



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

# Abstract Book

21<sup>st</sup> Annual International Conference on  
Education

20-23 May 2019, Athens, Greece

Edited by  
Gregory T. Papanikos

2019

Abstracts  
21<sup>st</sup> Annual International  
Conference on Education  
20-23 May 2019, Athens,  
Greece

Edited by Gregory T. Papanikos

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## Preface

This book includes the abstracts of all the papers presented at the 21<sup>st</sup> *Annual International Conference on Education (20-23 May 2019)*, organized by the Athens Institute for Education and Research (ATINER).

In total 92 papers were submitted by 99 presenters, coming from 31 different countries (Australia, Brazil, Canada, Chile, China, Costa Rica, Cyprus, Finland, France, Germany, India, Israel, Italy, Lithuania, Macao, Norway, Oman, Philippines, Poland, Portugal, Puerto Rico, South Africa, South Korea, Sweden, Switzerland, Taiwan, Thailand, Turkey, UAE, UK, and USA). The conference was organized into 25 sessions that included a variety of topic areas such as Teacher Training, Higher Education, Student Engagement, Technology and Social Media, Global Case Studies, Special Education, Primary and Secondary Education, Curriculum and Instruction, Educational Leadership, IT Education, STEM, and more. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into 6 divisions and 37 units. Each unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications

## 21<sup>st</sup> Annual International Conference on Education 20-23 May 2019, Athens, Greece

### Scientific Committee

All ATINER's conferences are organized by the [Academic Council](#). This conference has been organized together with the [Athens Centre for Greek & International Education](#) (ACEGIE), and the assistance of the following academics, who contributed by chairing the conference sessions and/or by reviewing the submitted abstracts and papers:

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
2. Alexander Makedon, Head, Education Unit, ATINER & Retired Full Professor, Chicago State University, USA.
3. John Spiridakis, Academic Member, ATINER & Co-Editor, Athens Journal of Education & Professor, St. John University, USA.
4. Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
5. Zoi A. Traga Philippakos, Academic Member, ATINER & Assistant Professor, The University of Tennessee, Knoxville, USA.
6. David Chaplin, Academic Member, ATINER & Professor, Northwest Nazarene University, USA.
7. Mervyn Wighting, Professor & Program Chair, Regent University, USA.
8. Deborah Zuercher, Professor, University of Hawaii, USA.
9. Anna Mette Fuglseth, Professor, NHH Norwegian School of Economics, Norway.
10. Leslie Woodcock, Academic Member, ATINER & Retired Professor, Leeds University, UK.
11. Rogelio Palomera-Garcia, Professor, University of Puerto Rico at Mayagüez, Puerto Rico.
12. Lettie Ramirez, Professor, California State University, East Bay, USA.
13. Florian Klapproth, Professor, MSB Medical School Berlin, Germany.
14. Christoph Karg, Professor, Aalen University of Applied Sciences, Germany.
15. Amos Olagunju, Professor, St Cloud State University, USA.
16. Sumita Chakraborti-Ghosh, Professor, Tennessee State University, USA.
17. Jean-Luc Gurtner, Professor, University of Fribourg, Switzerland.
18. Hao Bin Yuan, Associate Professor, Macao Polytechnic Institute, Macao.
19. Angela Farmer, Assistant Clinical Professor, Mississippi State University, USA.
20. Dava Roth, Assistant Professor, Hanover College, USA.
21. George Kontos, Associate Professor, Western Kentucky University, USA.
22. Nurit Elhanan-Peled, Academic Member, ATINER & Head of Communication Department / Lecturer, David Yellin College of Education/The Hebrew University of Jerusalem, Israel.
23. Elizabeth Diaz, Senior Lecturer, The University of Texas at Arlington, USA.
24. Busisiwe Ndawonde, Senior Lecturer, University of Zululand, South Africa.
25. Alistair Martin Smith, Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada.
26. Daniel Bosmans, Instructor of English, Haute Ecole Pédagogique BEJUNE, Switzerland.
27. Patricia Morgan, Research Associate, The University of New South Wales (UNSW), Australia.
28. Despina Katzoli, Researcher, ATINER.

