中的重要资产，那教育者便需要紧咬目标，严厉地执行教育改革。作为教育专业的实践者，我们有责任替未来设计更好的教育方针，甚至可以说，我们是在设计崭新的、更好的未来。

或许你也可以将此教育变革视为一种较开明的保守主义，因为其对于现代科技、全球化和文化变革保有较合理与实际的态度，你也可以将此视作为了因应现代社会中各种危机的改变过程，例如贫穷、环境和社会变迁以及质疑生存意义的危机。换句话说，改变可以是为了务实的目的（帮助学习者在既有的社会条件下发挥所长），或者是单纯让社会变得更好。当然也可以同时是为了这两个目的。

新式教育的变革让我们能对当代社会有更具体化的观察，同时也帮助我们了解后代在进入知识经济社会的职场时，需要具备什么样的知识与能力。如何才能作一个称职的地球村以及都会化的社会公民？如何在越来越复杂的社会中平衡个人的性格？新式教育的变革培育了一群新世代公民，他们了解自己所做的决定将影响整个社会，就如同社会影响自己一样；他们了解个人需求与集体利益有着千丝万缕的关系，尤其在这个社会网络越趋复杂的年代，个体不能仅为自己着想，而须顾及多数人的利益。

大多数国家自十九世纪以来皆已持续的提供稳定的教育体系，这个议题如今并非只是关于提供更多教育机会给更多人，在知识经济的年代要求的是更有创造力的教学方式。传统定义的学校功能可能不再是教育过程中最重要的关键，学校的功能与职责不会再有清楚的界限。

学习者的多样性
来自不同的背景的学习者是教育过程中的关键单位

新式教育其中一项特点就是包容多元背景的学习者所带入的多元特质。人口组成特性是难以改变的，包含外在条件（阶级、居住区域、家庭环境）、个人条件（年龄、种族、性别、性取向、身体和精神特质）、以及标记性的条件（文化、语言、性别，亲和力和人格）。这些特质能帮助我们预测教育和社会的模型和结果。

在人口组成背后代表的是一个个真正的人，这些人们在过往已经学习过特定的知识，而学习过程会受到已习得的讯息的影响，但不会因此阻碍或限制未来的学习。同时，过去的教育所形塑的性格也会影响学习的过程与结果。个人经验、性格、情感、认识论与世界观，这些是个体多元化的基本单位，比起人口组成特性（阶级、种族等）更复杂与多变。教育体系是否能包容学习者多元的自我认同与主观意识会影响学习成果的成功与否，若能够包容多样性，即能创造平等参与的机会；若无法包容多样性，则会使得劣势族群获得不平等的参与机会。

当今社会的教育者面临到比以往更大的问题与挑战，譬如说，我们应该如何确保教育能透过平等教学、课程变革与特殊活动来实现民主的任务与目标？劣势以及高风险族群是教育者的其中一项重点责任，经济与社会现实使得这些个体或团体容易遭到排挤，因此，他们是教育者的责任并非只是道德包袱。

教育章程
未来的教育者将不仅仅是学习系统、准则、机构架构与专业伦理的制定者。

在社会面临巨大转变与不确定性的时代中，教育者需要将自己视为未来社会的设计者，发掘新的方法来强调学习的重要性，并致力将教育放在社会的中心关注点。

当然，一个强而有力的教育议题能使教育超过商业与科技成为社会的新关注焦点，例如人们要如何在当今社会脉络下与他人合作并建立和应用知识。若我们能成功的使教育作为社会变革的重点，我们或许能成功的让教育学保持创新并逐渐壮大，借此获得更多的资源。

教育学正面临一个转变的阶段。新式教育是对比于过去与当下我们所体验的教育方式而产生，也是我们对未来教育环境与教育方式的想像而衍生的概念。未来的学习方法会变成怎样？未来教师的角色又会变成如何？作为教育者，我们有足够的能力去解决所遭遇的问题与挑战吗？教育学有办法提供足够的知识技能让我们面对这些变化吗？若我们能够将教育学视为一个具有严谨研究方法的科学，并有和其他学科持有一样的社会抱负，以上这些问题便能获得肯定的回答。

教育改革的章程需要耗费大量的知识且需要执行者的雄心壮志，这个章程会改变学习者、培育出更有生产力的工作者、创造出更投入社会议题的公民和具有实践力的个体；教育改革的章程也可能改变世界，假若我们能够理解人类学习行为的内涵，以及教育是如何促进人们在社会中不断创造新的生活方式（人类藉由型塑自我认知、建立归属感、使用新科技、采用新方式或媒体传播、创建参与和合作空间与来建立或重建这个世界）。教育改革需要非常大量的智能投资并会遭遇许多挑战。

教育变革是我们对未来教育与学习的想像，我们也正寻求一个务实的方法，在现有的教育环境下来达成这个梦想，实现这个挑战并没有一个固定流程，因为挑战与现实条件会随时改变我们的进程，这将会是一个逐渐发展的程序。

教育科学需要想像力、实验证明、发明和实际行动，是一个需要具有野心的执行者才能完成的庞大的工程。我们必须谨记：教育学绝对是一个务实的学科。

同心学术联合会的教育会议、期刊、专书以及学术社群提供学者与实践者一个讨论未来教育的平台，透过这些平台，我们能一起发表和展现出教育学的未来方向与教育实践的细节。

关于

教育学术社群乃是由独立、同侪领导的学者、研究者与实践者群体共同建立与当代社会关键议题相关的知识体，我们将焦点聚集在学界和社会影响力的交汇点。教育学学术社群将跨学科、国际化的观点带入领域中新兴发展议题的讨论，包含研究、实践、政策与教学。

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教育学学术社群感谢以下长期提供服务与支持的业内顶尖学者与实践者。

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- **Bill Cope**, University of Illinois, Urbana-Champaign, USA
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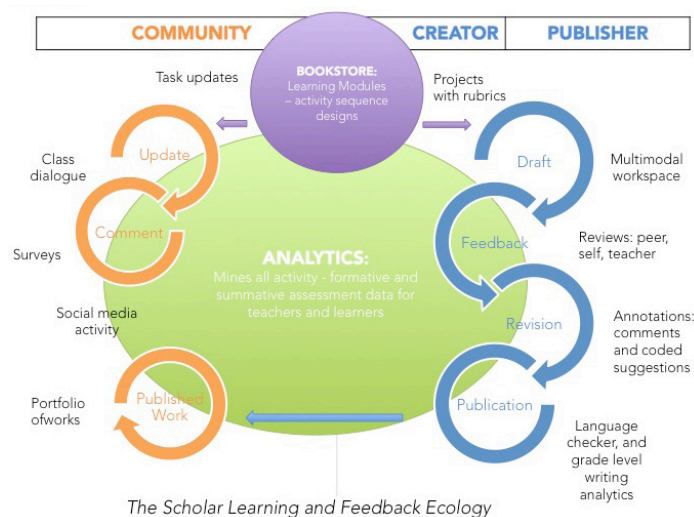
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期刊系列总编

