

Tuesday, 26 June

7:30-9:30	REGISTRATION	
9:30-10:30	OPENING SESSION Professor Mary Metcalfe , Head of the Wits School of Education, Former MEC Gauteng, Professor Yunus Ballim , Deputy Vice Chancellor, University of the Witwatersrand, Graca Machel , President of the Foundation for Community Development Mozambique and wife of Nelson Mandela and Professor Mary Kalantzis Dean of the College of Education and Professor of Education, Department of Curriculum and Instruction at the University of Illinois Urbana- Champaign, USA.	
10:35-11:20	TALKING CIRCLES Room 1: Curriculum and Pedagogy Room 2: Student Learning, Learner Experiences, Learner Diversity Room 3: Educational Leadership and Management Room 4: Technology in Learning Room 5: Community, Culture, Globalisation Room 6: Equity, Social Justice and Social Change Room 7: Adult, Vocational, Tertiary and Professional Learning Room 8: Literacy, Language, Multiliteracies Room 9: Languages Education and Second Language Learning Room 10: Special Education, Learning Difficulties, Disability Room 11: Arts, Drama and Design Room 12: Organisational Learning, Organisational Change Room 13: Maths, Science and Technology Learning Room 14: Teacher Training and Development	
11:20-11:35	COFFEE BREAK	
11:35-12:40	GROUP ONE: PARALLEL SESSIONS	
	11:35-12:05 (30 min session) GROUP 1A	12:10-12:40 (30 min session) GROUP 1B
ROOM 1	Living in the 'place of the impossible': Imaginative Education for Social Justice <i>Dr. Dalene M. Swanson, Faculty of Education, Simon Fraser University, Canada</i> Overview: By proposing Imaginative Education as an alternative to developmentalism, progressivism and pedagogic constructivism, I provide a more hopeful view of education for living in the place of the impossible. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	Researching Pedagogy: An Activity Theory Approach <i>Joanne Hardman, School of Education, University of Cape Town, South Africa</i> Overview: This paper opens a methodological discussion regarding how to use activity theory to understand pedagogical practices in classrooms. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
ROOM 2	The Procedural Aspect in Combining Iconic and Linguistic Resources into One Semiotic Whole: An Empirical Basis for an Updated Literacy Curriculum <i>Dr. Shoshi Waksman, School of Education, Tel Aviv University and Levinsky College, Israel</i> Overview: The objective of the study presented, is to focus on the procedural aspect of multimodal meaning construction. The procedural aspect is posited as a contribution to an updated literacy	Arts and Culture Policy Vulture <i>Sandra Johnson, Genoveva Cherenack</i> Overview: Challenges in the application of the Arts and Culture Curriculum in the GET Phase are explored, with possible recommendations offered. <i>Stream: Creative Arts and Learning</i>

	curriculum <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i>	
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ROOM 3	<p>Visual Education - Repositioning Visual Arts and Design: Educating for Expression and Participation in an Increasingly Visually-Mediated World <i>Dr. Judith Dinham, Edith Cowan University, Kath Grushka, University of Newcastle, Dr. Judith MacCallum, School of Education, Murdoch University, Australia</i> Overview: Visual Education conceptually repositions visual arts and design education to address the explosive growth and changing forms of the visually-mediated world. Case studies of pedagogical practices will elucidate the concept. <i>Stream: Creative Arts and Learning</i></p>	<p>The Flexible Learning Environment: Supporting Student Diversity <i>Louise O'Boyle, School of Art & Design, University of Ulster, UK</i> Overview: Traditional learning and teaching methods need to be complimented with resources which enhance the learners experience both inside and outside of the classroom and cater for their individual needs. <i>Stream: Creative Arts and Learning</i></p>
ROOM 4	<p>Computer Phobia and Undergraduate Students' Performance in Introduction to Computers in South Universities in Nigeria <i>Assoc. Prof. Grace Umoren, Dr. Usang Bassey, University of Calbar, Nigeria</i> Overview: This study sought to investigate the influence of computer phobia on undergraduate students' performance in introduction to computer. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Learning in and about the Natural Environment: The Case against Anthropocentrism <i>Dr. Kai Horsthemke, Wits School of Education Division of Social Context and Human Development, University of the Witwatersrand, South Africa</i> Overview: Given the promise of environmental literacy in the face of the world's progressive crisis, the paper presents the case for non-anthropocentric environmental education. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>
ROOM 5	<p>The Power of One with Many Revisited: Creating Inclusive, Accessible, Collaborative Education for All <i>Coral Cara, School of Education, Victoria University, Australia</i> Overview: The use of a holistic, multimodal, multiliterate inclusive approach to improve student and staff engagement and learning. Suitable for any sector, any age group, any cohort of students. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Globalization, Democracy and Social Dislocation: Higher Education as an Ideologized Socialization Process <i>Dr. Consuella Lewis, School of Education Administrative and Policy Studies Department, University of Pittsburgh, USA</i> Overview: This paper examines the relationship between the purpose of higher education, social location and democracy in several countries. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>Utilizing Foucauldian and Weickian Concepts in Exploring scholarship and Excellence in Higher Education Teaching in the United Kingdom: The Road so far on an Autoethnographic Journey <i>Stevan Monkley-Poole, Department of Family Care and Mental Health School of Health and Social Care, University of Greenwich, UK</i></p>	<p>The Making of an Engineer: Background Characteristics of Female Engineering Students in Kenyan National Polytechnics <i>Richard Wambua, Department of Education Kenya Technical Teachers College, Ministry of Education, Republic of Kenya, Kenya</i> Overview: This study explored factors present in the upbringing</p>

	<p>Overview: Outline the theoretical issues in utilizing Foucault and Weick as guiding frameworks in exploring the culture of higher education in Great Britain. Stream: <i>Adult, Vocational, Tertiary and Professional Learning</i></p>	<p>of female students enrolled in engineering courses in Kenyan National Polytechnics. Stream: <i>Adult, Vocational, Tertiary and Professional Learning</i></p>
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ROOM 7	<p>Teaching in Higher Education: Using Reflexivity to Construct a Comparative Analysis of Tutor Biographies between South Africa and the UK David Needham, School of Education, Nottingham Trent University, UK, Nicky Lowe, Course Co-ordinator and Lecturer in Business Communications School of Accountancy, University of Witwatersrand, South Africa</p> <p>Overview: This work focuses upon the reflexive self within 2 very different higher education settings.</p> <p>Stream: Teacher Training and Professional Development</p>	<p>Preparing Future Social Studies Teachers to Conduct Issue-based Discussions in their Classrooms Dr. William Wilen, Teacher Education, Kent State University, USA</p> <p>Overview: Provides a description of an effective approach methods instructors can use to prepare future secondary social studies teachers to conduct Socratic discussions.</p> <p>Stream: Teacher Training and Professional Development</p>
ROOM 8	<p>Knowledge Production and Knowledge Transmission in a Global Higher Ed Context Assoc. Prof. Heinz Kreutz, Faculty of Arts and Office of the Senior Deputy Vice Chancellor, Monash University, Australia</p> <p>Overview: I will concentrate on the exploration of knowledge and knowledge economy from a Higher Education perspective, and argue that universities need to be leading facilitators.</p> <p>Stream: Educational Leadership and Management</p>	<p>The Governance of Independent Schools: An Autopoietic Systems Approach Dr Allan K Beavis, Macarthur Anglican School, Australia</p> <p>Overview: The theory of autopoietic social systems is used to provide insights into theoretical aspects of the governance of independent schools.</p> <p>Stream: Educational Leadership and Management</p>
ROOM 9	<p>Learning and Work: Developing the Capital Model David Simmonds, Westminster Business School, University of Westminster, UK</p> <p>Overview: Empirical action research paper validating a new model of organisational learning</p> <p>Stream: Organisational Learning, Organisational Change</p>	<p>Organisational Learning Facilitated by the Use of Student Achievement Information Dr Pamela Millward, Lecturer in the Faculty of Education, The University of Auckland, New Zealand</p> <p>Overview: This study tracked the learning journeys of three quite different schools to see if they were able to operate as learning organisations by using student assessment information to reduce underachievement.</p> <p>Stream: Organisational Learning, Organisational Change</p>
ROOM 10	<p>Towards a Theory of How Mothers of Children Diagnosed with AD/HD Deal with the Issues of Homework Completion and Assignment Deadlines: A Grounded Theory Study Dr. Myra Taylor, Graduate School of Education Centre for Child & Adolescent Related Disorders, University of Western Australia, Australia</p> <p>Overview: A grounded theory study reporting how mothers of children diagnosed with AD/HD deal with the issues of homework completion and</p>	<p>Vocational and Computer Literacy among Special Needs Students in Malaysia Dr. Ramlee Mustapha, Faculty of Education,</p> <p>Overview: The purpose of this study was to investigate the vocational and computer literacy among special needs individuals in Malaysia.</p> <p>Stream: Special Education, Learning Difficulties, Disability</p>

	<p>compliance with assignment deadlines</p> <p><i>Stream: Special Education, Learning Difficulties, Disability</i></p>	
ROOM 11	<p>Narrative Film: Promoting Reading and Learning</p> <p>60 Minute Session</p> <p>Dr. Moyra Sweetnam Evans, <i>Department of English Linguistics Programme, University of Otago, New Zealand</i></p> <p>Overview: Metacognitive strategy training using the narrative film "The Sixth Sense", scaffolds students as they discover how to use successful comprehension strategies and transfer them to other domains of learning.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	

ROOM 12	<p>Implementing Multicultural Education in PreK-3rd Grade Classrooms 60 Minute Session <i>Dr. Tsunghui Tu</i>, National Association for the Education of Young Children, <i>Ramona Freeman</i>, Department of Teaching, Leadership, and Curriculum Studies, <i>Barb White</i>, Tallmadge Library, Akron summit County Public Library, USA Overview: Teachers need to be culturally sensitive and responsive in their practices. This includes knowing how to develop effective programs for linguistically and culturally diverse children and families. Stream: <i>Teacher Training and Professional Development</i></p>
ROOM 13	<p>Developing a Sense of Community in an Online Environment 60 Minute Session <i>Dr. David Colachico</i>, Office of Faculty Development, Azusa Pacific University, USA Overview: This workshop will demonstrate techniques such as Threaded Discussions, Chat Rooms, email, and Virtual Office Hours used in an online course to unite students and create a kinship among learners. Stream: <i>Technology in Learning; Maths, Science and Technology Learning</i></p>
ROOM 14	<p>The Case for Inserting Bana Molokai Popular Culture Texts in the Rwandan English Literature Classroom at Secondary and Tertiary Levels 60 Minute Session <i>Bela Nyirahuku</i>, Faculty of Arts and Humanities, National University of Rwanda, Rwanda, <i>Dr. Karen Haire Hoenig</i>, School of Languages, North-West University, Potchefstroom Campus, South Africa Overview: We present pedagogical arguments in favour of the inclusion of Bana Molokai popular texts at secondary and tertiary levels in Rwanda, illustrating their cultural, modal and social relevance. Stream: <i>Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM 15	<p>Towards a Methodology for Studying Mediation in a Medical School Intervention Programme <i>Elmi Badenhorst</i>, Medical School, <i>Joanne Hardman</i>, School of Education, University of Cape Town, South Africa Overview: This paper presents a methodology for investigating mediation in an intervention programme run at a medical school. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
12:40-13:40	<p>LUNCH Space Frame Theatre (12:55-13:40) - SADC Drama for Life Performance by Bonfire Theatre Company: A Playback Theatre Group</p>

13:40-15:20	GROUP TWO: PARALLEL SESSIONS		
	13:40-14:10 (30 min session) GROUP 2A	14:15-14:45 (30 min session) GROUP 2B	14:50-15:20 (30 min session) GROUP 2C
ROOM 1	<p>Experiential Learning in a Merged Higher Education Institution in South Africa: A Comparison of Learner Perceptions <i>Corne Meintjes, Department of Communication, Faculty of Humanities, University of Johannesburg, Dr. Ilse Niemann-Struweg, School of Business and Economics, Monash South Africa, South Africa,</i></p> <p>Overview: This paper aims to explore the state of experiential learning in a merged institution comparing internships and service learning within one department. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Studying Communication at Secondary School Level in South Africa in Preparing Learners for Life: Exploring the Reality amongst Parents, Teachers and Learners <i>Corne Meintjes, Phil C Pretorius, Department of Communication, University of Johannesburg, South Africa</i></p> <p>Overview: This paper aims to explore the possibility of including communication as a subject at secondary school level by conducting an empirical study amongst parents, teachers and learners. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Where do I belong? Creation of a Community of Practice by Participation in Tutor-Mentoring Pre-Undergraduate Students. <i>Irene Maitland, Foundation Programme Monash South Africa, Monash University Australia, South Africa</i></p> <p>Overview: Tutor-mentors in a foundation mathematics programme have developed a new community of practice, demonstrating four key components of learning: community, practice, identity and meaning. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 2	<p>The Complexity of the EFL Classroom Viewed from the Lens of Teachers Beliefs and Practices <i>Prof. Claudio H. Diaz, Faculty of Education, Universidad Católica de la Santísima Concepción, Chile</i></p> <p>Overview: Using a case study qualitative research design, the presenter will explore teachers' beliefs and their relationship with classroom practices <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Use of Multi-media and Pop-Culture in Language Acquisition <i>Frau Doktor Brigitte Edith Archibald, Department of Foreign Languages College of Arts and Sciences, North Carolina Agricultural and Technical State University, USA</i></p> <p>Overview: A descriptive lecture on the use of multi-media and pop-culture as an aid in the learning of a language. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>'You would be a Master of a Subject if Taught in Xhosa': An Investigation into the Complexities of Bilingual Concept Development in an English Medium University in South Africa <i>Dr. Moragh Paxton, Language Development Group in Centre for Higher Education Development, University of Cape Town, South Africa</i></p> <p>Overview: This paper describes the methodology and findings of a research project which investigated the complexities of bilingual concept development in an English medium tertiary</p>