**FINAL CONFERENCE PROGRAM**  
**21<sup>st</sup> Annual International Conference on Education, 20-23 May 2019,**  
**Athens, Greece**

Conference Venue: Titania Hotel, 52 Panepistimiou Street, 10678 Athens, Greece

Monday 20 May 2019			
08:00-08:40 Registration and Refreshments			
08:40-09:00 (Room A - 10 <sup>th</sup> Floor): Welcome and Opening Address by Gregory T. Papanikos, President, ATINER.			
09:00-10:30 Session I (Room A - 10 <sup>th</sup> Floor): Teacher Training I	09:00-10:30 Session II (Room B - 10 <sup>th</sup> Floor): Higher Education	09:00-10:30 Session III (Room C - 10 <sup>th</sup> Floor): Student Engagement	09:00-10:30 Session IV (Room D - 10 <sup>th</sup> Floor): Technology in Education*
<b>Chair:</b> Despina Katzoli, Researcher, ATINER.	<b>Chair:</b> Alexander Makedon, Head, Education Unit, ATINER & Retired Full Professor, Chicago State University, USA.	<b>Chair:</b> John Spiridakis, Chair and Professor, St. John's University, USA.	<b>Chair:</b> Panagiotis Petratos, Vice-President of Information Communications Technology, ATINER & Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
1. <u>Amy Ramson</u> , Professor, Hostos Community College CUNY, USA & Karen Steinmayer, Assistant Professor, Hostos Community College CUNY, USA. Interdisciplinary and Holistic Pedagogical Strategies to Promote Social Transformation . 2. Erin FitzPatrick,	1. <u>Alejandra Rios Urzua</u> , Diploma in Labour Skills Programme Director, Universidad Andrés Bello, Chile, Lucia Ernestina Illanes Aguilar, Associate Professor, Universidad Andrés Bello, Chile, Verónica Andrea Águila Möenne, Inclusive Education Director, Universidad Andrés Bello,	1. James Groccia, Professor Emeritus, Auburn University, USA. Student Engagement: A Multidimensional and International Perspective. 2. Ulrika Gidlund, Senior Lecturer, Mid Sweden University, Sweden. Social Relation in Secondary High School - A Way to make more Students Graduate.	1. <u>*Rogelio Palomera-Garcia</u> , Professor, University of Puerto Rico at Mayagüez, Puerto Rico & Rogelio Palomera-Arias, Assistant Professor, University of Texas at San Antonio, USA. Technology in Education: How much is Too Good? How much is Too Bad? 2. Aino Saarinen,

<p>Assistant Professor, University of North Carolina at Charlotte, USA. Practice-based Professional Development for SRSD: Teaching Fifth Grade Students in Inclusive Settings to Write text-based Informational Essays. (EDUWRI)</p> <p>3. Anuli Njoku, Assistant Professor, Ferris State University, USA. Faculty Development Programs to Promote Diversity and Enhance Teaching and Learning.</p> <p>4. Ling Li, Director, Associate Professor, Department of Applied Psychology, Liaoning Normal University, China. The Program of Family Education Teachers Training-Construction of Chinese Family Education Professionalism System based on</p>	<p>Chile &amp; María Theresa von Fürstenberg Letelier, Diploma in Labour Skills Programme General Director, Universidad Andrés Bello, Chile. Development of an Inclusive Culture in a Higher Education Institution.</p> <p>2. <u>Mouza Said Al Kalbani</u>, Assistant Professor, University of Nizwa, Oman &amp; Ahmad Bintouq, Associate Professor, United Arab Emirates University, UAE. Exploring Funding and Fund-raising in Public and Private Higher Education Sectors in Oman.</p> <p>3. <u>David Chaplin</u>, Professor, Northwest Nazarene University, USA &amp; Nate Forseth, Independent Researcher, USA. The 'Commodification of Higher Education' Myth.</p>		<p>PhD Student, University of Helsinki, Finland. The Use of Digital Technologies at School and Cognitive Learning Outcomes: Findings from the Finnish PISA 2015 Data.</p> <p>3. Luciane Santos, Associate Professor, UDESC - Santa Catarina State University, Brazil. Teaching and Learning with Technology in Basic Education: Developing Computational Thinking of Students.</p>
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Educational Ecology and Psychology.			
<i>*This session is jointly offered with the Computer Unit.</i>			