Bill Cope，伊利诺伊大学厄本那 - 香槟分校，美国

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论文审查者

发表在教育学期刊系列的的文章将先经过同行评议，进行同行评议的学者皆是在学术社群的活跃成员。评审者大多曾参与过同心学术联合会的会议、曾投稿于同心学术的期刊或是经过同心团队筛选过、自愿参与同行评审的学者。同心学术的期刊系列鼓励学术社群成员的大量参与，并采取协同合作和根据标准审议流程的出版模式，此特点使得教育学期刊系列的同行评审过程有别于其他阶级式、以主编辑为中心的同行审议模式。教育学期刊系列的评审者是根据其学术专长与兴趣来媒合审议的文章。这些评审者所提出的回馈与出版建议对知识传播贡献甚巨，所以该评审者将在其所审议的文章所刊当期的最后一卷被列名鸣谢。。

教育学国际期刊 Jiao Yu Xue Guo Ji Qi Kan

ISSN：2573-5217 (纸本) | 2573-5225 (电子版)

简介：教育学国际期刊是教育学期刊系列的中文姐妹刊，旨在提供中文学者连接国际学术群体的平台，我们鼓励中文学者提交中文论文，并将文章翻译后发表至对应的同心学术英文期刊中。此外，我们也将遴选经典的英文论文，翻译成中文后发表之中文期刊中，实际达到国际化的学术交流目标。

The International Journal of Learning: Annual Review

教育学国际期刊：年度回顾

ISSN：1447-9494 (纸本) | 1447-9540 (电子版)

DOI：0.18848/1447-9494/CGP

索引状态：Education Research Complete (EBSCO),Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：教育学国际期刊：年度回顾旨在建立一个可供参考的知识架构，并能够支持学者们以跨学科的视角，针对当今与未来的教育学进行交流。收录在此概观性期刊的作品大多为我们向作者邀请的稿件，以及从其他专题期刊中挑选出的顶尖文章。
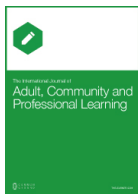
The International Journal of Adult, Community and Professional Learning

成人、社区与专业教育国际期刊

ISSN：2328-6318 (纸本) | 2328-6296 (电子版)

DOI：10.18848/2328-6318/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：成人、社区与专业教育国际期刊探讨成人在不同场景与情境下的学习活动，从成人的基础教育到在职训练与专业教育。

The International Journal of Assessment and Evaluation

教育考核与评估国际期刊

ISSN： 2327-7920 (纸本) | 2327-8692 (电子版)

DOI：10.18848/2327-7920/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：教育考核与评估国际期刊旨在以不同的角度研究教育评估的方法与过程。

The International Journal of Early Childhood Learning

儿童早期教育国际期刊

ISSN：2327-7939 (纸本) | 2327-8722 (电子版)

DOI：10.18848/2327-7939/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：儿童早期教育国际期刊）主要探讨0-7岁的学习状态，包含儿童早期教學实践法的纪录，以及对于这些教学实践成果的评论。

The International Journal of Educational Organization and Leadership

教育组织与领导国际期刊

ISSN：2329-1656 (纸本) | 2329-1591 (电子版)

DOI：10.18848/2329-1656/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：教育组织与领导国际期刊）主旨是在研究教育机构中，如何能达到有效能的组织管理与领导。

The International Journal of Learner Diversity and Identities

多样性与身份认同教育国际期刊

ISSN：2327-0128 (纸本) | 2327-2627 (电子版)

DOI：10.18848/2327-0128/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：多样性与身份认同教育国际期刊探讨在多元化社会与教室中，学习的本质与动态。

The International Journal of Learning in Higher Education

高等教育国际期刊

ISSN：2327-7955 (纸本) | 2327-8749 (电子版)

DOI：10.18848/2327-7955/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：高等教育国际期刊探讨关于大学院校中的学习活动，包含师范教育。

The International Journal of Literacies

读写与交流素养教育国际期刊

ISSN：2327-0136 (紙本) | 2327-266X (电子版)

DOI：10.18848/2327-0136/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：读写与交流素养教育国际期刊的主旨在于研究阅读、写作与交流素养的学习过程，泛指传统识字教育以及新媒体与多模态应用素养教育。
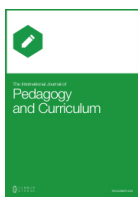
The International Journal of Pedagogy and Curriculum

课程与教学国际期刊

ISSN：2327-7963 (紙本) | 2327-9133 (电子版)

DOI：10.18848/2327-7963/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：课程与教学国际期刊旨在探索与了解学习体验与活动的设计和执行过程。

The International Journal of Science, Mathematics and Technology Learning

科学、数学与科技学习国际期刊

ISSN：2327-7971 (紙本) | 2327-915X (电子版)

DOI：10.18848/2327-7971/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：科学、数学与科技学习国际期刊探讨科学、数学与科技教育的最佳教学实践方法。

The International Journal of Technologies in Learning

教育科技国际期刊

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DOI：10.18848/2327-0144/CGP

索引状态：Education Source (EBSCO), Genamics, Scopus, The Australian Research Council (ERA), Ulrich's Periodicals Directory, 中国知网(CNKI Scholar)

简介：教育科技国际期刊探索现代科技在教育与学习中的角色，以及学习新科技与透过科技学习的过程。

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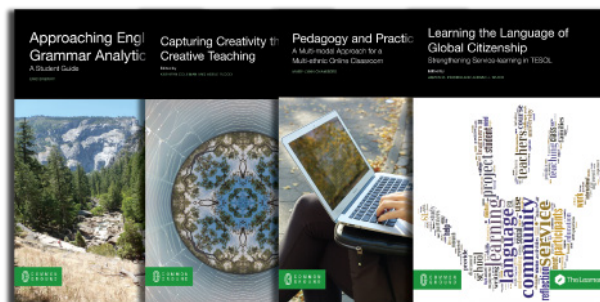
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同心学术联合会为严谨的学术知识创作设立了新标准。不同于其他的出版者，我们不专注在潜在市场的规模或其他出版品的竞争，而是聚焦于作品的品质是否优良。若您的著作能对一个特殊领域知识有杰出的贡献，即便该书的目标群众较小，我们仍非常希望能与您一同出版。若您的著作制作费昂贵但有着广泛的诉求，我们也同样有兴趣出版。同心学术唯一的诉求便是高品质的智能产出。

我们欢迎专书提案或完整手稿，内容可以是：
- 个人或联合作者出版
- 针对一个清晰定义的议题之编辑著作
- 在我们的期刊中出版过的论文结集成书
- 重新发行或版权过期的经典书籍重新撰写序章后再次出版

专书提案指南

书籍长度应介于30,000至150,000字。纸本于电子版将会同时出版，并会通过亚马逊网路书店发行Kindle版。若欲与我们出版专书，请提交专书提案，内容应包含：
- 标题
- 作者/编者
- 书背导语草稿
- 作者介绍
- 目录
- 目标读者以及重要贡献
- 样章或全书稿
- 书稿预计提交日期