			institution in South Africa. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i>
ROOM 3	<p>Behind the Visible: 60 Minute Session Justine Olofsson, University of Witwatersrand, Erica Luttich, Jackie Downs, Boitumelo Sewing Project, Sally Clark, Ruth Sack, Imbali Visual Literacy Project, South Africa <i>Overview: This discusses the contradictions and tensions created through the differing expectations, and differing perceptions of value, among stakeholders involved in non-formal arts education.</i> <i>Stream: Creative Arts and Learning</i></p>		
ROOM 4	<p>Multimedia-Challenges and Opportunities in Distance Education Lucy Gakenia Kamanja, Institute for Curriculum and Learning Development, University of South Africa, South Africa <i>Overview: The paper seeks to explore the challenges and opportunities that communication technologies provide in an open and distance learning environment.</i> <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Informal Learning in a Summer Science Academy Prof Karen Benn Marshall, Department of Biology Takoma Park/Silver Spring Campus, Montgomery College, USA <i>Overview: The goal of this study is to present a view of out-of-school time (OST) science experiences from the perspectives of OST student participants and their parents.</i> <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Technological Pedagogical Content Knowledge in Foreign Language Teaching: The Case of Digital Video Dr. Norbert Pachler, Ana Redondo, Robert Ferguson, Media Studies and Media Education, Institute of Education, University of London, UK <i>Overview: This paper reports on a project aimed at developing technological pedagogical content knowledge in student teachers of foreign languages.</i> <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>
ROOM 5	<p>Modern Institution Managers: Men or Women? Gabriela Marinescu, Management Department Innovation Strategies and Risk Management, International Academy of Comparatives Studies, Romania <i>Overview: Male/Female represent more than simple words referring to an individual's gender. On the contrary, they touch on the managerial ones.</i> <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>What are we Talking about When we Talk about "Closing the Achievement Gap"? Dr. Sue Books, Department of Secondary Education, State University of New York - New Paltz, USA <i>Overview: An analysis and critique of the discourse of "the achievement gap" as used by education scholars and commentators in the U.S.</i> <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Student Knowledge about Poverty in Australian, Filipino and Zimbabwean Schools Dr. Paul Lindsay Burgis, Junior, Middle and Senior Schools, Inaburra School, Australia <i>Overview: This presentation reports on student knowledge about poverty and development in Australian, Filipino and Zimbabwean primary and secondary schools (2000 surveys, 200 interviews)</i> <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>Professional Learning and Work-Based</p>	<p>RETURN - Employability and E-Learning: Start</p>	<p>Alternative Schools in Urban Environments: How</p>

	<p>Learning: Divergence in Rhetoric, Convergence in Reality Dr. Eddie Blass, Joanna Teague, School of Education, University of Hertfordshire, UK Overview: Compares the theory and practice surrounding the definition of 'professionalism' and its impact with regard to professional and work-based learning. <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i></p>	<p>working Effectively after Parental Leave Prof. Dr. Andreas Liening, Faculty of Business Administration Economics and Social Sciences, Ewald Mittelstaedt, Dr. Claudia Wiepcke, Chair of Business Administration and Economic Education, Universitaet Dortmund, Germany Overview: The RETURN vocational training programme is an outcome of business education research at Universitaet Dortmund carried out into practice. RETURN combines effective qualifications and efficient e-learning within corporate employability strategies. <i>Stream: Adult, Vocational, Tertiary and Professional</i></p>	<p>American Educations Short-changes its Youth Professor Frank D. Aquila, College of Education, Cleveland State University, USA Overview: The alternative education programs in four American urban school districts are analyzed regarding services to at-risk youth. Recommendations for change are provided. <i>Stream: Educational Leadership and Management</i></p>
ROOM 7	<p>Step Up: A Model for Addressing Teacher Shortages Worldwide Dr. Lori A. Navarrete, School of Education, Nevada State College, Dr. Linda P. Thurston, College of Education, Kansas State University, USA Overview: The Student Teacher Enlistment Project-Undergraduate Program (STEP UP) provides high school juniors the opportunity to earn a B.A. or B.S. in teaching with early admission and free tuition. <i>Stream: Teacher Training and Professional Development</i></p>	<p>Using Teachers' Emotions as a Lens to Gain Insight into Assessment Practice Carola Steinberg, Division of Curriculum Wits School of Education, University of the Witwatersrand, South Africa Overview: The paper argues that because emotions are indicators of what people think, believe and judge to be important, a consideration of teacher's[™] emotions could enable better decision-making regarding assessment practice. <i>Stream: Teacher Training and Professional Development</i></p>	<p>Becoming a Teacher: The Journey Christine Glass, Division of Arts School of Education, Murdoch University, Australia Overview: A case study of a pre service teacher as he navigates his way through the twelve months of a Graduate Diploma in Primary Education. <i>Stream: Teacher Training and Professional Development</i></p>
ROOM 8	<p>The Implementation of the Penalty System Program for Vandalism in School: A Case Study Dr. Khalim Zainal, Centre For General</p>	<p>Board Development: Governing Boards as Communities of Practice Terry Shields, Brock University, Faculty of Education, Canada Overview: This paper</p>	<p>Career Change Pathways into Teaching Geoff Noblett, Phillips KPA, Australia Overview: Research into the nature of career change initiatives into</p>

	<p><i>Studies, National University Of Malaysia, Malaysia</i> Overview: This study was to evaluate the effectiveness of The Penalty System Program (PSP) which was implemented in the state of Selangor Malaysia in handling the problems of vandalism in schools. <i>Stream: Educational Leadership and Management</i></p>	<p>discusses the importance of effective board governance and proposes a framework for board development based on situated learning and communities of practice. <i>Stream: Educational Leadership and Management</i></p>	<p>teaching within Australia. <i>Stream: Teacher Training and Professional Development</i></p>
ROOM 9	<p>Grounding a Theory: School Development that Sustains High Performance and Learning in High Poverty and Diverse Schools Dr. Michele Acker-Hocevar, Educational Leadership, Dr. Marta Cruz-Janzen, Multicultural Education Teacher Education, Dr. Cynthia L. Wilson, Associate Professor Exceptional Student Education, Florida Atlantic University, USA Overview: Nine high poverty elementary schools with majority students of color and at least 10% designated as English Language Learners were examined to learn about effective practices. <i>Stream: Organisational</i></p>	<p>Learning and Development: What's the Difference? Patrick Bradbery, Professional Development Unit Faculty of Commerce, Charles Sturt University, Australia Overview: An examination of the difference between learning and development based on transcendental phenomenological research <i>Stream: Organisational Learning, Organisational Change</i></p>	<p>Promoting a Reflective Practice for Sustainability Implementation in South African Local Government Eben Le Roux, School for Environment and Development, University of Manchester, UK Overview: To address complexities around sustainability policy and training implementation, a Local Government in South Africa invests in an Action Learning framework for facilitating reflective practice. <i>Stream: Organisational Learning, Organisational Change</i></p>
ROOM 10	<p>But Would it Work Here? Inclusive Practices in the South African Context Dr Elizabeth Walton, The King's School, South Africa Overview: Teachers require practical strategies and workable ideas if they are to inspire significant learning in learners who represent a variety of backgrounds and learning needs. <i>Stream: Special</i></p>	<p>Teachers' Discursive Constructions of Disability: Implications for Black Urban Youth Dr. Kathy-Anne Jordan, Department of Special Education, Early Childhood, and Bilingual Education, Chicago State University, USA Overview: This is a presentation of my dissertation research findings. <i>Stream: Special Education, Learning</i></p>	<p>The Impact of Perceptual Development on Metacognitive, Reflective, and Regulatory Functioning Shemer Arzi, Eroni YudAlef high School, The Center for Learning & Empowerment at Eroni YudAlef High School, Israel Overview: This presentation will elucidate and explore how perceptual development impacts on metacognitive functions, including</p>

	<i>Education, Learning Difficulties, Disability</i>	<i>Difficulties, Disability</i>	reflective and regulatory capacities. <i>Stream: Special Education, Learning Difficulties, Disability</i>
ROOM 11	<p>Home-Abroad Connections: Impact of Program on Curriculum and Instruction at Home Dr. Helen Abadiano, Reading and Language Arts, Central CT State University, Dr. Olusegun Sogunro, Department of Educational Leadership, Central Connecticut State University, USA Overview: The presentation focuses on the impact of programs abroad on curriculum and instruction at the home university. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Exploring the Relationship between Elementary Education Pre-service Teacher's Dispositions towards Diversity and their Approaches to Curriculum and Teaching Sibongile Mtshali-Dlamini, Department of Social Foundations College of Education School of Educational Studies, Oklahoma State University, USA Overview: This qualitative study explores the relationship between preservice teacher's™ dispositions toward diversity and their selection of curriculum and teaching strategies. Culturally Responsive Teaching theoretical framework informs the study. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>'Learning Styles' in South African Education? Prof. Ian Moll, Division of Curriculum, University of the Witwatersrand, South Africa Overview: This paper explores critically the multiple, distinctive uses of the notion of 'learning styles' in the contemporary, post-Apartheid South African educational and political terrain. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 12	<p>Supporting Systemic School Improvement Within a Framework of Inconsistency 60 Minute Session Dr. Karen Majeski, Mid-Eastern Ohio Special Education Regional Resource Center, USA Overview: An interactive presentation/discussion focusing upon qualities of effective consultation/coaching support to maintain integrity of systematic school improvement efforts during a period of state-wide changes in processes and initiatives <i>Stream: Organisational Learning, Organisational Change</i></p>	<p>An Evaluation of Academic Tutor Support Models for the Development of Practice Guidance, within a Faculty of Health and Social Care Sciences Dr. Sylvie Marshall-Lucette, Kingston University & St George's University of London, Dr. Maria Ponto, Kingston University and St George's University of London, UK Overview: A cross-sectional survey on academic tutor support models, which informed the development of evidence-based practice guidance within a Faculty of Higher Education in the UK.</p>	

		<i>Stream: Curriculum and</i>
ROOM 13	<p>Entering the Academic Conversation: Supporting Advanced Academic Literacy in a Post Graduate Masters Course 90 Minute Colloquium Stella Granville, Applied English Language Studies, Wits School of Education, Jennifer Stacey, University of Witwatersrand, Laura Dison, University of Witwatersrand, Elizabeth Helen Ludlow, South Africa, Rockie Sibanda, University of Witwatersrand, Saint Helena</p> <p>Overview: We describe a graduate course entitled, 'Language, Learning and Academic Literacy'. We argue that certain skills cannot be taken for granted and need to be taught and practised in situated tasks.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	
ROOM 14	<p>How do Teachers Transform their Knowledge for Teaching? Case Studies of Science Teaching in South Africa 90 Minute Colloquium Marissa Rollnick, School of Education, Fhatuwani James Mundalamo, University of Witwatersrand, Mark Naidoo, Lorraine Mofokeng, Wits University, Mpunko Nakedi, School of Education, University of Witwatersrand, South Africa</p> <p>Overview: This colloquium explores how practising teachers develop knowledge of physical science content for teaching, in the context of the introduction of a new science curriculum.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 15	<p>Rooting Literacy in Families: Family Literacy Approaches in South Africa 90 Minute Colloquium Dr. Elda Lyster, School of Adult and Higher Education, University of KwaZulu- Natal, Snoeks Desmond, Family Literacy Project, Lucy Renee Thornton, Woz'obona Early Childhood Community Service Group, Juliana Mary Thornton, N.O.A.H. (Nurturing Orphans of AIDS for Humanity), Zimbili Dlamini, Family Literacy Project, South Africa</p> <p>Overview: Family literacy is one way to address the low literacy skills of many children. Building on parental hopes for the best for children, interesting approaches have been developed.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
15:20-15:35	COFFEE BREAK	
15:35-16:40	GROUP THREE: PARALLEL SESSIONS	
	15:35-16:05 (30 min session) GROUP 3A	16:10-16:40 (30 min session) GROUP 3B
ROOM 1	<p>Exploring Learning Styles of Japanese College Students in an EFL Context Dr. Tatyana Putintseva, Koryo Intl College, Japan</p> <p>Overview: The paper will look into learning styles of Japanese college students studying English, and the applicability of the learning styles approach to both instruction and foreign language acquisition.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>School-University Partnerships as a Means of Improving Early Literacy Instruction and Performance in Urban Schools Lizanne Destefano, Director Bureau of Educational Research, University of Illinois, USA</p> <p>Overview: In this session, I will describe the organization, evolution and impact of the Advanced Reading Development Demonstration Project.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 2	<p>An Indelible Imprint of Literacy: The Olmec and African Presence in Pre-Columbian America</p>	<p>Teaching for Social Justice: Reflections from a Secondary Teaching Unit</p>

<p>Dr. Joseph H. Gaines, Education Department, Childhood Education Program, Manhattan Campus., Boricua College, USA</p> <p>Overview: This paper demonstrates the historical and scientific weaknesses of scholars that refute the veracity of an African presence in the Olmec civilization of ancient America before the European contact period.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>	<p>Dr. Loshini Naidoo, Social Justice Issues in Secondary Education, University of Western Sydney, Australia</p> <p>Overview: Social justice education has the potential of producing teachers capable of shifting the ways in which they interact in this unjust world.</p> <p>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>
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ROOM 3	<p>Transformational Practices in Community Learning: A South African Case Study <i>Kim Berman, Department of Fine Art, University of Johannesburg, South Africa, Pamela Allara, Brandeis University, USA</i> Overview: A case study of a multi-disciplinary participatory action research approach to implement an HIV/AIDS action intervention in targeted communities. <i>Stream: Creative Arts and Learning</i></p>	
ROOM 4	<p>Gender Differences in Students Performance in Physics <i>Fhatuwani James Mundalamo, Marang Centre for Mathematics & Science Education, University of the Witwatersrand, South Africa</i> Overview: The article reports gender differences in student's eTM performance in introductory physics at four South African universities. The instruments used were the FMCE (Thornton and Sokoloff, 1998) and mechanics marks. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Preparing K-12 Students for Engineering Studies by Improving 3-D Spatial Skills <i>Dr. Kedmon N. Hungwe, Department of Education, Michigan Technological University, USA</i> Overview: The paper describes studies with middle and high school students to improve 3-D spatial skills <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>
ROOM 5	<p>Effective Lower Cost Educational Technologies <i>Dr. Joan Wines, English Department (Professor, Chair, ISS, Julius Bianchi, ISS, California Lutheran University, USA</i> Overview: Three low(er) cost educational technologies that are easily implemented, cost effective, and most likely to provide the biggest e-learning outcomes bang for the buck. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Using Games and Reflective Practice to Examine Discriminatory Attitudes <i>Dr Sue Ralph, JORSEN: An Academic Journal, Nasen, UK</i> Overview: Discriminatory attitudes towards people who are perceived as 'different' will be examined using a game based on the concept of reflective practice <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>Contending Discourses in Tertiary Curriculum Design: A Case Study of University History <i>Elizabeth Helen Ludlow, Wits School of Education, University of the Witwatersrand, South Africa</i> Overview: Democracy in South Africa (1994) brought major restructuring to higher education curricula. In a case study of university History, this paper examines the impact of contending discourses. <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i></p>	<p>Formal Vocational Training and Poverty Reduction <i>Dr. Roseline E. Tawo, Department of Adult and Continuing Education, University of Calabar, Nigeria</i> Overview: The paper examined the role of formal vocational training on poverty reduction in Cross River State of Nigeria. <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i></p>
ROOM 7	<p>Geometry Task Analysis: An Emerging Analytical Framework <i>Rasheed Ishola Sanni, Department of Curriculum Studies Faculty of</i></p>	<p>Developing the Grammatical Proficiency of Public Primary School Teachers in Lagos State, Nigeria, through In-service</p>