<b>10:30-12:00 Session V (Room A - 10<sup>th</sup> Floor): Teacher Training II</b>	<b>10:30-12:00 Session VI (Room B - 10<sup>th</sup> Floor): Case Studies in Education: Global Perspectives I</b>	<b>10:30-12:00 Session VII (Room C - 10<sup>th</sup> Floor): Language Education</b>
<b>Chair:</b> Mervyn Wighting, Professor & Program Chair, Regent University, USA.	<b>Chair:</b> Rogelio Palomera-Garcia, Professor, University of Puerto Rico at Mayagüez, Puerto Rico.	<b>Chair:</b> Leslie Woodcock, Academic Member, ATINER & Retired Professor, Leeds University, UK.
<ol style="list-style-type: none"> <li>1. Rita Kumar, Professor, Co-Director of the Learning and Teaching Center, University of Cincinnati, USA. Problem-Based Learning in the University Writing Classroom: A Valid Choice.</li> <li>2. Amelia Lecce, PhD Student, University of Salerno, Italy. Socio-Pedagogical Educator and Sustainable Education.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Te-Sheng Chang</u>, Professor, National Dong Hwa University, Taiwan, Hung-Che Wang, Research Assistant, National Dong Hwa University, Taiwan, Mei-Mei Song, Associate Professor, Tamkang University, Taiwan, Shih-Yao Lai, Assistant Professor, National Taiwan University, Taiwan &amp; Shang-Hsien Hsieh, Professor, National Taiwan University, Taiwan. Impacts of the Interdisciplinary Social Design Course on Undergraduates' Creativity in Taiwan.</li> <li>2. <u>Joakim Malm</u>, Associate Professor, Lund University, Sweden &amp; Leif Bryngfors, Director, Lund University, Sweden. Peer Assisted Study Sessions (SI-PASS) in Higher Education, a European Overview.</li> <li>3. <u>Maureen Fox</u>, Affiliate Professor/Course Coordinator for Education Law, Farrington College of</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>John Spiridakis</u>, Chair and Professor, St. John's University, USA, Brett Elizabeth Blake, Professor, St. John's University, USA &amp; Em Maslak, Professor, St. John's University, USA. Working Adolescents in a Global Society: Using the Linguistic Tools of "Translanguaging" and "Glocal" Literacy Practices to Succeed.</li> <li>2. <u>Jessica Maluch</u>, Assistant Professor, American University in Dubai, UAE &amp; Karoline Sachse, Researcher, Humboldt University of Berlin, Germany. L2 and L1 Reading Speed in Developing Learners across Proficiency Levels.</li> <li>3. Daniel Bosmans, Instructor of English, Haute Ecole Pédagogique BEJUNE, Switzerland. Using Think-aloud Verbal Protocols to Explore Foreign Language Anxiety When Learning Pronunciation as a Distance Learner.</li> </ol>

	<p>Education, Sacred Heart University, USA, Stephen Benigno, Assistant Professor, Texas A&amp;M University, USA &amp; Elisabeth Krimbill, Assistant Professor, Texas A&amp;M University, USA. Fear and Threat, School Shootings and Violence in the United States.</p>	
<p><b>12:00-13:30 Session VIII (Room A - 10<sup>th</sup> Floor): Primary and Secondary Education</b></p>	<p><b>12:00-13:30 Session IX (Room B - 10<sup>th</sup> Floor): Case Studies in Education: Global Perspectives II</b></p>	<p><b>12:00-13:30 Session X (Room C - 10<sup>th</sup> Floor): Theoretical Issues in Education I</b></p>
<p><b>Chair:</b> Anna Mette Fuglseth, Professor, NHH Norwegian School of Economics, Norway.</p>	<p><b>Chair:</b> Deborah Zuercher, Professor, University of Hawaii, USA.</p>	<p><b>Chair:</b> Daniel Bosmans, Instructor of English, Haute Ecole Pédagogique BEJUNE, Switzerland.</p>
<ol style="list-style-type: none"> <li>1. Mervyn Wighting, Professor &amp; Program Chair, Regent University, USA. Theory to Practice: Researching best Practices in Preparing Teachers for Secondary Schools.</li> <li>2. <u>Leif Bryngfors</u>, Director, Lund University, Sweden &amp; Joakim Malm, Associate Professor, Lund University, Sweden. The Use of a Peer Assisted Study Scheme to Help the Transition from Secondary School to Higher Education.</li> <li>3. <u>Jean-Luc Gilles</u>, Professor, The University of Teacher Education, State of Vaud, Switzerland &amp; Oliver Proserpi,</li> </ol>	<ol style="list-style-type: none"> <li>1. Shizhong Wang, Professor, South-Central University for Nationalities, China. Policy Innovation and Practical Experience of Ethnic Higher Education in China.</li> <li>2. <u>Andrew Gillespie</u>, Assistant Provost for International Programs, Auburn University, USA, <u>Jennifer Mason</u>, Director of International Initiatives, Auburn University, USA &amp; James Groccia, Professor Emeritus, Auburn University, USA. The University is Flat: International Perspectives on Teaching and Learning Initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. E.H. Rick Jarow, Associate Professor, Vassar College, USA. Mindfulness in the Academy: Revolutionary or Revisionist?</li> <li>2. Alistair Martin Smith, Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada. Contemplative Education for Democracy: Exploring <i>The Oresteia</i> Through Drama and Improvisation.</li> <li>3. Bruce Gatenby, Assistant Professor, American University of Sharjah, UAE. How Democracies Die: Plato, Hayek, and the Education of the Ruling Classes.</li> </ol>