请通过电子邮件books@cgnetworks.org提交专书提案。请于邮件标题表示为专书提案提交。

征求专书审查者

同心学术联合会征求优秀的同行审查者来协助我们评估专书书稿。

对于杰出知识以及严谨审查的承诺，同心学术联合会将通过初步执行编辑审查的专书稿件送交给同行审查者，通过同行审查获得进一步的评估与建设性的建议。审查者的评论和指导对我们的作者以及整个出版程序是无价且不可或缺的一部分。

同心学术联合会了解审查者的重要性，所以我们将专书审查者列为我们编辑审查委员的成员至少一年。编辑审查委员会的成员名单会布告在我们的网页中。

若您有意愿审查专书手稿，请发送以下信息至books@cgnetworks.org：
- 一段关于您专业成果的介绍
- 列出您的研究兴趣与专业领域
- 一份您的个人简历并附上联系信息

一但有适合您研究兴趣与专业的专书手稿，我们的编辑团队将会联系您。

教育学国际会议
The Learning Conference

探讨并检视教育学的关键议题，与跨学科和观点的顶尖与新兴学者建立面对面的联系关系。

会议原则与特色

会议的结构是立基于以下四大学术社群原则：

国际化
我们的国际会议在世界各地轮流举办，使参会者能够有机会体验与认识不同国家与地区的民俗风情。更重要的是，教育学国际会议提供明确且有意义的机会让参加者能与来自不同文化和观点的学者交流。

跨学科
学术协会组织的会议大多由相似背景的学者参与。然而，同心学术联合会的国际会议将关心共同议题但来自不同学科领域的研究者、从业人员和学者齐聚一堂。因此，在同心学术联合会的会议中，我们提倡与促进了跨学科的研究方法以及建立于相互尊重的合作基础，而与会者能以多样化的视角谈论会议主题。

包容性
我们欢迎所有从事相关主题研究的人员，不论学科、文化背景、组织或职业参与同心学术联合会的会议。无论您是教授、研究生、研究者、教师、政策决策者、从业人员或是管理人员，都可以在对应主题的知识共同体内贡献、分享和传播您的意见与学术成果。

交流性
因为丰富的文化、背景和观点在会议中齐聚一堂，会议提供许多发言、聆听、参与和交流的机会，不同类型的演讲形式，由高度结构性到较自由的发言形式皆能在会议中呈现。

7月19日，星期三

8:00–9:00	报到开始
9:00–9:35	会议开幕式
9:35–10:10	英文全体大会——Arianna Eichelberger，美国夏威夷大学马诺阿分校，教程设计师、副专员
10:10–10:40	茶歇与花园谈话
10:40–10:50	换场休息
10:50–11:40	学者交流圈
11:40–12:40	午餐
12:40–13:55	平行分会演讲
13:55–14:10	茶歇
14:10–15:50	平行分会演讲
15:50–16:05	换场休息
16:05–17:20	平行分会演讲
17:30–19:30	接待会暨专书发表会：*Out of the Shadows: Fostering Creativity in Teacher Education Programs*

7月20日，星期四

8:00–8:30	报到开始
8:30–8:45	每日动态更新
8:45–9:00	同心学术出版讲座
9:00–9:35	平行分会演讲
9:35–10:10	英文全体大会——Bill Cope，美国伊利诺伊大学厄本那 - 香槟分校，教育系，教育政策、组织与领导部教授
10:10–11:25	中文全体大会与花园谈话——刘复兴博士，北京师范大学教育学部教授/西北师范大学副校长
11:25–11:40	茶歇
11:40–12:55	平行分会演讲
12:55–13:55	午餐
13:55–14:40	平行分会演讲
14:40–14:55	茶歇
14:55–16:35	平行分会演讲
17:00	星光卢奥晚宴——开放入场

7月21日，星期五

8:30–9:00	报到开始
9:00–9:30	英文全体大会——Dan Hoffman，美国夏威夷Kamehameha学院，教育数据系统学系，资深教育分析师
9:30–10:00	花园谈话
10:00–10:15	换场休息
10:15–11:55	平行分会演讲
11:55–12:55	午餐
12:55–14:35	平行分会演讲
14:35–15:35	茶歇
15:35–17:15	平行分会演讲
17:15–17:45	闭幕与颁奖典礼

特别活动

STEAM at the Centre of Teacher Education: Fostering a "Spirit of Play"
Bronwen Wade Leeuwen博士，澳大利亚雪梨，麦考瑞大学，人文科学学院教育系
7月21日——12:55-14:34，教室6

概要：将焦点放在以研究为基础的创新探究教师教育计划，作者认为培养创造力须五项要点：反思的实验性学习、自我表现、实用技术、创造力与创新力。

会外活动

会议提前报到

由于此会议规模较大，我们很高兴的宣布在7月17日星期二晚间6:00-8:00（18:00-20:00）于阿拉那希尔顿逸林酒店-威基基海滩的大厅将设置会议提前报到的柜台。这是一个参加人数较多的会议，若情况允许，我们邀请您在提前报到的时段领取会议素材、避免会议首日早上可能的报到排队人潮。

会前参观行程：钻头山健行游览

谁是钻头山查理?为什么卡米哈米哈（Kamehameha）的战士要攻击瓦胡岛？古神庙用来做人体献祭的祭坛跟埋葬窟又在哪里？钻头山火山口又为何如此著名？这个寓教于乐的游览行程将带您健行至海拔230米高、闻名世界的钻头山火山口，并以360的视野环顾整个怀基基海岸和湛蓝的太平洋景观。

精彩的钻头山火山口游览行程将会有专业的导游进行行前解说，随后则是一段45分钟、爬升230米的步行游览带您认识火山的形成、夏威夷的历史、欧洲人的拓展、早期的牧牛业、与近代军方是如何利用这个"太平洋的直布罗陀"坐为军事要塞。在步行游览的过程中将会有数个停憩点让您停下休息、拍照并欣赏火山口景观。在旅程中将会爬行螺旋型的阶梯，并通过长60米的黑暗隧道，带给您探索的乐趣。在钻头山顶点，您能够360度无死角的环顾怀基基海滩、宝石绿的山景与波光粼粼的太平洋。

这个游览行程大约时长3小时，且将会是一个令您感到难忘的经历。

会议接待会

同心学术联合会与教育国际会议将在会场举办会议接待会，地点为夏威夷大学马诺阿分校学生活动中心三楼宴会厅，紧接在会议第一天的最后一个演讲日程之后。我们欢迎所有的参会者参加并享受免费提供的饮品与小点。这会是一个与来自世界各地的同行学者交流联系的机会。