	<p><i>Education, Lagos State University, Nigeria</i></p> <p>Overview: Mathematics teachers regularly make choices in selecting tasks for learners to work on. To understand how teachers make these decisions, an analytical framework emerges.</p> <p>Stream: Teacher Training and Professional Development</p>	<p>Training</p> <p>Kehinde Olojede, Department of Curriculum and Instruction, Federal College of Education (Technical), Nigeria</p> <p>Overview: The paper assesses the grammatical proficiency of public primary school teachers in Lagos State and describes an attempt at developing their ability in the areas of observed deficiency.</p> <p>Stream: Teacher Training and Professional</p>
ROOM 8	<p>Barriers to Identifying South African Black and Second Language Learners as Gifted: Identifying Black and Second Language Learners as Gifted</p> <p>Prof. Joy Scott, Educational Foundations, University of Wisconsin, USA</p> <p>Overview: A study of South African teachers' perceptions of identifying black and second language learners as gifted.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Assessment for Learning in Project based Learning</p> <p>Dr. Betty McDonald, Centre for Assessment and Learning, University of Trinidad and Tobago</p> <p>Overview: The paper proposes that assessment can be skilfully organized so that students are not merely judged at the end of PBL but they learn throughout the entire process.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 9	<p>The Evaluation of Study Guides as a Learning Guide: Evaluation of the Criteria used to Develop Study Guides, as well as the Content of Faculty Study Guides at a Higher Education Institution</p> <p>Dr. Willem Jorissen, Department for E-Learning and Education Innovation, University of Pretoria, South Africa</p> <p>Overview: Findings of a survey that evaluated the guidelines and criteria used to develop study guides, as well as the content of study guides across faculties is reported.</p> <p>Stream: Organisational Learning, Organisational Change</p>	<p>A Model for Describing and Measuring Pupils Academic Self-Concept in Science</p> <p>Dr. Graham Hardy, School of Education, The University of Manchester, UK</p> <p>Overview: A Multidimensional Model for Describing and Measuring Pupil's Academic Self-Concept in Science: Significance and Implications for Teachers.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 10	<p>Attributes of Science Teachers Pedagogical Decision Making Processes</p> <p>NEW SESSION</p> <p>Sopia Md Yassin, Faculty of Science and Technology, Sultan Idris Education University, Malaysia</p> <p>Overview: This research reveals teachers pedagogical decision making attributes that is supposed to bring about effective and meaningful learning.</p> <p>Stream: Teacher Training and Professional Development</p>	<p>A Virtual Physics Lab: A Virtual Environment for Education</p> <p>Dr. Jayanthi Sivaswamy, Centre for IT in Education, International Institute of Information Technology, India</p> <p>Overview: An interactive tool has been developed for teaching physics. It permits a wide range of experiments in a virtual environment to encourage curiosity and creativity.</p> <p>Stream: Technology in Learning; Maths, Science and Technology Learning</p>
ROOM 11	<p>Elementary Pre-Service Teacher's Motivation towards Science Learning in an Australian University:</p>	<p>GlobalLink-Africa: An Online Resource for a Critical Appreciation of Globalization in</p>

<p>Motivation towards Science Learning Dr. Barbara M Odgers, School of Education, Brisbane Campus, Australian Catholic University, Australia Overview: Investigation of pre-service teachers motivation towards science learning using a survey instrument modified from Tuan, Chin and Shieh (2005) instrument "Students Motivation towards Science Learning". Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Africa Dr. Judith Stevenson, Globalization Research Center, The University of California, USA, Prof. Cynthia Joy Kros, History, Social Sciences, University of the Witwatersrand, South Africa Overview: The paper describes and analyses an online resource for high school students developed at UCLA. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
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ROOM 12	<p>Using an Intensive Learning Experience to Expand Monocultural Perspectives Gjyn O'Toole, School of Health Sciences, Faculty of Health, The University of Newcastle, Australia Overview: Difficult to change culturally determined perspectives and concepts can be changed through specific types of learning experiences. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Usable Feedback: An Action Research Project Dr. Billy Meyer, School of Language, Literature and Linguistics, University of KwaZulu-Natal, Penny Niven, Humanities Access Year, University of KwaZulu - Natal, South Africa Overview: A report on our continuing action research project into useful and usable feedback within the context of an academic literacy course. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 13	<p>Learners Voices: Using the Socio-Cultural Framework to Understand South African Distance Learners Understanding of Learning Dr. Mirriam Madikwe Keagile Lephala, Department of English Studies, University of South Africa, South Africa Overview: Distance learning is influenced by social, cultural and political factors. The socio-cultural framework is used in this study to understand student's™ contexts of learning. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 14	<p>Teachers and Learners Perspective on Learning Mathematics for Students at Risks: What can we help? Dr. Rohani Ahmad Tarmizi, Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia Overview: We must not put aside the welfare of the academically At-Risk students. Mathematically at-risk or mathematical learning disabilities do not often occur with clarity and simplicity. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Promoting Learner Autonomy in EFL Prof. Michael Herriman, Faculty of Foreign Languages Department of English Communication, Nagoya University of Commerce and Business, Japan Overview: This paper will discuss practical techniques for promoting ownership of learning in a setting where the concept is little valued. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 15	<p>Closing Achievement Gap in Schools: Implications for Stakeholders Dr. Olusegun Sogunro, Department of Educational Leadership, Central Connecticut State University, USA Overview: Achievement gap in American education is a reality and closing it portends an arduous task for stakeholders. This paper relates the 'Why' of achievement gap and strategies for closing it. Stream: Equity, Social Justice and Social Change; Community, Culture,</p>	<p>Creative Integration: An Arranged Marriage between History and Geography Reville Jess Nussey, Lee Rusznyak, Division of Social Science and the Arts Wits School of Education, University of the Witwatersrand, South Africa Overview: A study of Parktown, a Johannesburg suburb, allows student teachers to practice and reflect on a meaningful integration of history and</p>

	<i>Globalisation</i>	geography in a Social Sciences course. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
16:45-17:15	PLENARY SESSION 1: PROFESSOR MARY KALANTZIS	
	Professor Mary Kalantzis , Dean of the College of Education and Professor of Education, Department of Curriculum and Instruction at the University of Illinois Urbana-Champaign, USA.	
17:15-17:45	PLENARY SESSION 2: JONATHAN JANSEN	
	Jonathan Janesen , Dean of Education at the University of Pretoria and Vice President of the Academy of Science of South Africa.	

Wednesday, 27 June

8:30-9:00	PLENARY SESSION 3 - SUSAN PERRY	
	<p>"The Headscarf Issue: Balancing Human Rights in French High Schools" <i>Susan Perry</i>, Chair of the Department of International and Comparative Politics at the American University of Paris.</p>	
9:00-9:30	PLENARY SESSION 4 - SALIM VALLY	
	<p>"Unveiling Human Rights in Education and Veiling the 'Other': Reflecting on Dress Codes and Policy on Religion in South African Schools" <i>Salim Vally</i>, Senior Researcher/Lecturer at the Education Policy Unit, School of Education, University of Witwatersrand in South Africa</p>	
9:35-10:40	GROUP FOUR: PARALLEL SESSIONS	
	9:35-10:05 (30 min session) GROUP 4A	10:10-10:40 (30 min session) GROUP 4B
ROOM 1	<p>Recognizing Conative Talents to Enhance Learning <i>Dr. Elizabeth Berry</i>, <i>Communication Studies Department, California State University, Northridge, USA</i> Overview: This paper explains how understanding conative talents will enhance the teaching/learning process. The conative is your will, how you will act and can be measured by the Kolbe Index(tm). <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Accrediting Part-Time and Voluntary Work Experiences <i>Dr. Sue Palmer</i>, Faculty of Humanities, Management, Social and Applied Science, Edge Hill University, UK Overview: This paper looks at ways to make part-time paid or voluntary work an accredited part of a curriculum. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 2	<p>Bridging the Educational Divide: An Innovative Australian Partnership to Build a Self Sustaining Future for East Timor's Defence Force <i>Lorraine Sushames</i>, Centre for Access and English as a Second Language Faculty of Education, Health and Science, Charles Darwin University, Australia, Overview: A collaboration between the Australian Defence Force and Charles Darwin University to extend the language, literacy and numeracy skills of East Timorese soldiers in readiness for officer training in Australia. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Understanding the Quantitative Literacy Demands of Higher Education <i>Vera Frith</i>, Academic Development Programmes Faculty of Higher Education Development, <i>Robert Noel Prince</i>, Academic Development, University of Cape Town, South Africa Overview: We describe our approach to characterizing the quantitative literacy demands in higher education curricula and propose a framework for doing so. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM 3	<p>The Art of Storytelling in Learning: Educate Through Stories 60 Minute Presentation <i>Nomsa Mdlalose</i>, Non Governmental Organisation, Kwesukela Storytelling Academy, South Africa Overview: Some African folktales and children's games contain valuable teachings, and these teachings can play a role in education and</p>	

learning. <i>Stream: Creative Arts and Learning</i>
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ROOM 4	<p>Real World Science: The Role of Natural History Museums in Supporting Secondary Science Teaching and Learning Dr. Honor Gay, Department for Learning - Natural History Museum, Public Engagement Group, Justine Millard, Public Engagement Group, Natural History Museum, UK Overview: This session describes a successful initiative to realise the potential of natural history museums to support secondary science teaching and learning. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>E-Learning Assessment Application based on Bloom Taxonomy Madihah Saudi, Faculty Science and Technology, Islamic University College of Malaysia (KUIM), Malaysia, Malaysia Overview: A completed development of a prototype of an e-Learning assessment application based on Bloom Taxonomy specifically for Physics Form 4 student is discussed in this paper. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>
ROOM 5	<p>Evaluating the Function of Social Studies Course in Terms of Gaining Cultural Values in Primary Education in Turkey Tuba Cengelci, Primary Education Department, Anadolu University, Turkey Overview: The function of Social Studies course in terms of cultural values in primary education will be determined by predicting data obtained by documentary analysis and classroom observation. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>When the Teacher is Different than the Student: The Effect of Race and Ethnicity on Learning Prof. Frank Harris, Journalism Department, Southern Connecticut State University, USA Overview: This paper examines the perception and reality that a diverse faculty -- faculty who are of a different race or ethnicity than their students -- "has on learning outcome." <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 6	<p>ICT Training -- Key to Closing Digital Divide among Businesses: Case of SMEs in Central California. Tom Wielicki, Digital Economy Center Craig School of Business, California State University, Fresno, USA Overview: Insufficient education and not lack of funds is identified as a main reason for Digital Divide among businesses of Central California. Culture of training changes with size of business. <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i></p>	<p>A University Museum Engages with the Community by Means of an Interactive Educational Exhibition Caroline M. Crump, Life Sciences Museum School of Animal, Plant & Environmental Sciences, University of the Witwatersrand, South Africa Overview: University Museums can engage with the community by means of interactive exhibitions that assist in biological aspects which are challenging to teach in classroom situations. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 7	<p>Learning in a Team of Teachers Sivbritt Dumbrajs, Joensuu University, Finland Overview: Some teachers (N=5) that worked and learned in a team, their conception of teams and their development as teachers was studied.</p>	<p>Pedagogical Implications of Asynchronous Online Discussion for the Training of Secondary School Teachers in a Multicultural and Non-native English Speaking Setting Brinda Oogarah-Pratap, School of Applied Sciences, Mauritius Institute of Education (MIE), Mauritius</p>

	<p><i>Stream: Teacher Training and Professional Development</i></p>	<p>Overview: This paper will discuss the pedagogical implications for online discussion for the training of secondary school teachers in a multicultural and non-native English speaking setting.</p> <p><i>Stream: Teacher Training and Professional Development</i></p>
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ROOM 8	<p>The Education Market: Responding to Perceptions and Behaviours Relating to School Choice Marie Pamela Wood, Marketing & Communications, Catholic Education South Australia, Australia Overview: An analysis of perceptions and behaviours of families in choosing a school offering marketing and communication strategies to influence the development of learning strategies and to maximize enrolments. Stream: <i>Educational Leadership and Management</i></p>	<p>Learning Process and Transmission of Folk Wisdom in Pottery Making in Nonthaburi, Thailand Asso. Prof. Pusadee Kutintara, School of Educational Studies, Sukhothai Thammathirat Open University, Thailand Overview: This qualitative research is a study on the learning process and transmission of pottery making wisdom of Mon descendants residing in Nonthaburi. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 9	<p>Child Rearing and Child Development in Nigeria: Implications for School Curriculum Planners Babajide G. Abidogun, Dept. of Curriculum Studies Faculty of Education, Lagos State University, Nigeria Overview: The Indigenous Child Rearing And Development Has Been Taken Over By Nursery's And Day-Care Centres Hence, The School Curriculum Must Be Imparted Unto The Child. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Diversity and its Delights: Evolving Book Selection in the Children's Lit Classroom Dr. Winona Howe, Department of English & Communication, La Sierra University, USA Overview: Increased diversity in the classroom has led to an increased need for diversity in children's literature assigned to prospective English teachers Stream: <i>Teacher Training and Professional Development</i></p>
ROOM 10	<p>Emotional Quotient of At-Risk Students Prof. Dr. Habibah Elias, Lecturer in Educational Psychology, Universiti Putra Malaysia, Dr. Samsilah Roslan, Department of Foundation of Education, UPM, Malaysia Overview: This study is on the Emotional Quotient of at-risk students. Findings show that there is correlation between EQ and academic achievement Stream: <i>Special Education, Learning Difficulties, Disability</i></p>	<p>Treatment of Vocal Stereotype in One Child with Intellectual and Developmental Disability Jung Chang Tang, Department of Special Education Teacher College, National Chiayi University, Ming-Chua Wang, Department of Special Education, Yu-Hsiung Cheng, Department of Special Education Educational College, National Taitung University, Taiwan Overview: The current study aimed to assess the functions of vocal stereotypical behavior in one child with intellectual and developmental disability, and to develop appropriate intervention to decrease such behavior. Stream: <i>Special Education, Learning Difficulties, Disability</i></p>
ROOM 11	<p>Minority Faculty Representation in Higher Education: An Examination of Issues, Trends, and Best Practices Through the Lenses of Critical Race Theory Dr. Consuella Lewis, School of Education Administrative and Policy Studies Department, University of Pittsburgh, Dr. Sharon R. Bailey, Director Division of Accounting, Office of the Auditor, City and County of Denver, USA</p>	