<p>Researcher, Institute and Educational Documentation (IRDP), Switzerland. A Comparison of Freinet and Traditional Schools from the Liège Communal Public School System: Assessment by Pupils of their Socio-educational Environment and Results at Common External Tests at the end of Primary Education.</p> <p>4. Florian Klapproth, Professor, MSB Medical School Berlin, Germany. A Longitudinal Analysis of the Effects of Grade Retention in Luxembourgish Secondary School.</p> <p>5. <u>Jacob Kirksey</u>, PhD Candidate, University of California, Santa Barbara, USA &amp; Michael Gottfried, Associate Professor, University of California, Santa Barbara, USA. Absenteeism in Full-Day vs. Part-Day Kindergarten in the United States: Do the Differences in Absenteeism Persist in Later Years of Primary School for Children with Disabilities.</p>	<p>3. Zhengyu Bi, Associate Professor, South-Central University for Nationalities, China. Cultural Analysis of Barriers to the Implementation of Education Policies in China -- A Case Study of "Rural Teacher Support Program" in Tongren, Guizhou Province.</p> <p>4. Linda Helen Haukland, Senior Lecturer, Nord University, Norway. The Bologna Process and its Related Dilemmas.</p> <p>5. Roman Dorczak, Adjunct Professor, Head of Social Development Department, Jagiellonian University, Poland. School as Centre of Local Community Development - Case Study from Poland.</p>	<p>4. Anna Blumsztajn, PhD Student, University of Gdańsk, Poland. Is Equality in Education Possible: The Not-so-Clear Controversy between P. Bourdieu and J. Ranciere.</p> <p>5. Eleni Katsiai, Phd Student, University of Cyprus, Department of Education, Teacher of Modern Greek, Ancient Greek and Latin, Secondary Education, Officer, European Funds Management Unit, Ministry of Education and Culture, Cyprus. In the Search of the Identity and the Role of the Term Daimon in Homer: Daimon and the Teaching of the Homeric Epics in Gymnasium.</p>
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**13:30-14:30 Lunch**

<p><b>14:30-16:00 Session XI (Room A - 10<sup>th</sup> Floor): Curriculum and Instruction I</b></p>	<p><b>14:30-16:00 Session XII (Room B - 10<sup>th</sup> Floor): Theoretical Issues in Education II</b></p>
<p><b>Chair:</b> Florian Klapproth, Professor, MSB Medical School Berlin, Germany.</p>	<p><b>Chair:</b> Alistair Martin Smith, Mentor, Ontario Institute for Studies in Education / University of Toronto, Canada.</p>
<p>1. Richard Peters, Associate Professor and Director of the Core Curriculum, Xavier University of Louisiana, USA.</p>	<p>1. Deborah Zuercher, Professor, University of Hawaii, USA. Consideration of Culture: Place-based</p>