威基基星光卢奥晚宴

星光卢奥（Luau）晚宴是一个独特的音乐、美食和舞蹈盛宴，晚宴将举行在夏威夷威基基海滩希尔顿度假酒店。卢奥晚宴在太平洋天际令人流连的星光下，以夏威夷花环迎接礼、呼啦草裙舞表演、火焰杂技舞蹈以及传统夏威夷美食组成。登记您的位置确保您能享有这个将令您感到难忘的经验！

中文大会演讲嘉宾

刘复兴博士，北京师范大学教育学部，教授/西北师范大学副，校长

"中国基础教育结构性变革的新趋势"

刘复兴博士主要从事教育政策、教育基本理论研究。现任西北师范大学副校长、中国教育政策研究院副院长，兼任中国教育学会教育政策与法律研究分会副理事长、全国教育基本理论专业委员会委员、北京市教育学会教育学研究会会长。2006年入选教育部"新世纪优秀人才"支持计划。在《新华文摘》、《教育研究》等学术刊物上发表学术论文数十篇，主要著作与文章包括《教育政策的价值分析》（教育科学出版社，2003）、《中国教育发展指数》（北京师范大学出版社，2014）、《建设惠及全民的公平教育》（求是，2011）、《新义务教育法的突破与创新》（教育研究2006）、《市场条件下的教育公平：问题与制度安排》（北京师范大学学报，2005）等。主持和参与了国家、教育部、北京市、世界银行、联合国儿童基金会和英国国际发展部的多个课题和项目的研究工作，包括"深化高校哲学社会科学科研领域综合改革研究"、"关于改进和完善教育政策执行机制的研究"、"中国政府资助来华留学资助招生项目评估研究"等。作为专家参与了"2020 国家中长期教育改革发展规划纲要"等多项重要政策与立法的研究和咨询工作。

英文大会演讲嘉宾

Bill Cope, 美国伊利诺伊大学厄巴纳——香槟分校，教育学院教育政策、组织与领导部，教授

"Five Theses on the Future of Learning"

Bill Cope博士目前是伊利诺伊大学厄本那 - 香槟分校教育政策、组织与领导系教授。他与Mary Kalantzis是同心学术联合会的会长；同心学术联合会是一个致力于发展与推动知识社交网络科技的非营利组织。Bill Cope的研究兴趣包含教学理论与实践、文化及语言多元化、表达与传播科技。他与Mary Kalantzis近期的研究聚焦在数字化写作与评估技术的发展，此研究受到多方资金支持，包含美国教育部、比尔和梅林达·盖茨基金会，以及美国国家科学基金会。该研究项目的主要产出为多模组写作与评估平台Scholar。

Dan Hoffman, 美国夏威夷Kamehameha学院，教育数据系统学系，资深教育分析师

"Developing Critical Perspectives about Learning and Technology"

Dan Hoffman是Kamehameha学院教育数据系统学系的资深教育分析师。他的研究聚焦于互动体验的设计以及其对学习与参与的影响。这个研究有着跨学科的本质，交汇于认知科学、教育学与科技之间。由于预见人机互动技术的潜能，Dan尝试了解将人机互动融入至学习的内容、互动式学习以及其作为概念性和程序性架构的意义。2013年，Dan在哥伦比亚大学教师学院获得教学技术与媒体的博士学位。他的跨学科背景还包含K-12和研究所教学、完成纽约市教学研究员计划、并为英特尔公司和游戏学习研究中心（Games for Learning Institute）设计软件的经历。

Arianna Eichelberger, 美国夏威夷大学马诺阿分校，教程设计师、副专员

"Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students"

Ariana Eichelberger是夏威夷大学马诺阿分校教育学院学习设计与科技系的教职员，她也是学院的教程设计师，负责管理协助教职员做科技整合的团队。同时，她也和学院的远端课程设计与咨询团队合作设计线上课程给整个夏威夷大学系统的10个分校。Ariana的教育背景是职员发展、教程设计和高教线上教育。她的专业则是教程设计、线上教学、辅导、个人训练与管理。

西班牙文大会演讲嘉宾

Patricio Henríquez Ritchie, Profesor-Investigador, Universidad Autónoma de Baja California, Ensenada, México

"Uso de smartphones en contextos de educación superior: el caso de la Universidad Autónoma de Baja California, México"

中文新兴学者

曹宇新

北京师范大学本科生。现已保送入北师大教理院，攻读教育政策学与法学方向硕士学位。跟随导师参与多项教育部、北京市的课题与项目，包括"深化高校哲学社会科学科研领域综合改革研究"等。积极参与中国少数民族本土文化的保护和传播工作，参与教育部民族教育发展中心"组团式教育人才援藏项目"，主持北师大国家级创业实践项目，创建"满天新辰"团队。团队通过为中小学生开设课程、举办民族文化体验营等，为传播和保护中国少数民族本土文化做出自己的努力，该团队在首都大学生创业大赛中获得公益创业赛第一。

英文新兴学者

Annabella Fung
Monash University Melbourne, Victoria, Australia

Karen Peel
The University of Southern Queensland, Toowoomba, Queensland, Australia