	<p>Overview: This presentation focuses on barriers to maintaining diverse faculties through the lenses of Critical Race Theory.</p> <p>Stream: <i>Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 12	<p>Using the Assessment Process to Develop a Week of Learning</p> <p>Dr. Jacqui Rodgers, Department of Accounting, Office of the Provost, Director Michael Wayne Jackson, Office of the Provost, Oklahoma City University, USA</p> <p>Overview: Methods and techniques to create a Week of Learning on your campus including goal setting, speaker identification, and publicity.</p> <p>Stream: <i>Organisational Learning, Organisational Change</i></p>

ROOM 13	<p>Study Guides and Strategies: Developing and Using Digital Resources in Support of Learning 60 Minute Presentation Joe Landsberger, <i>E-Services, Minnesota State Colleges and Universities, USA</i> Overview: This paper documents the success of the premier educational public service on the Internet, 'The Study Guides and Strategies Website', and its effective templates of development, and applications. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>		
ROOM 14	<p>Documentation in an Elementary Classroom: A Teacher-Researcher Study Dr. Pauline Mesher, <i>McGill University, South Africa</i> Overview: Classroom Documentation as a means to meet the needs of students as individuals and teachers as professionals. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Teachers View of Values Education in Social Studies Curriculum Res. Asst. Sibel Dal, <i>Department of Elementary Education Faculty of Education, Anadolu University, Turkey</i> Overview: The main aim of the present study is to figure out the teacher's perceptions concerning the values that needs to be gained by the students within the social studies curriculum. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 15	GARDEN CONVERSATION SESSION- SALIM VALLY AND SUSAN PERRY		
10:40-10:50	COFFEE BREAK		
10:50-12:30	GROUP FIVE: PARALLEL SESSIONS		
	10:50-11:20 (30 min session) GROUP 5A	11:25-11:55 (30 min session) GROUP 5B	12:00-12:30 (30 min session) GROUP 5C
ROOM 1	<p>OBE and Teaching Practice: Can a Teacher Change her Spots? Lynette Anne Manson, <i>Foundation Programme, Monash South Africa, South Africa</i> Overview: Two teachers' responses to a course entitled, "Functions in the curriculum and beyond" were analysed with respect to what learning was demonstrated within the requirements of the National Curriculum Statement. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Thinking, Writing and Peer Review in University Learning Felicity Rash, <i>School of Modern Languages, Queen Mary, University of London, UK</i> Overview: The paper will be about writing-intensive courses, their learning outcomes and the transferable skills that they further. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>How Students Think about Religion, Religious Diversity, Knowledge and Meaning Rene Ferguson, <i>Social Sciences, University of the Witwatersrand, South Africa</i> Overview: The paper focuses on the reactions of student teachers to the complexities associated with religion and religious diversity and knowledge construction. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 2	'The Village of my Childhood': Nostalgia, Narrative and	Social Dimensions of Validating a Rating Scale	Adult Literacy and Economic Development: A Praxis Conversation

	<p>Landscape in an Engineering Course in South Africa Arlene Hillary Archer, <i>Language Development Centre for Higher Education Development, University of Cape Town, South Africa</i> <i>Overview: The curriculum needs to identify and engage with engineering student's views on society and nature in order to understand, interrogate and critique the kinds of realities they feed into.</i> <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Karien Hattingh, <i>English Department, School for Languages, North-West University, South Africa</i> <i>Overview: Expert multicultural raters were asked to use a rating scale and make suggestions for change based on their experience as part of a validation project.</i> <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Dr. Clare Strawn, <i>Department of Applied Linguistics, Portland State University, USA,</i> Geraldine (Whisky) Monama, <i>Orlando East Library, South Africa</i> <i>Overview: A US researcher and an adult literacy program director from Soweto discuss English literacy practices in Soweto's changing community.</i> <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM 3	<p>The Changing Landscape of Art Education in the Free State Province, South Africa Ben Botma, <i>Department Fine Arts Faculty of Humanities, University of the Free State, South Africa</i> <i>Overview: The collaboration between a university department and the community resulted in an academic art programme which is now also supported by the Artists in Schools Project, adapted for the circumstances.</i> <i>Stream: Teacher Training and Professional Development</i></p>	<p>Taking it to the Streets: Service Learning, Community Service and the Humanities 60 Minute Presentation Dr. Hasan Crockett, <i>Political Science, Bonner Office of Community Service, Morehouse College, USA</i> <i>Overview: This workshop explores the pedagogy of service-learning and has participants, through a variety of interactive exercises, design service-learning, and community service models for their specific disciplines, programs, and institutions.</i> <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 4	<p>Phishing: Challenges and Issues in Malaysia Shaharudin Ismail, <i>Islamic University College of Malaysia (KUIM), Madinah Saudi, Faculty Science and Technology, Islamic University College of Malaysia (KUIM), Malaysia, Malaysia</i> <i>Overview: This paper is to discuss the</i></p>	<p>IUMELA: Creating an Intelligent Modular Education Learning Assistant in Third Level Universities Elaine McGovern, <i>School of Computer Science and Informatics College of Engineering Mathematical and Physical Sciences, University College, Ireland</i></p>	<p>An Assessment of Students' Preparedness for E-learning Adoption in Nigerian Universities Education Michael Awoleye, <i>Research & Training, National Centre for Technology Management, Federal Ministry of Science & Technology, Obafemi Awolowo University, Ile-Ife, Nigeria</i> <i>Overview: To maximize the</i></p>

	<p>challenges and impacts of phishing incidents in Malaysia. This paper could be used as a guidance and recommendation in combating phishing incident.</p> <p><i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Overview: An insight into the initial development of and subsequent application of an intelligent modular education learning assistant in third level universities.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>capabilities of the internet towards a different teaching-learning environment beyond the four-wall of the classrooms, a study of the preparedness for the adoption is therefore imperative.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 5	<p>Role of South African Young Adult Fiction in Encouraging Social Change: Experiences with Student Teachers Kathleen Mabin, English Department, Division of Languages, Dr. Judith Inggs, Translating and Interpreting Studies, University of the Witwatersrand, South Africa</p> <p>Overview: This paper discusses themes in various South African youth novels which can be explored and discussed in encouraging interaction between student teachers from diverse backgrounds</p> <p><i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Issues of Race and Language in Racially Diverse Schools: A Case of Colour Blindness Kiren Gokar, Department of Education, Stanger M L Sultan Secondary School, Prof. Harsha Kathard, Dr. Daisy Pillay, School of Education and Development, University of KwaZulu-Natal, South Africa,</p> <p>Overview: The role that language plays in shaping the experiences of teachers who work in racially diverse schools in KwaZulu Natal.</p> <p><i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>'Your Language should be the One to Identify you': Maintaining an Ethnolinguistic Identity among Ghanaian University Students Dr. Dora Francisca Edu-Buandoh, Department of English, University of Cape Coast, Ghana</p> <p>Overview: This paper discusses how multilingual university students in Ghana claim and maintain cultural identities through the use of multiple languages.</p> <p><i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>The Contrapuntal Literature Curriculum in a South African English Department Prof. Michael Frank Titlestad, Department of English, University of the Witwatersrand, South Africa</p> <p>Overview: Members of the English Department of the University of the Witwatersrand explore the theoretical and practical challenges of developing a literature curriculum along the contrapuntal lines advocated by Edward Said.</p> <p><i>Stream: Curriculum and</i></p>	<p>International Graduate Student Scholars Reflect on their Master's Work and its Applicability in their Home Countries Dr. Doris H. Christopher, Institute for Teacher Education Curriculum Studies College of Education, University of Hawaii - Manoa, USA</p> <p>Overview: International graduate student scholars were surveyed at the completion of their master's work. The paper describes their growth, challenges and expectations for</p>	<p>Student Teachers of Malay Language as a first Language: Do they have the Confidence to Teach? Dr Abdul Rasid Jamian, Mohd Majid Konting, Faculty of Education, University Putra Malaysia, Malaysia</p> <p>Overview: The majority of the students teachers had a high level of confidence in terms of student engagement, instructional strategies, classroom management and teaching with computers in classroom</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner</i></p>

	<i>Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	applicability upon return to their countries. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	<i>Diversity</i>
ROOM 7	<p>Definition of the Opinions of the Pre-Service Teachers about In-Service Teachers and the Difficulties they meet during the Practice: A Turkish Profile Dr. Ayse Mentis Tas, <i>Department of Elementary Teaching Faculty of Education, Selçuk University, Turkey</i> Overview: The purpose of this study is to determine the students' opinions about the in-service teachers and the difficulties they meet during their practice. <i>Stream: Teacher Training and Professional Development</i></p>	<p>The Inclusion of Semantic and Pragmatic Approach in the Teaching and Learning of the Malay language Dr. Zaitul Azma Zainon Hamzah, <i>Department of Malay Language, Universiti Putra Malaysia, Malaysia</i> Overview: Teaching language can be approached in many ways. This study recommends applying semantic and pragmatic approach. <i>Stream: Teacher Training and Professional Development</i></p>	<p>Making Content Comprehensible for Non-native Speakers of English: The SIOP Model Dr. Jana Echevarria, <i>Department of Educational Psychology, Administration & Counselling, California State University, Long Beach, USA</i> Overview: An overview of the SIOP Model and its research base will be presented. The SIOP helps teachers make instruction understandable for non-native speakers of English <i>Stream: Teacher Training and Professional Development</i></p>

ROOM 8	<p>Theological Education within a Secular Canada: Some Adaptive Challenges Dr. Marguerite Van Die, Department of History, Queen's University, Canada</p> <p>Overview: Using historical evidence and contemporary case studies, the paper examines the adaptive challenges that confront theological education today within the massive secularization of Canadian society. Stream: <i>Educational Leadership and Management</i></p>	<p>Measuring Attitudes in the Field of Empowerment Practice: An Approach for Elaborating a Behavioural Anchor Scale Dr. Poesis Diana Petrescu, Teacher Training Department of Psychology, Western University of Timisoara, Roxana Andreea Toma, Department of Psychology, Ph.D. Fellow Mihaela Elena Raducea, Teacher Training Department of Psychology, West University of Timisoara, Romania</p> <p>Overview: The present research focuses on emphasizing some main attributes in the terms of behavioural anchors description of the empowerment process at young people. Stream: <i>Educational Leadership and Management</i></p>	<p>Chinese Learners in Higher Education in Hong Kong Dr Ruth J. Kivela, College of International Education, Hong Kong Baptist University, Hong Kong</p> <p>Overview: This paper examines the characteristics of Chinese learners in higher education in Hong Kong and discusses teaching methodologies that are effective for the teaching and learning context. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 9	<p>Fostering Emotional Safety to Support Student Learning in a High School Setting Robyn J. Ward, Department of Science, New Trier High School, USA</p> <p>Overview: Decreasing the emotional stress in the lives of high school students - what one teacher and one school are doing to foster learning. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Reflect, Redirect, Reconnect Diana Perkins, Arts and Culture Learning Area Education Faculty, Cape Peninsula University of Technology, South Africa</p> <p>Overview: A first year teacher uses reflective practice to confront her challenges and seek professional growth. Stream: <i>Teacher Training and Professional Development</i></p>	<p>Management Education in Africa: Inclusive Approaches to Curricula Development and Training Assoc. Prof. Prem Ramburuth, Faculty of Business, University of New South Wales, Australia</p> <p>Overview: This paper focuses on the education and training of managers across cultures, for performing in today's global business environments. It considers implications for Management Education, particularly in countries in Africa. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 10	<p>The Effects of Pivotal Response Training on</p>	<p>Distance Education Resources for the</p>	<p>The English Language Learner with Learning</p>