<p>Crafting the Core: Changing the Vision and Value of General Education at a HBCU.</p> <p>2. Hao Bin Yuan, Associate Professor, Macao Polytechnic Institute, Macao. The Design of Objective Structured Clinical Examination in High-Fidelity Simulations for Clinical Competency Assessment among Nursing Students.</p> <p>3. Zoi A. Traga Philippakos, Assistant Professor, The University of Tennessee, Knoxville, USA. The Effects of Strategy Instruction with Components of Dialogic Pedagogy on the Procedural Writing of first-Grade Students.</p> <p>4. Chuanhui Huang, Associate Professor, South-Central University for Nationalities, China. Research on the Causes and Countermeasures of the Extracurricular Tutoring of Urban Primary School Students in the Stage of Compulsory Education.</p> <p>5. Yan Wang, Lecturer, Macao Polytechnic Institute, Macao. Design the Rubric Scale for Evaluating Hospice Nursing Ability.</p>	<p>Education.</p> <p>2. Kobi (Yaaqov) Assoulin, Lecturer, Oranim Academic College and Teaching, Israel. Freedom of Speech within Educational Sphere: Not a Principle but a Pedagogical Practice.</p> <p>3. Alius Avcininkas, PhD Student, Vilnius University, Lithuania. Communication on Educational Change towards a National Story: The Threat of Ethnocracy?</p> <p>4. Samira Alayan, Senior Lecturer / Researcher, The Hebrew University of Jerusalem / David Yellin College of Education, Israel. How Palestinian Textbooks Represent the Collective Memories under War and Conflict: The Case of Palestine.</p>
<p><b>16:00-17:30 Session XIII (Room A - 10<sup>th</sup> Floor): Educational Leadership</b></p>	<p><b>16:00-17:30 Session XIV (Room B - 10<sup>th</sup> Floor): Technology, Internet, and Social Media I</b></p>
<p><b>Chair:</b> Hao Bin Yuan, Associate Professor, Macao Polytechnic Institute, Macao.</p>	<p><b>Chair:</b> George Kontos, Associate Professor, Western Kentucky University, USA.</p>
<p>1. <u>Janet Groen</u>, Professor and Associate Dean - Graduate Programs, Werklund School of Education, University of Calgary, Canada &amp; Colleen Kawalilak, Professor and Associate Dean - International, Werklund School of Education, University of Calgary, Canada. Senior Leadership within the Academy Informed by Adult Education Praxis.</p> <p>2. <u>Eleni Coukos-Elder</u>, Professor, Tennessee State University, USA &amp; Barbara Myloni, Assistant Professor, University of Patras, Greece. The Strategic Thinking Skills of Aspiring Business Leaders in Greece: An Exploratory Study.</p> <p>3. Patrick Carroll, Middle School Principal, Korea International School, Jeju Campus, South Korea. Through a Practitioners Lens: Perspectives from an Educational Leader in East Asia.</p> <p>4. Aljawharah Alsalamah, PhD Student,</p>	<p>1. Chul Hyun Lee, Professor, Gyeongin National University of Education, South Korea. Analyzing the Difficulties pre-Service Elementary School Teachers Feel in EPL Programming Learning Process.</p> <p>2. <u>Trond Vegard Johannessen</u>, Associate Professor, NHH Norwegian School of Economics, Norway &amp; <u>Anna Mette Fuglseth</u>, Professor, NHH Norwegian School of Economics, Norway. Experiences from a Problem-based Learning Approach to Teaching Spreadsheet Modelling.</p> <p>3. <u>Mihaela-Viorica Rusitoru</u>, Associate Researcher, University of Franche-Comté   ELLIADD, France, Ioan Roxin, Professor, University of Franche-Comté   ELLIADD, France &amp; Federico Tajariol, Professor, University of Franche-Comté   ELLIADD, France. Skills for Educational and Social Inclusion. How Digital Competences</p>

<p>University of Lincoln, UK &amp; Carol Callinan, Senior Lecturer, University of Lincoln, UK. Key Barriers to Training Effectiveness for Female Head Teachers in Saudi Arabia: A Qualitative Survey.</p> <p>5. Nicholas Dimmitt, Professor, Khalifa University, UAE. Creative Leadership: Educating Future Leaders to Make Better Decisions.</p>	<p>could Improve Lifelong Learning?</p> <p>4. Soo Jeong Lee, Research Fellow, Korea Research Institute of Vocational &amp; Education Training, South Korea. A Study on Development of E-learning Population Education Program in Response to Low Birthrate &amp; Aging Society in South Korea.</p> <p>5. Binyu Yang, Research Assistant, The George Washington University, USA. College Students' Use of Self-Regulatory Prompts in Online Vocabulary Learning.</p> <p>6. Lorena Valerio, Faculty, Travel &amp; Tourism Management, De La Salle-College of Saint Benilde, Philippines. Effectiveness of YouTube as an Edutainment Medium: An Exploratory Study.</p>
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**21:00-23:00 Greek Night and Dinner**

Tuesday 21 May 2019		
<b>07:45-11:00 Session XV: An Educational Urban Walk in Modern and Ancient Athens</b>		
<p>Group Discussion on Ancient and Modern Athens.            Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)</p>		
<b>11:15-13:00 Session XVI (Room A - 10<sup>th</sup> Floor): Case Studies in Education: Global Perspectives III</b>	<b>11:15-13:00 Session XVII (Room B - 10<sup>th</sup> Floor): STEM</b>	<b>11:15-13:00 Session XVIII (Room D - 10<sup>th</sup> Floor): Computer Science &amp; IT Education*</b>
<b>Chair:</b> Sumita Chakraborti-Ghosh, Professor, Tennessee State University, USA.	<b>Chair:</b> Jean-Luc Gurtner, Professor, University of Fribourg, Switzerland.	<b>Chair:</b> Christoph Karg, Professor, Aalen University of Applied Sciences, Germany.
<p>1. Lettie Ramirez, Professor, California State University, East Bay, USA. You Are Not Alone: Recipes to Obtain Success for Students by Students.</p> <p>2. Supakorn Phoocharoensil, Assistant Professor, Language Institute, Thammasat University, Thailand. The Key Factors Affecting Thai Graduate Students' Satisfaction.</p> <p>3. <u>Oliver Semmelroch</u>,</p>	<p>1. <u>Susan Stocklmayer</u>, Emeritus Professor, The Australian National University, Australia &amp; <u>Michael Gore</u>, Honorary Professor, The Australian National University, Australia. Science Education Research: An Endless Circuit...</p> <p>2. Miguel Picado, Professor, National University, Costa Rica. How to use Historical Textbooks of Mathematics in</p>	<p>1. Amos Olagunju, Professor, St Cloud State University, USA. The Impacts of Agile and DevOps on Future Computer Science and Information Technology Curricula.</p> <p>2. Ignatios Vakalis, Professor, California Polytechnic State University, USA. Proven Strategies for Increasing Female Undergraduate Enrollments in Computer</p>