Tina Montreuil
McGill University, Montreal, Québec, Canada

Felicia Wider
Edward Water College, Jacksonville, Florida, USAre

Gladys Clay
Carson-Newman College, Jefferson City, Tennessee, USA

Sarah Rapp
University of California, Santa Cruz, USA

Minyoung Lee
University of Central Florida, Orlando, USA

Sunday Olawale Olaniran
University of Zululand, Kwazulu Natal, South Africa

Milka Derisma
University of Central Florida, Orlando, USA

Katie McGuire
Sam Houston State University, Huntsville, USA

Hannah Custis
California Institute of Integral Studies, San Francisco, USA

Liz Stewart
Deakin University, Geelong, Australia

Darrell Lewis
Capella University, Jacksonville, USA

七月十九日・星期三	
8:00-9:00	报到开始
9:00-9:35	会议开幕式
9:35-10:10	全体大会（英文）——Arianna Eichelberger・夏威夷大学马诺阿分校・教程设计师/副专员
	演讲标题："Technologies for Academic Success: An Example of the Integration of Competency-Based Learning Principles Into a Custom Online Course Platform and Technology Skills Course for University Students."
10:10-10:40	茶歇与花园谈话（英文）
10:40-10:50	换场休息
10:50-11:40	学者交流圈（英文）
	Room 1：课程与教学论 / 考核与评估 Room 2：教育组织与领导 Room 3：儿童早期学习 Room 4：高等教育中的学习 / 成人、社区与专业教育 Room 5：学习者多样性与身份认同 Room 6：教育科技 / 科学、数学和技术学习 Room 7：读写与交流素养学习 Room 8：2017特别主题：新媒介与新式教育
11:40-12:40	午餐
12:40-13:55	平行分会演讲
Room1	**Social Work Pedagogies** 分会演讲场（英文）（请见英文会议日程册）
Room2	**The Engaged Classroom** 分会演讲场（英文）（请见英文会议日程册）
Room3	**Communities of Practice** 分会演讲场（英文）（请见英文会议日程册）
Room4	**Defining New Literacies** 分会演讲场（英文）（请见英文会议日程册）
Room5	**Leadership in Teacher Training** 分会演讲场（英文）（请见英文会议日程册）
Room8	**Las tecnologías en el aprendizaje** 分会演讲场（西班牙文）（请见西文会议日程册）
13:55-14:10	茶歇
14:10-15:50	平行分会演讲
Room1	**Comprehensive STEM** 分会演讲场（英文）（请见英文会议日程册）
Room2	**Wellbeing and Early Childhood Education** 分会演讲场（英文）（请见英文会议日程册）
Room3	**Career Paths** 分会演讲场（英文）（请见英文会议日程册）
Room4	**Adiciones tardías** 分会演讲场（西班牙文）（请见西文会议日程册）
Room5	**Challenges to Professional Education** 分会演讲场（英文）（请见英文会议日程册）
Room6	**Diversity in the Teacher Student Dynamic** 分会演讲场（英文）（请见英文会议日程册）
Room7	**Late Additions** 分会演讲场（英文）（请见英文会议日程册）
Room8	**Aprendizaje en la educación superior** 分会演讲场（西班牙文）（请见西文会议日程册）
15:50-16:05	换场休息
16:05-17:45	平行分会演讲
Room1	*Gender Participation in Science* 分会演讲场（英文）（请见英文会议日程册）
Room2	**Bilingual Learning** 分会演讲场（英文）（请见英文会议日程册）
Room3	**Diversity Impacts on Achievement** 分会演讲场（英文）（请见英文会议日程册）
Room4	**The Roles of Creativity** 分会演讲场（英文）（请见英文会议日程册）
Room5	**Personalizing Literacy** 分会演讲场（英文）（请见英文会议日程册）

Room7	**New Learning Modes and Media** 分会演讲场（英文）（请见英文会议日程册）	
Room8	**Evaluación y medición de la calidad educativa** 分会演讲场（西班牙文）（请见西文会议日程册）	
17:45-19:25	会议接待会	

七月二十日 · 星期四		
8:00-8:30	报到开始	
8:30-8:45	每日动态更新	
8:45-9:00	同心学术出版讲座（英文）	
9:00-9:35	全体大会（英文）——Bill Cope，美国伊利诺伊大学厄本那 - 香槟分校，教育系，教育政策、组织与领导部教授	
	演讲标题："Five Theses on the Future of Learning"	
9:50-10:10	花园谈话（英文）/ 西班牙文全体大会	
10:10-11:25	平行分会演讲	
Room1	**Language as Social Experience** 分会演讲场（英文）（请见英文会议日程册）	
Room2	西班牙文花园谈话	
Room3	**Motivating the Adult Learner** 分会演讲场（英文）（请见英文会议日程册）	
Room5	**Challenges in EFL Classrooms** 分会演讲场（英文）（请见英文会议日程册）	
Room6	**New Frontiers** 分会演讲场（英文）（请见英文会议日程册）	
Room8	中文全体大会/花园谈话——刘复兴博士，北京师范大学教育学部教授 / 西北师范大学副校长	
	演讲标题："中国基础教育结构性变革的新趋势"	
11:25-11:40	茶歇	
11:40-12:55	平行分会演讲	
Room2	**Un enfoque humanitario en el desarrollo del aprendizaje** 分会演讲场（西班牙文）（请见西文会议日程册）	
Room3	**Education Journeys** 分会演讲场（英文）（请见英文会议日程册）	
Room4	*"全资源课程"原理及实践研究* 胡虹丽，江西师范大学教育学院 *职业能力导向的全日制音乐教育硕士培养路径研究——美国教育硕士培养变革的启示* 鲍颖，浙江师范大学 *大学生心理资本对专业承诺的影响研究 ——基于多元非线性回归优化模型和Markov预测模型* 朱俊华，北京师范大学教育学部 *英语学习者自我反思研究----基于计算机测试环境下的口语同伴互评* 刁香月，北京邮电大学人文学院 卢志鸿，北京邮电大学人文学院 文福安，北京邮电大学网络教育学院 杨曼，北京邮电大学人文学院	
Room5	**Impacts of Culture** 分会演讲场（英文）（请见英文会议日程册）	
Room6	**Post Secondary Competencies** 分会演讲场（英文）（请见英文会议日程册）	
Room7	**Instructional Pratice in Science** 分会演讲场（英文）（请见英文会议日程册）	
Room8	**Salud, virtud y comunidad** 分会演讲场（西班牙文）（请见西文会议日程册）	
12:55-13:55	午餐	
13:55-14:40	平行分会演讲	
Room1	焦点讨论会（英文）（见英文会议日程册）	
Room2	焦点讨论会（英文）（见英文会议日程册）	
Room3	视频短演讲（英文）（请见英文会议日程册）	
Room4	焦点讨论会（西班牙文）（请见西文会议日程册）	

Room5	远程海报展示会（英文）（请见英文会议日程册）
Room6	工作坊（西班牙文）（请见西班牙文会议日程册）
Room7	焦点讨论会（英文）（请见英文会议日程册）
Room8	工作坊（英文）（见英文会议日程册）
大会演讲厅	海报展示会（多语进行）（英文海报请见英文会议日程册） *Her physics, his physics: gender issues in the illustrations of the physics textbooks* 于冰·东北师范大学教育学部 于海波·东北师范大学教育学部
14:40-14:55	茶歇
14:55-16:35	平行分会演讲
Room1	**Library Collaborations** 分会演讲场（英文）（请见英文会议日程册）
Room2	创新展示会（英文）（请见英文会议日程册）
Room3	工作坊（英文）（请见英文会议日程册）
Room4	*概要写作在英语测试中对口语发挥的影响* 卢志鸿·北京邮电大学人文学院 郑春萍·北京邮电大学人文学院 *基础教育质量监测与教育精准扶贫* 檀慧玲·北京师范大学中国基础教育质量监测协同创新中心 *义务教育阶段家长择校权研究* 李芳·北京师范大学教育学部
Room5	**Comprendiendo estudiantes y sus motivaciones** 分会演讲场（西班牙文）（请见西文会议日程册）
Room6	**The 21st Century Student** 分会演讲场（英文）（请见英文会议日程册）
Room7	**Assessment Accountability** 分会演讲场（英文）（请见英文会议日程册）
Room8	工作坊（英文）（请见英文会议日程册）
16:35-16:45	会议日程结束
17:00-17:30	星光卢奥晚宴开始时间