	<p>Verbal Communicative Behaviour of one Student with Autism in Taiwan Jung Chang Tang, Department of Special Education Teacher College, National Chiayi University, Taiwan Overview: The current study aimed to evaluate the effects of pivotal response training on verbal communicative behaviour in one student with autism.</p>	<p>Blind: Accessibility in Practice Silvia Berenice Fajardo-Flores, Faculty of Telematics, University of Colima, Mexico Overview: Results of the development and testing of an LMS's version for blind and other disabled people. Stream: <i>Special Education, Learning Difficulties, Disability</i></p>	<p>Disabilities: Understand me, Teach me, and I will Soar Dr. Linda P. Thurston, College of Education, Kansas State University, Dr. Lori A. Navarrete, School of Education, Nevada State College, USA Overview: English language learners (ELLs) and students with learning disabilities may experience similar language challenges despite the fact that one is language acquisition-related and the other is neurologically-based.</p>
ROOM 11	<p>Postgraduate Supervision: The Power and the Glory 90 Minute Colloquium Dr. Joseph Benjamin Archibald Afful, Applied English Language Studies School of Education, Judy Backhouse, Department of Education, Jennifer Hadingham, Centre for Learning, Teaching and Development (CLTD), Mary Scholes, Department of Plant Animal and Environmental Sciences, Prof. Hilary Janks, Department of Applied English Language Studies, University of the Witwatersrand, South Africa, Prof. Pat Thomson, School of Education, University of Nottingham, UK Overview: This colloquium broadly explores postgraduate supervision, focusing on the construction of knowledge in different disciplines, different kinds of supervisory relationships and experience, and the issue of power in text. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>		
ROOM 12	<p>Knowledges for Teaching: Productions Across Varying Sites of Mathematics Education Practice 90 Minute Colloquium Professor Jill Adler, Marang Centre for Mathematics and Science Education, Lynn Bowie, Marang Centre, Wits School of Education, South Africa, Dany Huillet, Eduardo Modlane University, Mozambique, Diane Parker, University of KwaZulu Natal, Craig Pournara, Division of Mathematics and Science Education, Wits School of Education, South Africa Overview: This colloquium offers a range of studies that each interrogate the production of knowledge(s) for and/or about teaching, with mathematics as focus. Stream: <i>Teacher Training and Professional Development</i></p>		
ROOM 13	<p>Language and Identity in Desegregated South African Schools 90 Minute Colloquium Dr. Carolyn McKinney, University of Witwatersrand, George Makubalo, Applied English Language Studies, University of Witwatersrand, Nomakhalipha Nongogo, University of Witwatersrand, Clifford Ndlangamandla, University of Witwatersrand, Dr. Bonny Norton, Department of Language and Literacy Education, University of British Columbia, South Africa Overview: This colloquium explores issues of language and identity among young people attending racially desegregated schools in post-apartheid South Africa. Stream: <i>Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>		
ROOM 14	<p>Getting it (W)RITE: The Challenges of Teaching Writing in Post-Apartheid South Africa 90 Minute Colloquium Belinda Mendelowitz, School of Education, University of the</p>		

	Witwatersrand, Wilhelm Van Rensburg , Department of Education Studies, University of Johannesburg, Andrew Brouard , Beaulieu College, Adele Piccolo , Sacred Heart College, Monica Hendricks , Institute for the Study of English in Africa, Rhodes University, South Africa <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
ROOM 15	<p>GARDEN CONVERSATION SESSION - JONATHAN JANSEN</p> <p>The Relation between Pre-Service Teachers Computer Self-Efficacy Beliefs And Attitudes Towards Internet Use Muhammet Ozden, Sayim Aktay, Fatih Yilmaz, <i>Anadolu University, Dondu Ozdemir, Department of Primary Education Faculty of Education, Dumlupinar University, Turkey</i> Overview: The present study is aimed at determining computer self-efficacy and internet attitudes of pre-service teachers as well as to examine the relation between these two factors. <i>Stream: Teacher Training and Professional Development</i></p>

SPACE FRAME (Linder Auditorium)	<p>60 Minute Session The University of Witwatersrand and the German Technical Co-operation 60 minute Workshop Warren Nebe, WITS - GTZ, SADC Theatre for Life Project A project focusing on a multi-level response to HIV/AIDS in the SADC region. It focuses on drama and theatre in education, interactive theatre processes, theatre for development and drama therapy in school curricula, teacher'</p>
12:30-13:45	<p>LUNCH Space Frame Theatre (12:45-13:30) - SADC Drama for Life Performance by Themba HIV and AIDS Organisation: An Interactive Theatre Group</p>
13:45-14:15	<p>GROUP SIX: PARALLEL SESSIONS 13:45-14:15 (30 min session) GROUP 6A</p>
ROOM 1	<p>Talking Through Sound: The Implications of township learners' musicking for Arts and Culture Curriculum Practice Susan Harop-Allen Overview: In "walking through sound" I analyse children's multimodal music games recorded in Soweto, and consider their implications for music educations, based on my research with Arts and Culture educators.</p>
ROOM 2	<p>Learning, Image and Multimodality Dr. Carey Jewit, University of London Visual representation is central to the cultural construction of social life.</p>
ROOM 3	<p>Making Media: Secondary School Students Make Photo-romans Colin Northmore, Sacred Heart Secondary College</p>
ROOM 4	<p>Factors Influencing Teachers' Choice and Use of Tasks for Formative Assessment of Mathematics in Grade 2-6 Bronwen Wilson Thompson Overview: Teachers are interviewed about their choice of task for formative assessment. The analysis gives insight into teacher's views of mathematics learning, assessment and school policy.</p>
ROOM 5	<p>Resistance to Language of Instruction Policy in Lesotho Primary Schools Stephen Backman Overview: This paper reports the findings of an ongoing study which looks at the ways in which teachers resist the current language of instruction policy in Lesotho in their classrooms.</p>
ROOM 6	<p>Current Status of the Arts and Culture Learning Area in Gauteng Province: Implementation of Arts and Culture Learning Area in General Education Training Band (GET) Mahifane Mukunyane Overview: Overview of Arts and Culture Learning Area expectations, challenges and recommendations for successful implementation in GET grades.</p>
ROOM 7	<p>Feeding Two Birds with One Song: An Innovative Partnership that Resulted in Meaningful Learning for Students and Learners Alta Van As, University of Witwatersrand Overview: Reflecting on the experiences of music education students, learners and teachers who participated in a community based methodology project. Stream: Creative Arts and Learning</p>
ROOM 8	<p>Fostering Intercultural Communication and Independent Learning through Problem-Based and Case-Study Tasks Sheila Narsee, Department of English and Communication, Durban</p>

	<p><i>University of Technology</i> This paper addresses what really goes on in the classroom, what processes students are engaged in, a teacher's/lecturer's real role, appropriate reflections on teaching roles and student performance.</p>	
ROOM 9	<p>Reflective Learning Groups: Developing Curriculum and Organisational Congruence <i>Sylvina Tate, School of Integrated Health, University of Westminster, UK</i> Overview: This case study will present the six year experience of developing and evaluating the process of working towards curriculum and organisational congruency. Stream: <i>Organisational Learning, Organisational Change</i></p>	
ROOM 10	<p>An Investigation of the Impact of Approaches to Learning and Cultural Capital on Student Success <i>Disaapele Gleopadra Setlogelo, Dr. Jenni Case and Dr. Delia Marshall</i> A view encapsulating social backgrounds in student learning.</p>	
ROOM 11	<p>Effectiveness of Mother Tongue Instruction <u><i>Dr. Cynthia Ntombizodwa Gxowa-Dlagedwa</i></u> The pupils know more than one languages because they mingle with others whose mother tongue languages differ. Mother tongue instruction will restrict interaction. Additionally, this promotes segregation and stereotyping.</p>	
ROOM 12	<p>Learning about Argument through Online Discussion in a Second Year Economics Module Pia Lamberti and Arnold Wentzel</p>	
ROOM 13	<p>Learning in a Research Lead Environment: Meeting the Challenge <i>Prof Gill Nicholls, King's Institute of Learning and Teaching, King's College, UK</i> Overview: This paper explores the possible impact institutional and organisational structures have on the form and dynamics of the relationship between research, learning and teaching. Stream: <i>Organisational Learning, Organisational Change</i></p>	
ROOM 14	<p>What about Enterprise Learning: A Case Study of Enterprise Learning in Upper Secondary School <i>Gudrun Svedberg, UmeÅ University, Sweden</i> Overview: In the present paper an attempt is made at narrowing down what enterprise learning is about and how it can influence students conditions for learning. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 15	<p>The Role of Art in the Pedagogy of Social and Racial Sympathy <i>Dr. Rebecca Carr, Department of Philosophy George Washington University, George Washington University, USA</i> Overview: Well-known is John Dewey's theory of art and education, but virtually unknown is the significant contribution that Alain Locke, his black contemporary, made to this theory. Stream: <i>Creative Arts and Learning</i></p>	
14:20-15:25	<p>GROUP SEVEN: PARALLEL SESSIONS</p>	
	<p>14:20-14:50 (30 min session) GROUP 7A</p>	<p>14:55-15:25 (30 min session) GROUP 7B</p>
ROOM 1	<p>Student Teachers Encountering the "Other" in Canadian Multicultural Picture Books <i>Dr. Ingrid Johnston, Faculty of Education, University of Alberta, Canada</i> Overview: This presentation focuses on the perspectives of student teachers to diverse representations of Canadian identity in multicultural</p>	<p>Connecting Mathematics and Everyday Reality: How Real can we go as Mathematics Educators and Researchers? <i>Dr. Willy Mwakapenda, Maranf Centre for Mathematics and Science Education, University of the Witwatersrand, South Africa</i> Overview: This paper reports on progress with implementing the idea of a school-tuckshop initiative in the context of a larger research project</p>

	<p>picture books. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>on curriculum change <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 2	<p>Undergraduate Student difficulties with Science Text: A View from the North Pacific Mitch O'Toole, School of Education, University of Newcastle, Australia Overview: This session reports on comparison of student difficulties with science text and allows discussion of their dimensions and treatment. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>The Adequacy of African Languages in Dispensing Modern Technological Cultures Dr Solomon Olanrewaju Makinde, Faculty of Education Department of Curriculum Studies (Language Unit), Lagos State University, Nigeria Overview: In this paper, it is believed that no language is superior to another from the linguistic perspective. Developed African languages have the required vocabulary to transmit science and technology. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM 3	<p>The Africa Meets Africa Project: Making a Living through the Mathematics of Zulu Design 60 Minute Session Helene Smuts, The Africa meets Africa Project, South Africa Overview: Africa meets Africa engages the visual language of Zulu beadwork and weaving as an entry point to understanding Mathematics, especially concepts of geometry <i>Stream: Creative Arts and Learning</i></p>	
ROOM 4	<p>A Study of Utilizations on Cooperative Learning Technology of Short Course Students towards Basic Blouse Making Course Assoc. Prof. Sumalee Chanchalor, Faculty of Industrial Education and Technology, King Mongkut's University of Technology Thonburi, Thailand Overview: utilizations on cooperative learning technology of short course students toward Basic Blouse Making course on instruction management by cooperative learning technology. <i>Stream: Technology in Learning; Maths,</i></p>	<p>A Study of Designing Virtual Classroom that used Virtual Reality Technique in Construction Asst. Prof. Suwanna Sombunsukho, Department of Information and Technology Faculty of Industrial Educational and Technology, King Mongkut's University of Technology, Thailand Overview: This paper presents a study and design virtual classroom that used virtual Reality technique in construction to support advanced education that plays crucial role in today's education. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>
ROOM 5	<p>The Impact of Culture and Tradition on the Lives of Women in Lesotho Tumelo Monyane, Department of Historical Studies, National University of Lesotho, Lesotho Overview: Culture has played a major role in shaping the attitudes, behaviours, choices and decisions which are made by women in Lesotho. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Developing Global Citizens: The Way Forward? Chris Shiel, Institute of Business and Law, Bournemouth University, UK Overview: Developing global citizens who are empowered to make an effective contribution to society enhances learning and prepares graduates for global employability. This paper describes work undertaken to develop this agenda. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
	Metamorphosizing "Madiba's	Time for a Change - Back to the 70s:

ROOM 6	<p>Matrics": From Molecules to Mutants Jean Mollett, School of Molecular and Cell Biology, Jenny Hadingham, Centre for Learning, Teaching and Development, University of the Witwatersrand, South Africa <i>Overview:</i> This paper unpacks a response to the national science skills shortage in South Africa by a top tertiary institution <i>Stream:</i> Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Language Across the Disciplines Revisited Robert I. Craig, Core Communication, The Petroleum Institute, United Arab Emirates <i>Overview:</i> The results a survey into the use of language across the curriculum are outlined and calls into question whether or not front loading alone facilitates access to the speech community. <i>Stream:</i> Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>
ROOM 7	<p>Teacher's Change in a School Reform Landscape: Learning for Teacher Education Dr. Po Wah Chan, Department of Early Childhood Education, The Hong Kong Institute of Education, Hong Kong <i>Overview:</i> This paper describes how a narrative approach enabled teachers to understand and promote children's learning in a school reform project. <i>Stream:</i> Teacher Training and Professional Development</p>	<p>Metaphors used by Pre-Service Teachers in Explaining Concepts with regard to the Teaching and Learning Process Ruhan Karadag, The Department of Primary Education, Assist. Prof. Dr. Mehmet Gultekin, Department of Primary Education, Anadolu University, Turkey, <i>Overview:</i> This study was conducted to identify the metaphors used by students in defining concepts with regard to teaching and learning. <i>Stream:</i> Teacher Training and Professional Development</p>
ROOM 8	<p>Technology in the Classroom: Overcoming Obstacles, Reaping Rewards Dr. Sharlett Gillard, College of Business, University of Southern Indiana, Denice Bailey, Dickson Middle School, Dickson County School System, USA <i>Overview:</i> A look at obstacles to integrating technology into the classroom as well as the rewards gained when the obstacles are overcome. <i>Stream:</i> Technology in Learning; Maths, Science and Technology Learning</p>	<p>Children & Multimedia: What Children Want? Dr. Normahdiah S. Said, Faculty of Modern Languages & Communication Department of Malay Language, Universiti Putra Malaysia (UPM), Malaysia <i>Overview:</i> A scoping study to determine children's 'wish list' before designing further experimental studies in order to develop "An Engaging multimedia Design Model for Children" <i>Stream:</i> Technology in Learning; Maths, Science and Technology Learning</p>
ROOM 9	<p>Training Teachers to Teach in Culturally Socially and Economically Sensitive Ways: Report on a Development Project for Adults in South Asia David Alan Baker, Life Long Education and International Development, Institute of Education- London, UK <i>Overview:</i> Report on a project in South Asia on training teachers of adult literacy and numeracy to be culturally socially and economically sensitive to their learners using ethnographic style</p>	<p>Evaluating the Function of the Social Studies Course in Primary Education in Terms of Character Education in Turkey Prof. Sefik Yasar, Department of Primary Education Faculty of Education, Anadolu University, Turkey <i>Overview:</i> The main purpose of this research was to evaluate the function of Social Studies course in terms of character education in primary education in Turkey. <i>Stream:</i> Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>