<p>Educator, University of Education Weingarten, Germany &amp; Thomas Wiedenhorn, Deputy Professorship in Primary School, Ludwigsburg University of Education, Germany. How are Parental Educational Decisions formed before and after the Introduction of Parental Educational Decisions in Baden-Württemberg? Findings from two Empirical Studies with Parents in the Transition from Primary to Secondary Education.</p>	<p>Primary Education?</p> <p>3. <u>Jay Plasman</u>, Postdoctoral Scholar, Johns Hopkins University, USA, Michael Gottfried, Associate Professor, University of California, Santa Barbara, USA &amp; Daniel Klasik, Assistant Professor, George Washington University, USA. Are More Low-Income Students Taking STEM-Focused Career and Technical Education Courses? Cross-Cohort Evidence from the United States.</p> <p>4. Busisiwe Ndawonde, Senior Lecturer, University of Zululand, South Africa. Intergenerational Learning in Science Education.</p>	<p>Science/Software Engineering.</p> <p>3. George Kontos, Associate Professor, Western Kentucky University, USA. How to Create a Web Assignment that Encourages Community Participation.</p> <p>4. <u>Marc Hermann</u>, Researcher / Lecturer, Aalen University of Applied Sciences, Germany &amp; Carsten Lecon, Professor, Aalen University of Applied Sciences, Germany. A Flexible Search Function for Online Courses in the Sense of Attribute Grammars.</p> <p>5. Chhavi Rana, Assistant Professor, UIET MDU Rohtak, India. Learning Analytics and Educational Data Mining: A Survey from 2005 to 2015.</p>
<p><i>*This session is jointly offered with the Computer Unit.</i></p>		

**13:00-14:00 Lunch**

<p><b>14:00-15:30 Session XIX (Room A - 10<sup>th</sup> Floor): Special Education</b></p>	<p><b>14:00-15:30 Session XX (Room B - 10<sup>th</sup> Floor): Curriculum and Instruction II</b></p>	<p><b>14:00-15:30 Session XXI (Room D - 10<sup>th</sup> Floor): Technology, Internet, and Social Media II</b></p>
<p><b>Chair:</b> Lettie Ramirez, Professor, California State University, East Bay, USA.</p>	<p><b>Chair:</b> Zoi A. Traga Philippakos, Assistant Professor, The University of Tennessee, Knoxville, USA.</p>	<p><b>Chair:</b> Amos Olagunju, Professor, St Cloud State University, USA.</p>
<p>1. Li Ju Chen, Professor, Chang Gung University, Taiwan. Choosing Major and Learning Adaptation for the College Students with Disabilities.</p> <p>2. <u>Phyllis LeDosquet</u>, Associate Professor, Northeastern Illinois University, USA &amp; <u>Effie</u></p>	<p>1. <u>Colleen Kawalilak</u>, Professor and Associate Dean - International, Werklund School of Education, University of Calgary, Canada &amp; Janet Groen, Professor and Associate Dean - Graduate Programs, Werklund School of Education, University</p>	<p>1. <u>Jean-Luc Gurtner</u>, Professor, University of Fribourg, Switzerland &amp; Estelle Trisconi, Lecturer, University of Applied Educational Sciences of Lausanne, Switzerland. Completing One's Homework with or without the</p>