七月二十一日·星期五	
8:30-9:00	报到开始
9:00-9:30	全体大会（英文）——Dan Hoffman· 美国夏威夷Kamehameha学院，教育数据系统学系，资深教育分析师
	演讲标题："Developing Critical Perspectives about Learning and Technology"
9:30-10:00	花园谈话（英文）
10:00-10:15	换场休息
10:15-11:55	平行分会演讲
Room1	**Educating the Health Care Worker** 分会演讲场（英文）（请见英文会议日程册）
Room2	**Social Studies Pedagogies** 分会演讲场（英文）（请见英文会议日程册）
Room3	**Digital Engagement** 分会演讲场（英文）（请见英文会议日程册）
Room4	*基于语料库的英语学习者写作句法复杂度研究* 杨曼·北京邮电大学人文学院 卢志鸿·北京邮电大学人文学院 刁香月·北京邮电大学人文学院 *论小学生口语交际能力评价之理论建构* 欧阳芬·江西师范大学 *情感教育在我国中小学的价值及其最优化的实现方式* 张学瑾·江西师范大学教育学院
Room6	**Ethical Curricula** 分会演讲场（英文）（请见英文会议日程册）

Room7	**Challenges to Teaching Math** 分会演讲场（英文）（请见英文会议日程册）	
Room8	**Nuevos métodos de aprendizaje** 分会演讲场（西班牙文）（请见西文会议日程册）	
11:55-12:55	午餐	
12:55-14:35	平行分会演讲	
Room1	**Special Topics in Education** 分会演讲场（英文）（请见英文会议日程册）	
Room2	**Online Assessment** 分会演讲场（英文）（请见英文会议日程册）	
Room3	**Alternative Classrooms** 分会演讲场（英文）（请见英文会议日程册）	
Room4	**Adiciones tardías** 分会演讲场（西班牙文）（请见西文会议日程册）	
Room6	**Pegagogical Frontiers** 分会演讲场（英文）（请见英文会议日程册）	
Room7	**Technology for Student Engagement** 分会演讲场（英文）（请见英文会议日程册）	
Room10	**Desarrollo de habilidades cognitivas y sociales en niños y adultos** 分会演讲场（西班牙文）（请见西文会议日程册）	
14:35-14:50	茶歇	
14:50-16:30	平行分会演讲	
Room1	**Professional Development for New Educators** 分会演讲场（英文）（请见英文会议日程册）	
Room2	**Preparation and Innovation** 分会演讲场（英文）（请见英文会议日程册）	
Room4	工作坊（英文）（请见英文会议日程册）	
Room5	**Transformations in Higher Education** 分会演讲场（英文）（请见英文会议日程册）	
Room6	**Literacy and Social Access** 分会演讲场（英文）（请见英文会议日程册）	
Room7	**Late Additions** 分会演讲场（英文）（请见英文会议日程册）	
Room8	**Diversidad e inclusión en el desarrollo de los estudiantes** 分会演讲场（西班牙文）（请见西文会议日程册）	
16:30-17:00	闭幕与颁奖典礼	

Krishani Abeysekera	University of Houston-Clear Lake	USA
Emmanuel Akanwa	Central Michigan University	USA
Jennifer Alanis	Benedictine University/Colorado State University Pueblo	USA
Rossy Jeanette Alarcón Chávez	Universidad Laica Eloy Alfaro de Manabí	Ecuador
María José Albert-Gómez	Universidad Nacional de Educación a Distancia	Spain
Leena Alfarani	King Abdulaziz University	Saudi Arabia
Mohammed Alkahtani	King Saud University	Saudi Arabia
Maryam Almazkour	Kuwait University	Kuwait
Hana Ali Alturki	Northern Illinois University	USA
Yamilet Florencia Alvarado de Rodríguez	Magisterio Panameño Unido	Panama
Kate Ames	CQUniversity	Australia
Carl R. Andrews	Bronx Community College (CUNY)	USA
Anayanzin Antonio Cañongo	Universidad Nacional Autónoma de México	Mexico
Fabia Antunes	Lourenço Castanho School	Brazil
Jon Aoki	University of Houston-Downtown	USA
Janete Arnt	University of Illinois Urbana-Champaign	USA
Inyang Maurice Asuquo	University of Calabar	Nigeria
Manuel de Jesús Azpilcueta	Universidad Autónoma Chapingo	Mexico
Carrie Bailey	University of Phoenix	USA
Ying Bao	Zhejiang Normal University	China
Nelly Eblin Barrientos Gutiérrez	Consejo Nacional de Ciencia y Tecnología/ Universidad del Papaloapan	Mexico
Carly Bélanger	Laurentian University	Canada
Paul S. Berg	Ling Tung University	Taiwan
Kate Berniz	Flinders University	Australia
Danica Berthiaume	Laurentian University	Canada
Asma Bin Ateeq	Kansas State University	USA
Daniel M. Blumberg	Alliant International University	USA
Julieta Borres	Bicol University	Philippines
Brent D. Bradford	Concordia University of Edmonton	Canada
Brian Brandt	Washington State University	USA
Bridget Coates Bridget Coates	St.Thomas More	USA
Francina Cantatore	Bond University	Australia
Yuxin Cao	Beijing Normal University	China
Yuxin Cao	Beijing Normal University	China
Magdalena Caproiu	Antelope Valley College	USA
Jolanta Caputa	College of New Caledonia	Canada
Maricruz Céspedes Alvarado	Universidad Estatal a Distancia	Costa Rica
Chanonya Chaiwongroj	Mahidol University	Thailand
Hsiao-yun Chan	Lancaster University	Singapore
Te-Yung Chang	National Taiwan Normal University	Taiwan
Olga Lilliam Chaves	National University of Costa Rica	Costa Rica

Susan Chen	Camosun College	Canada
Kwok-cheung Cheung	University of Macau	Macao SAR, China
Nancy A. Chicola	College at Buffalo (SUNY)	USA
Po-Sheng Chiu	National Chiayi University	Taiwan
Nora Clarke	University of Phoenix	USA
Gladys Clay	Edward Waters College	USA
Sara Collie	University of Arkansas	USA
Bill Cope	University of Illinois Urbana-Champaign	USA
Del Costello	University of Canterbury	New Zealand
Tony Cripps	Nanzan University	Japan
Jamie Cuda	Mohawk Valley Community College	USA
Pilar Curós	Universitat de Barcelona/ESERP Business School	Spain
Hannah Custis	California Institute of Integral Studies	USA
Amy Damrow	Kent State University at Stark	USA
Sadegh Davari	University of Houston-Clear Lake	USA
Sureetha De Silva	Griffith University	Australia
Luis Del Espino-Díaz	University of Cordoba	Spain
Margie Dela Cruz	Cambridge University Press	Australia
Milka Derisma	Nicholson School of Communication	USA
Ellen Derwin	Brandman University	USA
Angela Dezall	Chinooks Edge School Division	Canada
Xiangyue Diao	Beijing University of Posts and Telecommunications	China
Claudia Teresa Dominguez	Universidad Autónoma de Ciudad Juárez	Mexico
Julie Drolet	University of Calgary	Canada
Lisa Dryden	Texas Wesleyan University	USA
Pauliana Duarte Oliveira	Federal Institute of Goiás	Brazil
Nalaka Edirisinghe	Temasek Polytechnic	Singapore
Arianna Eichelberger	University of Hawaii at Manoa	USA
Susan Einhorn	Queens College (CUNY)	USA
Carmen Enrique Mirón	Universidad de Granada	Spain
Carolina España	Universidad Nacional de Costa Rica	Costa Rica
Marie Faltýnková	University of Hradec Králové	Czech Republic
Weihua Fan	University of Houston	USA
Orchida Fayez	Prince Sultan University	Saudi Arabia
Juan Pablo Fernández Abuín	Universitat Autónoma de Barcelona	Spain
Joan C. Fingon	California State University, Los Angeles	USA
Chris Fiorentino	California State University, Fresno	USA
Robert Flaherty	United States Air Force Academy	USA
Corrinne Franklin	Macquarie University	Australia
Bethany Friedow	HDR	USA
Anthea Fudge	University of South Australia	Australia
Annabella Fung	Monash University	Australia