	<p>approaches.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 10	<p>An Imaginative Learning Approach to Using the Computer: An Insight with the Special Needs Children</p> <p>Dr. Normaliza Abd Rahim, Faculty of Modern Languages and Communication Department of Malay Language, Universiti Putra Malaysia, Malaysia</p> <p>Overview: An imaginative Learning Approach to using the Computer</p> <p><i>Stream: Special Education, Learning Difficulties, Disability</i></p>	<p>Towards a Language of Description for Changing Pedagogy</p> <p>Karin Brodie, University of Witwatersrand, South Africa</p> <p>Overview: I develop codes for describing teacher responses to learner contributions. The codes show the shifts that teachers make as they become more interactive with learners.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 11	<p>Ethical Learning through Meetings with others</p> <p>Ulrika Bergmark, Department of Education, Luleå University of Technology, Sweden</p> <p>Overview: Students' and teachers' ethical learning experiences through their meetings with other people, for example elderly, disabled and immigrants.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Learning to Teach on School-based Practicum Sessions: A Case Study of B Ed Primary School Student Teachers</p> <p>Lee Rusznyak, WITS School of Education, University of the Witwatersrand, South Africa</p> <p>Overview: This study follows the different pathways taken by a group of student teachers learning to teach, as they move through various stages of development, and acquire aspects of teacher knowledge.</p> <p><i>Stream: Teacher Training and Professional Development</i></p>
ROOM 12	<p>Malaysian Secondary School Mathematics Teachers Practices In Imparting Mathematical Values</p> <p>Associate Professor Dr. Wan Zah Wan Ali, Faculty of Educational Studies and Institute for Mathematical Research, Universiti Putra Malaysia, Malaysia</p> <p>Overview: This paper presented the finding from a research on Malaysian secondary school mathematics teachers practices in imparting mathematical values during the teaching of mathematics</p> <p><i>Stream: Teacher Training and Professional Development</i></p>	<p>Effeminate Male Students in Schools: A Lesson Learned from School Counselors</p> <p>Dr. Rusnani AbdulKadir, Department of Counselor Education & Counseling Psychology Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia</p> <p>Overview: This presentation reports on an investigation into the experiences of school counsellors having effeminate male students as their clients. This qualitative study employs one to one interviews.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 13	<p>A Systemic Approach to Teaching Children Stillness and Silence through Meditation: Meditation as Part of the School Curriculum 60 Minute Session</p> <p>Dr. Catherine Day, Education, Townsville Catholic Education office, Ernest Christie, Curriculum, Catholic Education Office, Australia</p> <p>Overview: This workshop explores how one system of schools in Australia has successfully implemented meditation for children from ages 5-17 years and the great benefits of the program.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	

ROOM 14	<p>Student Perceptions of Plagiarism <i>Dr. Graham A. Tyson, Faculty of Arts, Charles Sturt University, Australia</i> Overview: This paper reports the results of a qualitative study on Australian University student's™ understanding of, and attitudes towards, plagiarism. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>The Broken Triangle: The Function of Language use in Learning about Complex Phenomena <i>Assoc. Prof. Elsie Anderberg, Department of Education, Lund University, Sweden</i> Overview: The aim of this paper is to make a contribution to the theoretical development of phonomyography outlining an alternative and intentional-expressive approach to the relationships between language use and understanding Stream: Curriculum and Pedagogy; Student Learning,</p>
ROOM 15	GARDEN CONVERSATION SESSION - MARY KALANTZIS	
15:25-15:40	COFFEE BREAK	
15:40-16:10	GROUP EIGHT: PARALLEL SESSIONS	
	15:40-16:10 (30 min session) GROUP 8A	
ROOM 1	<p>The Relationship between UPSI Lecturers' Perceptions of their Teaching Practices and Students' Conceptions of Force and Motion <i>Dr Nurulhuda Abd Rahman, Physics Department Faculty of Science and Technology, Universiti Pendidikan Sultan Idris, Malaysia</i> Overview: This research investigated the effect of instruction, gender and academic performance on student teachers' understanding of force and motion. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 2	<p>Community Involvement in Education for Performance Improvement in Primary Schools in Aroi Sub County, Arua District, Uganda: Achievements, Challenges, and the way forward <i>Willy Ngaka, School of Adult Learning and Higher Education, University of KwaZulu-Natal, South Africa</i> Overview: This paper examines the concept of community involvement in education being experimented in certain selected districts in Uganda, with emphasis on Aroi Sub County, Arua district. Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>	
ROOM 3	<p>The Role of Children's Journals in Negotiating the Discourse of a New Classroom <i>Jennifer C. Wilson, Curriculum and Instruction Language and Literacy Studies, Diane Schallert, Department of Educational Psychology, University of Texas at Austin, Karen Dickerson, Department of Early Childhood, University of Texas at Austin, USA</i> Overview: Gee's notions of Discourse were used to frame the ways students came to understand their participation in a new classroom as they graduated to a new classroom and teacher. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 4	<p>Grassroots Initiatives for the Intellectualisation of the Minority Languages of Zimbabwe: Challenges and Prospects <i>Nicholus Nyika, Applied English Language Studies School of Education, University of the Witwatersrand, South Africa</i> Overview: The paper discussed the initiatives undertaken by minority language groups in order to develop their languages. Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>	
ROOM 5	<p>Whose Authorship? Negotiating the Boundary between Guidance and Imposition <i>Prof. Nelleke Bak, Fellowships Advisory Program, University of Alabama at Birmingham, USA</i></p>	

	<p>Overview: In assessing students' work, supervisors have to negotiate the ethical boundary between advising and imposing their own views on the student. <i>Stream: Adult, Vocational, Tertiary</i></p>
ROOM 6	<p>Childhood Obesity and Physical Activity Intervention Programmes in South Africa: Challenges for Health Professionals and Teachers <i>Dr. Dorita Du Toit, Subject Group Movement Education Faculty of Education, Leani Truter, School for Biokinetics, Sport Science and Recreation Faculty of Health, North-West University, South Africa</i></p> <p>Overview: The purpose of this study was to review the prevalence of childhood obesity and intervention in South Africa, to make recommendations for physical activity programmes of health professionals and teachers <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 7	<p>Challenges of Teaching Media Studies in the Age of Globalization <i>Dr. Gezim Alpion, Department of Sociology, The University of Birmingham, UK</i></p> <p>Overview: The curriculum in media studies should be directed towards making connections and facilitating dialogue. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 8	<p>A Different Kind of Conversation Class: Implementing Critical TEFL <i>Heather Hotaling, University of Witwatersrand, Nicola Harris, University of Witwatersrand, South Africa.</i></p> <p>Overview: This paper takes as its starting point the key debates in EFL today. <i>Stream: Language and Literacy</i></p>
16:15-16:45	PLENARY SESSION 5 - SURESH CANAGARAJAH
	<p>"Reconceptualizing the Multilingual Learner" <i>Suresh Canagarajah, Professor of postcolonial literature, Great Works in Literature, ESL, and composition at the City University of New York.</i></p>
16:45-17:15	PLENARY SESSION 6 - EMILIA POTENZA
	<p>"The Apartheid Museum: Facing History and Ourselves" <i>Emilia Potenza, Curator and Education Manager at the Apartheid Museum in Johannesburg, South Africa.</i></p>

Thursday, 28 June

8:30-9:00	PLENARY SESSION 7- CRAIN SOUDIEN	
	"The Periphery's Progeny: The South African School and its Relationship to Youth Identity in Contemporary South Africa" Crain Soudien , Professor and Director of the School of Education at the University of Cape Town, South Africa	
9:00-9:30	PLENARY SESSION 8 - HILARY JANKS	
	"Change, Difference and Diversity: A Perspective from ther Cradle of Humankind" Hilary Janks , Professor in Applied English Language Studies at the University of the Witwatersrand, Johannesburg, South Africa.	
9:30-10:35	GROUP NINE - PARALLEL SESSIONS	
	9:30-10:00 (30 min session) GROUP 9A	10:05-10:35 (30 min session) GROUP 9B
ROOM 1	Aligning Curriculum, Pedagogy and Assessment as a Paradigm Shift in Implementing the New Teacher Education Curriculum of the Philippines: The Region III Experience Dr. Richard Albert Daenos , Professional Education, Angeles University Foundation - College of Education, Philippines Overview: This research discusses the importance of aligning curriculum, pedagogy and assessment in the teaching-learning process. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity	Contrasting Paradigms of EFL Pupils Learning to Retell and Recreate English Stories Dr. Sandy Shum , Education and Manpower Bureau, Education and Manpower Breau, Hong Kong, Dr. Gertrude Marilyn Tinker Sachs , Georgia State University, USA, Overview: Can the adoption of a social constructivist model promote or hinder EFL/ESL children oral retelling and story writing? Answers to these questions based on an 18-month investigation will be offered. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity
ROOM 2	Intercultural Interaction: Cognitive and Behavioural Aspects Mariangela Marcello , Pedagogical Area, Brazil Overview: Learning a foreign language affects what we think, social contexts influence our use of language: current studies on the human brain. Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning	The Language Proficiency of First-year, Second Language Speaking Students of English: Acquiring Versus Learning a Second Language Ms Venicia Flora Smith , Academic Development Department EMS Faculty, University of the Western Cape, South Africa Overview: The aim of this paper is to discuss and disseminate some of the findings from my doctoral thesis based on research data that was collected during 2004 and 2005. Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning
ROOM 3	Be an artist in words, that you may be strong, for the tongue is a sword! 60 Minute Session Ms. Joni Brenner, David Andrew , South Africa Overview: This workshop is a critical and creative reflection on the relationship between activity and knowledge making in developing student writing in a Visual Literacy Foundation Course. Stream: Creative Arts and Learning	
ROOM 4	What is the Correlation between the Online Behaviour of Students and Learning Styles and Actual Performance?	Assessing Classroom Environment and Attitude of Technical Students towards Mathematics and the Association between them

	<p>Liezl Van Dyk, Centre for Teaching and Learning, Stellenbosch University, South Africa</p> <p>Overview: An investigation into the correlation between the learning styles of students and their learning styles as well as eventual performance.</p>	<p>Dr. Madihah Khalid, Department of Science and Mathematics Education, Universiti Brunei Darussalam, Brunei Darussalam</p> <p>Overview: This paper discussed about the survey done on classroom environment and attitude towards mathematics and the association between the two survey.</p>
ROOM 5	<p>Integrating International and Domestic Service: Learning in Higher Education through Education, Leadership, and Collaboration Strategies to Achieve Program Excellence</p> <p>Dr. Donna Cowan, Nathan Swanson, Hugo Chan, Iowa State University, USA</p> <p>Overview: Program excellence is confirmed through the integration of educational, leadership, and collaborative strategies in international and domestic service-learning in higher education.</p> <p>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>	<p>Have our Children become Tsotis? Representation of Violence in South African Schools in English Press</p> <p>Jacinta M. Ndambuki, Department of Applied English Language Studies, University of the Witwatersrand, South Africa</p> <p>Overview: The paper deals with the representation of violence in South African Schools. I explore this using data from the Mail and Guardian, City Press and The Star newspapers.</p> <p>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>
ROOM 6	<p>Immediate Response to Mediated Learning: The use of Technology for Continuous Assessment in Higher Education</p> <p>Dr. Elisabeth A. Brenner, School of Molecular and Cell Biology and Professor Yael Shalem, School of Education, University of the Witwatersrand, South Africa</p> <p>Overview: This paper reports on how the introduction of technology, which tracks students learning via continuous assessment during lectures, has affected students performance.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Let's Stop Turning Students off School Through too Much Assessment</p> <p>Kanchan Bandyopadhyay, Unitec Business School, Unitec New Zealand, New Zealand</p> <p>Overview: A model through which assessment can be streamlined, so students can achieve across the curriculum by completing one piece of work.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 7	<p>An Activity Theory Perspective on Implementing a National Innovation</p> <p>Professor. Ray Basson, Educational Leadership and Policy, University of the Witwatersrand, Prof. Gert J. van der Westhuizen, Department of Educational Psychology, University of Johannesburg, South Africa,</p> <p>Overview: The paper explores insights afforded by activity theory into teacher learning in implementation of a national innovation</p> <p>Stream: Teacher Training and Professional Development</p>	<p>Teacher Motivation and Psychological Well-being in Creating Culture of Teaching and Learning</p> <p>Motloi Malebo, Department of Psychology, University of the Free State, South Africa</p> <p>Overview: The cross sectional study investigates whether or not teachers who are motivated and psychologically healthy/well can promote a positive culture of teaching and learning.</p> <p>Stream: Teacher Training and Professional Development</p>

ROOM 8	<p>The Collaborative Role of Religious Institutions in Educating African-American Youth: The Pivotal Role of the Black Church in Preparing Black Youth 60 Minute Session <i>Nadia Gadson, Department of Educational Psychology College of Education, Dr. Elinor L. Brown, Department of Curriculum and Instruction College of Education, Madison L. Gates, Department of Family and Community Medicine, University of Kentucky, USA</i> Overview: Black religious institutions have long augmented public education. This study examined various programs and found successful outcomes were most plausible where collaboration between religion, education, community and political organizations existed Stream: <i>Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	
ROOM 9	<p>Malaysian At-Risk Students Perspectives on Science Learning at the Secondary School <i>Dr Kamariah Abu Bakar, Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia</i> Overview: The teaching and learning of Science of academically weak lower secondary school students and strategies to enhance their potentials Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>The Errors Made by Students in a Computer Programming Course: Students Understanding of Basic Programming Concepts <i>Dr. R. Naidoo, Faculty of Science, Engineering and Built-in environment, Durban University of Technology, Sanjay Ranjeeth, Computer Science, University of KwaZuluNatal, South Africa,</i> Overview: The study sought to investigate the errors made by tertiary level students in fundamental computer science concepts. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 10	<p>A New Apprenticeship System for Economic Disadvantaged Students in Taiwan <i>Prof. Hsi-Chi Hsiao, Graduate Institute of Business and Administration, Cheng Shiu University, Taiwan</i> Overview: Economicly disadvantaged students need financial support to finish their schooling, a new apprenticeship system created in Taiwan helps them finish their high school and college education and get a job. Stream: <i>Adult, Vocational, Tertiary and Professional Learning</i></p>	<p>Learning in Higher Education: A Coevolutionary Perspective <i>Sam Agyeman, Department of Management and Leadership Faculty of Business and Law, University of Lincoln, UK</i> Overview: The paper focuses on management learning (as an aspect of general learning in higher education) to explore an alternative understanding of learning as coevolution. Stream: <i>Adult, Vocational, Tertiary and Professional Learning</i></p>
ROOM 11	<p>Assessing Assessment: Consequences of Theories on Practice 60 Minute Session <i>Maddalena Taras, School of Education and Lifelong Learning, University of Sunderland, UK</i> Overview: Assessment theory has consequences on practice: areas of commonality and differences in the compulsory sector and Higher Education in the UK are examined. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 12	Changing Literacies, Changing	2q