<p><u>Papoutsis Kritikos</u>, Chair and Professor, Special Education/ Acting Associate Dean Goodwin College of Education, Northeastern Illinois University, USA. Differentiated Instruction in Least Restrictive Environments.</p>	<p>of Calgary, Canada. Cross-Cultural Competencies and Citizenship Education - An Adult Educator Perspective.</p> <p>2. Chad Loes, Professor, Mount Mercy University, USA. Collaborative Learning and Cognitive Development: Considering the Mediating Role of Deep Approaches to Learning.</p> <p>3. Banu Ozevin, Associate Professor, Dokuz Eylul University, Turkey. Music Out of Movement.</p> <p>4. Monthon Kanokpermpoon, PhD Student, Newcastle University, UK. Learning Listening from Listening-Reading Materials: Towards the Application of Cognitive Load and Processes.</p>	<p>Interference of Social Networks. The Role of Gender, Type of Tasks and Student Level.</p> <p>2. Sumita Chakraborti-Ghosh, Professor, Tennessee State University, USA. Technology for Inclusion: Special Education, Rehabilitation for All.</p> <p>3. Elizabeth Diaz, Senior Lecturer, The University of Texas at Arlington, USA. My School in a Tablet: miABCEscuela.</p> <p>4. Marianna Baranovskaa, Research Fellow, Macromedia University of Applied Sciences, Germany. LectureCast and Immersion - Why 360-degree Video is (not) a Solution.</p>
<p><b>15:30-17:00 Session XXII (Room A - 10<sup>th</sup> Floor): Case Studies in Education: Global Perspectives IV</b></p>	<p><b>15:30-17:00 Session XXIII (Room B - 10<sup>th</sup> Floor): Curriculum and Instruction III</b></p>	
<p><b>Chair:</b> Angela Farmer, Assistant Clinical Professor, Mississippi State University, USA.</p>	<p><b>Chair:</b> Elizabeth Diaz, Senior Lecturer, The University of Texas at Arlington, USA.</p>	
<p>1. Thomas Wiedenhorn, Deputy Professorship in Primary School, Ludwigsburg University of Education, Germany. School Reforms in the Pre-Modern Period from the Perspective of Justice and Discourse Analysis on the Implementation of the "Teutsche Schule" in Württemberg.</p> <p>2. <u>Carlos Alberto Ferreira</u>, Professor, University of Trás-os-Montes e Alto Douro, Portugal, <u>Armando Paulo Ferreira Loureiro</u>, Professor, University of Trás-os-Montes e Alto Douro, Portugal, <u>Carlos Rui Madeira</u>, Professor, University of Trás-os-Montes e Alto Douro, Portugal &amp; <u>Maria Joao</u></p>	<p>1. Sebastian Lerch, Professor, Johannes Gutenberg University Mainz, Germany. "Interdisciplinarity" and "Interdisciplinary Competences". From Theory to Teaching.</p> <p>2. Laura Coetzer, Senior Lecturer, Tshwane University of Technology, South Africa. The Effect of an International Student-Teacher Exchange Programme on their Professional Development.</p> <p>3. Vincenza Barra, PhD Student, University of Salerno, Italy. Non Linear Teaching through the Moving Body.</p> <p>4. Aikaterini Papatotiriou, PhD Student,</p>	