Julia Gale	Kingston University/St. George's University of London	UK
Marcela García	Universidad de Sonora	Mexico
José Luis García-Llamas	Universidad Nacional de Educación a Distancia	Spain
Soraya García-Sánchez	University of Las Palmas de Gran Canaria	Spain
Donna Gee	Angelo State University	USA
Brian Giebink	HDR	USA
Erin Giebink	Spero Academy	USA
Gillberg	Pilfinkens Montessori Preschool	Sweden
Shirley Anne Gillett	Otago University	New Zealand
Denise Gilmore	University of Phoenix	USA
Vicente Godoy Sandoval	Universidad Estatal a Distancia	Costa Rica
Mercedes Rosalía González Arreola	Universidad Nacional Autónoma de México	Mexico
George Gotoh	Niigata University	Japan
Lucy Gowdie	Peninsula Grammar	Australia
Vicki L. Gregory	University of South Florida	USA
Madan Lal Gupta	The University of Queensland	Australia
Patricia Gutiérrez	Universidad Autónoma de Chiapas	Mexico
Erico M. Habijan	Department of Education	Philippines
Anne Hafner	California State University, Los Angeles	USA
Sharon Perkins Hall	University of Houston-Clear Lake	USA
Danielle Hammond	Sam Houston State University	USA
Gregory Hampton	Modern Language Association (MLA)/ College Language Association (CLA)	USA
Mary Handley	Cazenovia College	USA
Melissa Hardie	The University of Sydney	Australia
Diane Harrises	Southern New Hampshire University	USA
Neil Harrison	Macquarie University	Australia
Steven Hart	California State University, Fresno	USA
Matthew Haslam	Embry-Riddle Aeronautical University	USA
Patricio Henríquez Ritchie	Universidad Autónoma de Baja California	Mexico
Dan Hoffman	Kamehameha Schools	USA
Latasha Holt-Bocksnick	Arkansas Tech University	USA
Hongli Hu	Jiangxi Normal University	China
Peter Huang	University of Colorado, Boulder	USA
Kedmon N. Hungwe	Michigan Technological University	USA
Euk-suk Jang	Korea National University of Welfare	South Korea
Brenda Janot	University of Idaho	USA
Myoungshic Jhun	Korea University	South Korea
Ana Gloria Jiménez Williams	Centro Regional de Formación Docente e Investigación Educativa	Mexico
Ika Jorum	KTH Royal Institute of Technology	Sweden
Young-Sook Jung	Korea Aerospace University	South Korea
Joyce Joas Kahembe	The University of Hong Kong	Hong Kong
Lia O'Neill M.A. Keawe	University of Hawaii	USA

Rungnapha Khamung	Burapha University International College	Thailand
Ewald Kiel	Ludwig Maximilians University Munich	Germany
Madelyn Kilgore	Sam Houston State University	USA
Jin-Seok Kim	Seoul National University of Education	South Korea
Patricija Kirvaitis	Common Ground Research Networks	USA
Christine B. Kleinpeter	California State University, Long Beach	USA
John R. Kleinpeter	California State University, Long Beach	USA
Misty LaCour	Kaplan University	USA
Yuk Ching Lai	The Hong Kong Institute of Education	China
Monica Lakhwani	Jefferson County Public School District	USA
Celeste Lawson	Central Queensland University	Australia
Cecilia Ledezma	Magisterio Panameño Unido	Panama
Inhye Lee	University of Minnesota at Twin Cities	USA
Minyoung Lee	University of Central Florida	USA
Sutseng Lee	Asia-Pacific Institute of Creativity (Huaide Institute of Technology)	Taiwan
Darrell Lewis	Capella University	USA
Fang Li	Faculty of Education	China
Hsiao-Ching Li	National Taiwan Normal University	Taiwan
Fang Li	Beijing Normal University	China
Lu-Fang Lin	National Taiwan Ocean University	Taiwan
Julia Lin	Common Ground Research Networks	USA
Fuxing Liu	Beijing Normal University/Northwest Normal University	China
Alicia Llamas	University of Perpetual Help System	Philippines
Juana López	Magisterio Panameño Unido	Panama
Zhihong Lu	Beijing University of Posts and Telecommunications	China
Michael Lukkarinen	Western Illinois University	USA
Ronald Paul Lynch	James Cook University	Australia
Megan Mackey	Central Connecticut State University	USA
McCall Macomber	Common Ground Research Networks	USA
Myrene Magabo	University of Phoenix Online	USA
Soi-kei Mak	University of Macau	Macao SAR, China
Pauline Anne Therese Mangulabnan	University of Fukui	Japan
Mafaldo Maza Dueñas	Universidad Autónoma Chapingo	Mexico
Kelly McBride	York College of Pennsylvania	USA
Mona McCarty	University of Phoenix	USA
Kaitlyn McGuire	Sam Houston State University	USA
Kieryn McKay	The University of Sydney	Australia
Rebecca McPherson	Texas A&M University-Central Texas	USA
Pilar Esther Mendez	Universidad Distrital	Colombia
Lucía Irene Mengo	Universidad Nacional de Córdoba	Argentina
Anne Ndidi Meremikwu	University of Calabar	Nigeria
Andrew Miller	School of Humanities & Creative Arts	Australia