ROOM 13	<p>Formations: Teachers Incorporating Laptops into their Pedagogical Practices Teresa Strong-Wilson, Department of Integrated Studies in Education, McGill University, Canada</p> <p>Overview: Teachers literacy practices have largely been formed through immersion in printed texts. As screens increasingly proliferate in classroom environments, teachers need to negotiate anew identities forged through reading and writing.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>		
A`	<p>A Workshop on Public Health Ethics 60 Minute Session Dr. Vanessa Northington Gamble, National Center for Bioethics in Research and Health Care, Tuskegee University, USA</p> <p>Overview: Through case studies and a staged conversation with the audience this interactive workshop will provide an overview of public health ethics and strategies for teaching public health ethics</p> <p>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>		
ROOM 15	GARDEN CONVERSATION - SALIM VALLY		
	COFFEE BREAK		
10:45-12:25	GROUP TEN - PARALLEL SESSIONS		
	10:45-11:15 (30 min session) GROUP 10A	11:20-11:50 (30 min session) GROUP 10B	11:55-12:25 (30 min session) GROUP 10C
ROOM 1		<p>African-American School Girls' Positionalities in Relation to Mathematics and Science Education Dr. Cirecie West-Olatunji, Department of Counselor Education, Dr. Rose Pringle, Dr. Thomasenia Adams, School of Teaching and Learning, Adriana Baratelli, Rachael Goodman, Department of Counselor Education,</p> <p>Overview: The purpose of this research was to examine how rising sixth-grade African-American girls, from local schools perceived and experienced mathematics and science instruction during their primary school years.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>The Challenge of Teaching Political Science in Singapore: A Case Study of the Module on Government and Politics of Singapore Assoc Prof. Bilveer Singh, Associate Professor, Political Science Association of Singapore, Singapore</p> <p>Overview: Due to various sensitivities and constraints, teaching political science, esp the module on Government and Politics of Singapore is extremely challenging in the Singapore context.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>

ROOM 2	<p>Beyond Subject Boundaries: The Case for Writing Across the Curriculum in ESL Environments Jonathan Henry Green, <i>Humanities and Language Division, Mahidol University International College, Thailand</i> Overview: This paper considers obstacles to the transfer of skills from academic writing courses to other disciplines in undergraduate ESL environments. It suggests overcoming these barriers through Writing Across the Curriculum. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Exploring Postgraduate Quantitative Literacy Practices in a Particular Discipline Robert Noel Prince, <i>Academic Development, University of Cape Town, South Africa</i> Overview: Postgraduate Quantitative Literacy practices in a particular discipline are explored with a view to theorizing quantitative literacy as a domain. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Thematic Progression in the Writings of Undergraduate LEP Learners Dr. Rosniah Mustaffa, Assoc. Prof. Idris Aman, <i>Universiti Kebangsaan Malaysia, Malaysia</i> Overview: This paper analyses the capability of first year undergraduate students, who are categorized as LEP learners, in making use of thematic progression in their narrative essays <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM 3	<p>Informal Mentoring: A Dynamic Means to Facilitate and Mediate Effective Learning in GDs 10% SL Project Paul Cooper, <i>Greenside Design Center, College of Design, South Africa</i> Overview: This research considers the significance and inherent difficulties of an informal mentoring approach in the co-facilitation and management of a Service Learning (SL) programme. <i>Stream: Creative Arts and Learning</i></p>	<p>Wall Literatures: Dialogical Aesthetics- what Pedagogy has to offer Contemporary Art Practice 60 Minute Session Brenden L. Gray, <i>South Africa</i> Overview: The research paper contends that teacherly sensibility becomes critical in informing contemporary art practices that are dialogical and that operate outside the normative categories of institutionalized art. <i>Stream: Creative Arts and Learning</i></p>	
ROOM 4	<p>Understanding Teachers Identity through Classroom Experiences with ICT: The Professional Voice and Identity of Teachers in Lesotho Julia Chere-Masopha, <i>Faculty of Education, University of Wollongong, Australia</i> Overview: The study aims to investigate how past classroom experiences have shaped the identity</p>	<p>Professional Accounting Qualifications of Audit Committee Membership. Implications for Curriculum and Learning Christopher Kelly, <i>Faculty of Business and Law, Deakin University, Australia</i> Overview: Does accounting membership on audit committees</p>	<p>On Code Switching and the English Language Proficiency: The case of mathematics learning Dr Kgomotso, Gertrude Garegae, <i>Department of Mathematics and Science Education Faculty of Education, University of Botswana, Botswana</i> Overview: The impact of code switching on students' English language proficiency was investigated using</p>

	<p>of teachers in Lesotho, particularly with reference to ICT integration. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>have any implications for the curriculum development and learning of corporate governance and related topic areas? <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>a case study of three mathematics teachers. Not all types of code switching impede students' language proficiency.</p>
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ROOM 5	<p>Perceptions of College Students regarding, Limitations, Preferences, and Importance of International Travel Experiences Dr. David Agnew, College of Agriculture Dr. Paul Armah, Arkansas State University, USA Overview: A look at student perceptions, interest and factors affecting willingness to participate international educational experiences. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Building Ibadan on Ake: Childhood Influence and the Making of Adult Activism in the Autobiographies of Wole Soyinka S. Senayon Olaoluwa, Department of African Literature, University of the Witwatersrand, South Africa Overview: The paper examines the impact of adult activist-parents and relations on the childhood mind of Soyinka and how such accounts for his adult human rights activism. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>HIV/AIDS, Children's Rights and Gender Equality in Uganda's Universal Primary Education Dr. Doris M. Kakuru, Department of Sociology, Makerere University, Uganda Overview: The paper highlights the impact of HIV/AIDS on children's capabilities to enjoy educational rights. It shows how gender inequalities in learning processes result from this scenario. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>The Mature Student Experience in Higher Education: From the Horse's Mouth Dr Jennifer Briedenhann, Faculty of Enterprise and Innovation School of Sport, Leisure and Tourism, Buckinghamshire Chilterns University College, UK Overview: Understanding the special needs of mature students and their perceptions of the appropriateness of academic support in overcoming the constraints to academic learning imposed by the challenges they encounter <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>An Exemplary Approach Within the Scope of Inquiry-based Learning in Science and Technology Course for the 5th Grade Students in Primary Education in Turkey Prof. Sefik Yasar, Faculty of Education, Department of Primary Education, Res.Assist. Nil Yildiz Duban, Faculty of Education Department of Primary Education, Anadolu University, Turkey Overview: In this study, a practical example was developed within the scope of inquiry-based learning in science and technology course for the 5th grade students in primary education in Turkey. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>The Need to Identify and Address Mathematics Anxiety: With a View to Supporting Learners taking a Nonelective Course in Mathematics Dr. Carolyn Nesor, Siyakhanyisa Study Support Initiative, South Africa Overview: Addressing maths fear and the subsequent behavioural avoidance is crucial to improving maths-related grades in especially immature students. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>

ROOM 7	<p>Extreme Experience: Learning to Teach in a Shelter for Homeless Youth Nyna Amin, School of Education Studies Faculty of Education, University of KwaZulu-Natal, South Africa Overview: This study explores student teachers' perceptions of homeless youth and the power dimension of student teacher-youth relationships during teaching practice in a school situated in a shelter for homeless youth. Stream: Teacher Training and Professional Development</p>	<p>Teachers Perceptions of Teacher Interpersonal Behaviour in Secondary Science Classes in Brunei Darussalam Dr. Hunus Riah, Department of Science Mathematics Education Sultan Hassanal Bolkiah Institute of Education, University Brunei Darussalam, Brunei Darussalam Overview: The study investigated teachers' perceptions of their interpersonal behaviour in secondary schools in Brunei Darussalam Stream: Teacher Training and Professional Development</p>	<p>Continuous Professional Development: A Strategy to Enhance Quality of Teaching at the School Level Dr. Kofi Poku Quan-Baffour, Institute for Curriculum and Learning Development, University of South Africa, South Africa Overview: This paper argues that there is an urgent need to provide teachers with continuous professional training at school level to enable them teach effectively for the improvement of learner performance. Stream: Teacher Training and Professional Development</p>
ROOM 8	<p>When the Public is the Student: Think Tanks and the Transformation of Public Philosophy Dr. David Stoesz, School of Social Work, Virginia Commonwealth University, USA Overview: In the information age, policy institutes have evolved to shape public philosophy through control of the means of analysis, short-circuiting democratic methods of decision-making. Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>	<p>Exploring International Students' Change in Learning Behaviour: Towards a Fruitful and Enjoyable International Learning Environment Patrick A. Fuss, School of International Studies Art Programme Language and Culture, AIS St Helens, New Zealand Overview: This paper explored how international students adapt to a new learning environment, focussing on; dialogue, responsibility, Habermas, levels of Interest, perception of success and language barriers Stream: Teacher Training and Professional Development</p>	<p>An Alternative Provision of Adult Basic Education in Under Resourced Countries Utilising Regenerative Social Energy: Service Learning in Adult Basic Education Jonathan van Niekerk, Wits School of Education, University of the Witwatersrand, South Africa Overview: This is a case study of a service learning course in which undergraduate students assist non profit organisations providing adult basic education in community settings. Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>
ROOM 9	<p>Collaborative Computing as a Means of Overcoming Math Phobia in Primary School Learners: Case Study in Calculating Simple Perimeters Dr. R. Naidoo, Faculty</p>	<p>Adapted Physical Education and Event Management: An Inter-disciplinary Approach to Teaching and Learning Debbie Visagie, Human</p>	<p>Promoting Cognitive Development in Children from Minority Language Groups: A Mother-Tongue Curriculum for Language Arts Leila Schroeder, Bantu</p>

	<p>of Science, Engineering and Built-in environment, Durban University of Technology, Nirendran Naidoo, Department of Mathematics and Computers, Department of Education, South Africa</p> <p>Overview: Collaborative Computing as a Means of Overcoming Math Phobia in Primary School Learners: A Case Study in Calculating Simple Perimeter</p>	<p>and Social Sciences, University of the Witwatersrand, South Africa</p> <p>Overview: This paper will examine the success of an experiential learning process involving student teachers and learners with disabilities</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Department, Africa Area, SIL International, Kenya</p> <p>Overview: Children mental development is enhanced when their foundational mother-tongue skills are used and nurtured in school. In the curriculum described, these linguistic and cognitive skills will further their education.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner</p>
ROOM 10	<p>A School Improvement Project in Family-school Partnership Dr. Lai Ha, Freda Yuen, Department of Early Childhood Education, The Hong Kong Institute of Education, China</p> <p>Overview: A kindergarten develops a comprehensive school plan that focus on promoting family involvement. This presentation provides variety examples of parent education, different levels of involvement strategies, and feedback of parents.</p> <p>Stream: Organisational Learning, Organisational Change</p>	<p>Social Relationships of Children with Special Needs in Inclusive Programmes Norshidah Mohamad Salleh, Malaysia</p> <p>Overview: This paper reports parents perspective on the acquisition of social relationships of children with special needs who are placed in the inclusive programme.</p> <p>Stream: Special Education, Learning Difficulties, Disability</p>	<p>Perceptions Regarding Intellectual Disabilities, Shifting Attitudes, and Raising Expectations through Education Dr. John Trach, Department of Special Education, College of Education, University of Illinois at Urbana-Champaign, USA</p> <p>Overview: Perceived level intelligence provides context for expectations which can only improve with a shift in knowledge, beliefs, and attitudes.</p> <p>Stream: Special Education, Learning Difficulties, Disability</p>
ROOM 11	<p>The Internet Course that wasn't: Synchronic Web-Based Pedagogy and the Virtual Classroom 60 Minute Session Dr. Fernando A. Orejuela, Department of Folklore and Ethnomusicology, Indiana University, USA</p> <p>Overview: This work shop demonstrates the presenter's virtual classroom activities where the teaching and learning of Hip Hop Culture are enhanced by the non-traditional classroom setting.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>		<p>Classroom Communication Ecologies for Effective Education: A South African Case Study Prof. Harsha Kathard, School of Health and Rehabilitation Sciences Faculty of Health Sciences, University of Cape Town, South Africa</p> <p>Overview: A case study of a South African classroom communication with a range of linguistic, cultural and academic abilities.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
	Local Knowledge and Learning: Interdisciplinary Perspectives from		

ROOM 12	<p>South Africa 90 Minute Colloquium <i>Dr. Kai Horsthemke, Wits School of Education Division of Social Context and Human Development, University of the Witwatersrand, Dr. Patricia Henderson, University of Kwazulu-Natal, Susan Harrop-Allin, University of Witwatersrand, Charles Sambo, Thabo Jabula High School, Prof. Shirley Pendlebury, University of Cape Town, Professor Pippa Stein, University of Witwatersrand, Professor Patricia Henderson, University of KwaSulu-Natal.</i></p> <p>Overview: This symposium presents multiple, interdisciplinary perspectives on the idea of local knowledge, learning and childhood, using case studies from urban and rural South Africa.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 13	<p>In(sites): Constraints, Tensions and Possibilities in Early Literacy Classrooms in Southern Africa 90 Minute Colloquium <i>Kerryn Dixon, Division of languages School of Education, Dr Jean Place, Division of Curriculum, University of the Witwatersrand, South Africa, Dr Foster Alfred Chance Kholowa, Curriculum and Teaching Studies, Chancellor College, University of Malawi, Malawi, Dr Ingrid Willenberg, Faculty of Community and Health Sciences, University of the Western Cape, Ms Clare Welham, Foundation Phase, Grayston Preparatory School, South Africa</i></p> <p>Overview: This colloquium explores the impact of place and context on early literacy in Southern Africa drawing on research from Malawi and South Africa.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>