<p><u>Cardoso de Carvalho</u>, Professor, University of Trás-os-Montes e Alto Douro, Portugal. School Failure and Intervention: A Case Study in the Douro Region.</p> <p>3. Dava Roth, Assistant Professor, Hanover College, USA. The Butterfly Project: Integrating Genocide Education with the Common Core State Standards.</p> <p>4. Nurit Elhanan-Peled, Head of Communication Department / Lecturer, David Yellin College of Education / The Hebrew University of Jerusalem, Israel. Holocaust Rhetoric and the Representation of "others" in Israeli Schoolbooks: A Multimodal Analysis.</p>	<p>University of Nicosia, Cyprus. Effectiveness of Multimodality in Teaching Literature in High School.</p>
<p><b>17:00-18:30 Session XXIV (Room A - 10<sup>th</sup> Floor): Special Topics</b></p>	<p><b>17:00-18:30 Session XXV (Room B - 10<sup>th</sup> Floor): Curriculum and Instruction IV</b></p>
<p><b>Chair:</b> Busisiwe Ndawonde, Senior Lecturer, University of Zululand, South Africa.</p>	<p><b>Chair:</b> Dava Roth, Assistant Professor, Hanover College, USA.</p>
<p>1. Angela Farmer, Assistant Clinical Professor, Mississippi State University, USA. Student-Athlete to Professional Athlete: Confronting the Brutal Facts.</p> <p>2. Nurit Paz-Baruch, Lecturer, Bar-Ilan University, Israel. Examining Gender Gaps in Mathematics Performance among Students from Different Socioeconomic Levels.</p> <p>3. Paulina Bialka, PhD Student, University of Gdansk, Poland. Higher Education and the Embodiment of <i>Excellence</i> and <i>Quality</i>.</p> <p>4. <u>Jeremy Breuzard</u>, Teacher, CPE Lyon, France, Gerard Pignault, Director, CPE Lyon, France, Nacer Abouchi, Dean of the Digital Sciences Department, CPE Lyon, France &amp; Emmanuelle Almendra, Responsible for Communication, CPE Lyon, France. Integration of the Principles of Sustainable Development in the Management and the Teaching of Practicals at CPE Lyon.</p>	<p>1. <u>Deborah Voltz</u>, Director, Center for Urban Education, University of Alabama at Birmingham, USA &amp; Michele Jean Sims, Associate Professor, University of Alabama at Birmingham, USA. Teaching in Diverse, Inclusive Classrooms.</p> <p>2. Jioanna Carjuzaa, Professor and Executive Director of the Center for Bilingual and Multicultural Education, Montana State University, USA. Preparing Regular Classroom Teachers to Meet the Needs of American Indian English Language Learners.</p> <p>3. Sandra Miller, Associate Professor, Grand Valley State University, USA. Enhancing the Pre-Service Teacher Experience with Cognitive Coaching Techniques.</p>
<p><b>20:00- 21:30 Dinner (Details during registration)</b></p>	
<p style="text-align: center;"><b>Wednesday 22 May 2019</b>  <b>Mycenae and Island of Poros Visit</b>  <b>Educational Island Tour</b></p>	
<p style="text-align: center;"><b>Thursday 23 May 2019</b>  <b>Delphi Visit</b></p>	
<p style="text-align: center;"><b>Friday 24 May 2019</b>  <b>Ancient Corinth and Cape Sounion</b></p>	

**Marianna Baranovskaa**

Research Fellow, Macromedia University of Applied Sciences, Germany

## **LectureCast and Immersion – Why 360-degree Video is (not) a Solution**

The use of audiovisual media serves different purposes in various stages in teaching- and learning environments. The most frequent implementation scenarios include the illustration of content and action, and, in particular, lecture recordings in academic surroundings. Not least, daily routines of the younger generation can serve as usable scientific content (cf. Reinmann 2009, p. 256) by tying in the known media usage behavior of students, which has been shaped increasingly by the reception and communication of audio-visual content (Gidion & Weyrich, 2017, S. 64; Zawacki-Richter et al., 2014, p. 32).

Current technological developments in the field of audiovisual media reduce the distance between a recorded action and its reception. By using 360-degree-Video – particularly in combination with a Head Mounted Display (VR-glasses) – a live-situation is being approached whereby an immersive projection, shielding the external world (Slater & Wilbur, 1997), aims for presence-experience (Singer & Witmer, 1998), which provides recipients with the feeling of physical presence in another place and time (Ramalho & Chambel, 2013).

Vohle and Reinmann (2012, p. 3) point out that, over handling a subject of learning within an authentic setting without pressure to act, it is highly likely to explicate and expand the one's knowledge. On that note, 360-degree-Videos, projected on VR-glasses, hold a particular learning potential due to the intended presence-experience: learners become the center of a spherical projection which they explore by choosing an image section individually by moving their head, while the physical shield composed of VR-glasses and headphones, refrains them from outside distractions (Hebbel-Seeger, 2018).

In a study undertaken with freshmen of the Media Management program in all locations of the Macromedia University, we investigated the question whether and how learning abilities of the recipients are impacted by the approach of a real-life-situation in media conveyed communication via immersive technologies (360°-Video on Head Mounted Display/VR-glasses).

All things considered, it can be stated that an immersive media format alone does not generate added value: there is no increase of attention that further enhances learning, which can be derived from the feeling (of presence) of sitting in a lecture room, even beyond the possibly initial distraction of the appeal of novelty.

Furthermore, the teacher-centered mode as represented in regular lectures is unsuitable for a spherical projection due to its spatial setting,

where only one direction is being employed. In order to exploit possible media-specific values of 360°-videos in the context of LectureCasts, it is consequently necessary to work either with a modified concept of a teacher-centered lecture, using the entire space, or to set a focus on the content by combining the recorded lecture with additional visual elements.

Our team is currently part of a federal research joint project SCoRe (Student Crowd Research), funded by the German Federal Ministry of Education and Research (BMBF), carried out by the Universities of Bremen, Hamburg and Kiel as well as Macromedia University Hamburg and the Ghostthinker GmbH, where we expand this perspective by analyzing the contribution made by innovative video formats, including 360°-video, to the research-based learning within a crowd.