Michèle Minor-Corriveau	Laurentian University	Canada
Jessica Miranda	University of Hawaii at Manoa	USA
Carmen Gabriela Mirea	University of Alcala	USA
Marine Milad Mitry	Arab Open University	Kuwait
Paul Moerman	Södertörn University	Sweden
Laura Monsalve Lorente	University of Valencia	Spain
Eduardo Montoya Reyes	Universidad Autónoma de Baja California	Mexico
Gabriela Mora	Centro Regional de Formación Docente e Investigación Educativa	Mexico
María José Mudarra-Sánchez	Universidad Nacional de Educación a Distancia	Spain
Pilar Muñoz Martínez	Fundación General UNED	Spain
Pamela Susan Munro-Smith	Australian Council for Educational Research	Australia
Patrick Ryan Murphy	Saint Leo University	USA
Frank C. Nascimento	New Jersey City University	USA
Sally Ng	Ministry of Education	Singapore
Hoa Nguyen	Trinity University	USA
Thang Nguyen	California State University Long Beach	USA
NOha Noha Ali ALmazroo	Concordia University Chicago	USA
Deborah North	University of Southern Queenland	Australia
Piotr T. Nowakowski	The John Paul II Catholic University of Lublin	Poland
Victoria Obregon	CSU-Pueblo/UCCS	USA
Grace Orado	Centre for Mathematics, Science, and Technology Education in Africa	Kenya
Fen Ouyang	Jiangxi Normal University	China
Susan Page	University of Technology Sydney	Australia
Sungjae Pak	Nakamura Gakuen University	Japan
Margarita Loretto Paredes Zumelzu	Universidad Bernardo O'Higgins	Chile
Karla Lariza Parra Encinas	Universidad Autónoma de Baja California	Mexico
Sheryce Parrish	Archdiocese of Washington	USA
Rab Paterson	Toyo University	Japan
Gloria Payne	Elizabeth City State University	USA
Karen Peel	University of Southern Queensland	Australia
Rafael Pérez Herrera	Fundación General UNED	Spain
Lucy Perry	Takapuna Grammar School	New Zealand
Jace Pillay	University of Johannesburg	South Africa
Maura A. E. Pilotti	Prince Mohammad bin Fahd University	Saudi Arabia
Maria Ponto	Kingston University	UK
Ernest Oluwole Pratt	University of Mount Union	USA
José Quintanal Díaz	Universidad Nacional de Educación a Distancia	Spain
Jessie Ramirez	Alliant International University	USA
Sarah Mia Rapp	University of California, Santa Cruz	USA
Dipanwita Ray	University of South Carolina	USA
Jennifer Reed	Chartered Professional Accountants of Canada	Canada
Benjamin Rentler	JET Programme	Japan

Nelly Guadalupe Reyes López	Universidad Nacional Autónoma de México	Mexico
María Isabel Reyes Pérez	Universidad Autónoma de Baja California	Mexico
Marlene Ribeiro da Silva Graciano	Federal Institute for Education, Science and Technology of Goiás	Brazil
Alicia Lorena Rodríguez Marquez	Centro Regional de Formación Docente e Investigación Educativa	Mexico
Katia Lorena Rodríguez Morales	Escuela Superior Politécnica del Litoral	Ecuador
Barbara Roquemore	Georgia College and State University	USA
Ananda Rosa	University of Arkansas	USA
Barbara Anna Rudecki	College of New Caledonia	Canada
Paula Saine	Miami University	USA
Dalila Salazar	Texas A&M University-Central Texas	USA
Irasema Salinas-Gonzalez	The University of Texas Rio Grande Valley	USA
Moisés Santiago Valle	Centro de Actualización del Magisterio en el Distrito Federal	Mexico
Martín Sauza Toledo	Universidad Tecnológica de Tula Tepeji	Mexico
Ursula Schinzel	University of Nicosia	Luxembourg
Paige Lilley Schulte	Southeastern Louisiana University	USA
Mario Secchi	Instituto Universitario Italiano de Rosario	Argentina
Moamer Shakroum	Murdoch University	Australia
Thembeka Shange	Tshwane University of Technology	South Africa
Mona Shrestha	Western Sydney University	Australia
Delar Kour Singh	Morehead State University	USA
Prakash Singh	Nelson Mandela Metropolitan University	South Africa
Pou-seong Sit	University of Macau	Macao SAR, China
Helen Skouteris	Deakin University	Australia
Ingela Soederberg	Pilfinkens Montessori Preschool	Sweden
Seidu Sofo	Southeast Missouri State University	USA
Katie Stegner	Down Country	USA
Elizabeth Jane Stewart	Deakin University	Australia
Jennifer Stokes	University of South Australia	Australia
Andrew Stull	University of California, Santa Barbara	USA
Concepcion Sumadsad	Polytechnic University of the Philippines	Philippines
Jihoon Sung	Sungkyul University	South Korea
Lorraine Sushames	Charles Darwin University	Australia
Jacquelyn Sweeney	Arizona State University	USA
Huiling Tan	Beijing Normal University	China
Colleen Tapley	Southern New Hampshire University	USA
Douglas Taylor	California State University, East Bay	USA
Michelle Taylor	Arizona State University	USA
Maria Trent	Johns Hopkins University School of Medicine	USA
Michelle Trudgett	University of Technology Sydney	Australia
Walter Tsushima	University of Fukui	Japan
Ariel Tuazon	Polytechnic University of the Philippines	Philippines
Gerardo Tunal Santiago	Universidad Autónoma Metropolitana - Unidad Xochimilco	Mexico

R. Anthony Turner	Hult International Business School	USA
Stephen Turner	Sam Houston State University	USA
Sharon H. Ulanoff	California State University, Los Angeles	USA
Fernando Urena	Universidad Estatal a Distancia	Costa Rica
Rosa Liliana Vargas	Ministerio de Educación de la Provincia de Córdoba	Argentina
Karina Raquel Vásquez Burgos	Universidad Adventista de Chile	Chile
Antje von Suchodoletz	New York University Abu Dhabi	United Arab Emirates
Bronwen Wade Leeuwen	STEAM Education Australia and Workshop Art Centre	Australia
Nicole Waid	SUNY Oneonta	USA
Elizabeth Kathleen Waldron	Western Australian Department of Education	Australia
Gena Walker	Joint Base Elmendorf-Richardson	USA
Pei-Yu Wang	National Chiayi University	Taiwan
Tanya Weiler	University of South Australia	Australia
Sabine Weiss	Ludwig Maximilian University of Munich	Germany
Bernadette Welch	RMIT University	Australia
Sandra Wenglein	Technical University of Munich	Germany
Ben Whippy	NT Schools	Australia
Felicia Wider Lewis	Capella University/Edward Waters College	USA
Erin Wilkes	Hartridge Academy	USA
LaTanya Wilkins	Universithy of Phoenix	USA
Dene Williamson	Saint Leo University	USA
Patty Witkowsky	University of Colorado, Colorado Springs	USA
Denese Wolff	University of Phoenix	USA
Chiu Yin Wong	Monmouth University	USA
Randall Woodard	Saint Leo Univeristy	USA
Stuart Woodcock	Macquarie University	Australia
Ray Wu-Rorrer	George Washington University	USA
Man Yang	Beijing University of Posts and Telecommunications	China
Connie Yarema	Abilene Christian University	USA
Supaporn Yimwilai	Srinakharinwirot University	Thailand
Barbara Young	Middle Tennessee State University	USA
Bing Yu	Northeast Normal University	China
Hai Bo Yu hai bo	Northeast Normal University	China
Hongtao Yue	California State University, Fresno	USA
Ken Zakariasen	Kent State University	USA
Xuejin Zhang	Jiangxi Normal University	China
Junhua Zhu	Beijing Normal University	China
Xueli Zou	California State University, Chico	USA

Twenty-fifth 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.

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.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, innovation showcases, virtual posters, or virtual elightning talks.

21–23 June 2018

University of Athens

Athens, Greece

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

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