ROOM 14	<p>Relationships between Changing Curricula and Changing Pedagogy in two African Contexts 90 Minute Colloquium Karin Brodie, Zaheera Jina, School of Education, University of the Witwatersrand, Nicolas Molefe, Townview High School, Rasheed Ishola Sanni, Lagos State University, Aloysius Stephen Modau, Mathematics Department, Phahama High School, South Africa <i>Overview:</i> We examine the relationships between curriculum change and pedagogical change in South African and Nigerian high school mathematics classrooms. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>			
ROOM 15	<p>GARDEN CONVERSATION SESSION - SURESH CANAGARAJAH</p>		<p>The Internet Caf� in a Developing Context: Digital Survivalism Tegan Mary Bristow, Digital Arts " Wits School of the Arts, University of the Witwatersrand, <i>Overview:</i> The presentation of finding on an investigation into the high density of Internet Cafes and their usage by students in the Johannesburg CBD. Research supported by the Information Architecture Institute. <i>Stream: Creative Arts and Learning</i></p>	
12:25-13:25	<p>LUNCH Space Frame Theatre (12:40-13:25) - SADC Drama for Life Performance by WITS Applied Theatre: A Theatre-in-Education Group</p>			
13:25-15:40	<p>GROUP ELEVEN: PARALLEL SESSIONS</p>			
	13:25-13:55 (30 min session) GROUP 11A	14:00-14:30 (30 min session) GROUP 11B	14:35-15:05 (30 min session) GROUP 11C	15:10-15:40 (30 min session) GROUP 11D
ROOM 1	<p>Shifting the Lens on Contextualized Mathematical Problems: Two Researchers Compare Notes Kate Bennie, University of Cape Town, Bruce Andrew Tobias, St John's College, South Africa <i>Overview:</i> The paper reports on collaboration between two researchers working on separate research projects, but both using Critical</p>	<p>Role-Playing African Development: An International Comparison Professor Roddy Fox, Department of Geography, Rhodes University, South Africa <i>Overview:</i> The African Development Game is a role playing simulation developed to demonstrate the difficulties six African countries face in reaching the Millennium Development Goals. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>English Communicative Events and Skills needed at the Workplace: A Quantitative Feedback from the Industry Hafizoah Kassim, Centre for Modern Languages & Human Sciences, Kolej Universiti Kejuruteraan & Teknologi Malaysia, Malaysia <i>Overview:</i> A study aims at identifying the English communicative events and communication skills as</p>	<p>Resolving Conflict: Enhancing Engineering Students' English Fluency through Workplace Situation Hafizoah Kassim, Noor Raha Mohd Radzuan, Centre for Modern Languages & Human Sciences, Kolej Universiti Kejuruteraan & Teknologi Malaysia, <i>Overview:</i> This paper aims to illustrate the possibility of improving engineering</p>

	<p>Discourse Analysis to study students experiences when solving word problems in mathematics.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>		<p>practised by the engineers at the industry.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>students' fluency in English language through task-based activities based on workplace situation.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 2	<p>Socio-cognitive Theory in Second Language Learning: The Use of On-line Forum Among Adult Distance Learners</p> <p>Dr. Siti Hamin Stapa, School of Language Studies and Linguistics Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Malaysia</p> <p>Overview: The article reports a research on the use of socio-cognitive theory in second language learning among adult distance learners. Data was collected from entries sent by students in on-line forums.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>A Look at Paulo Freire in Light of UNESCO's Literacy Projects</p> <p>Bonnie Minkus, University of New Mexico, USA</p> <p>Overview: UNESCO claims some of their literacy programs are based on Freirian pedagogy. This paper explores whether or not this is true and what a Freirian literacy project would look like.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>A Unique Approach to Postgraduate Medical Education</p> <p>Renata Danielle Eyres, Academic Enterprise, University of Salford, Prof. Christopher Summerton, Trafford General Hospital, Prof. Paul Baker, Royal Bolton Hospital, UK</p> <p>Overview: A unique partnership has been forged between two medical specialties together with the University of Salford. Information about the design and delivery of this unique collaboration will be presented.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Teaching Across Cultural Barriers in the United Arab Emirates: A Cultural Model for Teaching Arab Students</p> <p>Dr. Leon Holtzhausen, Social Work Programme College of Humanities & Social Sciences United Arab Emirates University, United Arab Emirates</p> <p>Overview: This paper examines the implementation of a newly developed English Social Work Practice Course presented to Arab fourth year Social Work Students at the United Arab Emirates University UAE</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 3	<p>Mobilising Creativity of Township Youth Through Theatre and Poetry: Case Studies from Mitchells Plain and Soweto</p>			<p>Academic Literacy: Translating a</p>

	<p>90 Minute Colloquium <i>Denise Newfield, University of the Witwatersrand, Prof Liesel Hibbert, Director of Iilwimi Sentrum for Multilingualism, Arts Faculty, UWC. SA, UWC, Robert Maungedzo, Lamula Jubilee High School, Miki Flockemann, University of the Western Cape, Phillipine Sithole, Nokwanda Kethekile Ntsontso, South Africa</i></p> <p>Overview: A dialogue between creative projects in two different South African townships that seek to contribute to skills development, enhanced levels of literacy and curricular understanding.</p> <p>Stream: <i>Creative Arts and Learning</i></p>	<p>Snapshot Greg Stratton, <i>Kurongkurl Katitjin School of Indigenous Australian Studies, Edith Cowan University, Australia</i></p> <p>Overview: A study of the local meanings assigned to the concept of 'academic literacy' and the implications for developing a sustainable university preparation course for Indigenous Australians.</p> <p>Stream: <i>Organisational Learning, Organisational Change</i></p>
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ROOM 4	<p>Relationship Between Chemistry Anxiety and Achievement in Chemical Bonding Among Electrical Engineering Students Sharipah Ruzaina Syed Aris, <i>Chemistry Department, Universiti Teknologi MARA (UiTM), Prof. Heng-Loke Siow,</i> <i>Faculty of Education, University of Malaya, University of Technology MARA (UiTM), Malaysia,</i> <i>Overview: This study is about gaining relationship between chemistry anxiety and students' achievement in chemical bonding.</i> <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Design Education and Democratic Innovation in the Knowledge Economy Daniel Araya, USA <i>Overview: Exploring design as an emergent educational practice, this paper will consider design tools as critical to systems of education in the 21st century.</i> <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Evaluation of e-Learning: Teaching Systems Based on 7 Criteria Dr. Alireza Ebrahimi, <i>Management Information Systems-School of Business, State University of New York / Old Westbury, USA</i> <i>Overview: An e-Learning/Teaching system needs to be evaluated so its methods can be enhanced. This study examines several e-Learning/Teaching systems based on 7 criteria to identify problems and propose solutions.</i> <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	
ROOM 5	<p>Women's Leadership Development through International Mentoring Rachel A. Anderson, <i>The Adult Student Center, Dr. Linda Robertson,</i> <i>Center for International and Intercultural Education, Kent State University, USA</i> <i>Overview: A university</i></p>	<p>Values Discourse in the History Classroom: Towards a Renaissance or Revolution Kelsey Halbert, <i>James Cook University, Australia</i> <i>Overview: Deconstructions of citizenship and values within the history classroom and the Values education debate in Australia</i> <i>Stream: Equity, Social Justice and Social Change;</i></p>	<p>Racial Identity Development and Career thoughts of Black High School Seniors Dr. Michael Brooks, <i>Department of Human Studies School of Education University of Alabama at Birmingham, The University of Alabama at Birmingham,</i> Michael L. Chambers II, <i>African-American</i></p>	<p>Proximate Measures and Hidden Assumptions: Teaching Statistics to Social Science Students Dr. Walter Zwirner, <i>University of Calgary, Applied Psychology, Canada</i> <i>Overview: Methods developed when teaching to students in the social sciences.</i></p>

	<p>incorporated mentoring into an international exchange program with south-eastern Turkey. The mentoring component helped build sustainability and engendered personal meaning for the development of women leaders in Turkey.</p> <p><i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p><i>Community, Culture, Globalisation</i></p>	<p>Studies School of Education, (LSDEF), University of Alabama at Birmingham, USA</p> <p>Overview: This study investigated the relationship between racial identity development and the career thoughts of Black high school seniors in the southeast U.S.</p> <p><i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Difficulties arise when models for the physical sciences are used in social science research.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 6	<p>Online Education for Non-traditional Students <i>Dr. Eileen Oliver, Division of Continuing Education, University of Florida, USA</i></p> <p>Overview: This presentation discusses the development and offerings of online programs for non-traditional students in the Division of Continuing Education at the University of Florida.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Managing Employment Communication: How Knowledgeable and Prepared are New Zealand University Students? <i>Dr. Nittaya Campbell, Waikato Management School, University of Waikato, New Zealand</i></p> <p>Overview: This paper presents results of a study on how ready New Zealand university students are to enter the competitive world of job hunting.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Students Understanding of Elementary Calculus Concepts: Teaching Calculus in a Computer Laboratory <i>Dr. R. Naidoo, Faculty of Science, Engineering and Built-in Environment, Mr Kristie Naidoo, Education, Durban University of Technology, South Africa</i></p> <p>Overview: First year university students understanding of differential calculus concepts in a computer laboratory teaching environment.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>The Development of a Model in Instructional System <i>Assoc. Prof. Jariya Neanchaleay, Department of Educational Communications and Technology, King Mongkut's University of Technology Thonburi, Thailand</i></p> <p>Overview: Qualitative research with 7 homeschooling families in Bangkok with cooperative to test the model in instructional system in information technology to achieve learning objectives and also apply to everyday life</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences,</i></p>

				Learner Diversity
ROOM 7	<p>The International Baccalaureate Practitioner Research Project: Challenges, Results, Support Dr. Anna Simandiraki, <i>International Baccalaureate Research Team, University of Bath, UK</i> Overview: This paper will present the results of The Practitioner Research Project (PRP) of the International Baccalaureate research team, which investigated practitioner research challenges and support. <i>Stream: Teacher Training and Professional Development</i></p>	<p>An Investigation into the Perceptions of Teaching Observations Undertaken by Academic Developers Simon Lygo-Baker, <i>King's Institute of Learning and Teaching, King's College London, UK</i> Overview: The paper reports on a five year study into the impact of teaching observations undertaken by academic developers aimed at enhancing learning and teaching. <i>Stream: Teacher Training and Professional Development</i></p>	<p>ICT, Local Knowledge, and Teacher Education in East Africa Dr. Bonny Norton, <i>Department of Language and Literacy Education, University of British Columbia, Canada, Samuel Andema,</i> <i>Kyambogo University, Uganda</i> Overview: Our research, conducted in Teachers Colleges in Uganda, Kenya, and Tanzania, highlights the potential of the Internet and web-based resources to transform the educational experience of learners in East Africa. <i>Stream: Teacher Training and Professional Development</i></p>	<p>The Role of the University in Raising the Quality of Teacher Education Dr. Khazamula Milondzo, <i>School of Education, University of the Free State, South Africa</i> Overview: The study investigates the role of the university in raising the quality of teacher education <i>Stream: Teacher Training and Professional Development</i></p>

ROOM 8	<p>Mentorship and the Professional Development of Student Teachers During Teaching Practice: A Case Study Prof. Arend Carl, <i>Departement of Curriculum Studies Faculty of Education, University of Stellenbosch, South Africa</i> <i>Overview: This presentation addresses the challenge for teacher training and the professional development of student teachers through a mentorship programme, specifically within the context of teaching practice.</i> <i>Stream: Teacher Training and Professional Development</i></p>	<p>Schools Violence and Learning Tola Olujuwon, <i>Dept of Educational Management, Adeniran Ogunsanya College of Education, Nigeria</i> <i>Overview: Violence in schools as experienced in other countries with a bias on Nigerian schools.</i> <i>Stream: Teacher Training and Professional Development</i></p>	<p>Development Assistance Partnerships for Teacher Development in Africa: A Comparative Study of Japanese Government Funded Science Education Programmes in Ghana and South Africa Mr Zacchaeus Bukari, Dr. C. Jita Loyiso, <i>Overview: This study examines the framework, construction and practice of educational partnerships using JICA's programmes in Ghana and South Africa as case studies to determine the opportunities and constraints generated.</i> <i>Stream: Teacher Training and Professional Development</i></p>	<p>An Exploration of Biology Undergraduate Student Teachers Learning about Research in Science and Science Education Angela James, SAARMSTE, Hayley Bentham, <i>School of Science, Mathematics and Technology Education, South Africa</i> <i>Overview: The requirement of teachers in the Further Education and Training Phase is that they have to teach research skills to the learners (Department of Education, 2004).</i> <i>Stream: Teacher Training and Professional Development</i></p>
ROOM 9	<p>The Relationship between Learners' Achievement in Arabic and Personality: A Case study of Arabic as a Foreign Language at Imam University in Riyadh, Saudi Arabia Dr. Abdalla Musa Al Tayer, <i>Institute Of Arabic Teaching, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia</i> <i>Overview: Levels of Arabic as a foreign language are assessed at</i></p>	<p>The Product vs. Process Writing, Vocabulary, EFL Learners Shadab Jabbarpoor, <i>Faculty of Foreign Language, Islamic Azad University, Iran (Islamic Republic of)</i> <i>Overview: The Impact of Product vs. Process writing on the Vocabulary improvement of EFL learners.</i> <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Moral Reasoning of Malaysian Adolescents Dr. Lee Hoon Chang, <i>Educational Foundations and Humanities Faculty of Education, University of Malaya, Malaysia</i> <i>Overview: This paper presents findings on the moral reasoning of Malaysian adolescents focusing on preferred choice of values, moral stage and schemas of moral reasoning on a given</i></p>	<p>Beyond the Visible: Understanding the Importance of the Personal, the Social and the Political in Teacher's Work and Lives in Benin Dr. Simon Adetona Akindes, <i>Department of Teacher Education, University of Wisconsin-Parkside, USA</i> <i>Overview: This paper, based on research conducted in Benin, seeks to understand how school teachers</i></p>

	<p>Imam University by achievement tests. This paper investigates the relationship between the scores of the students and their personality traits.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>		<p>hypothetical moral dilemma.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>personal lives, subjectivities and identities intersect and affect their work.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 10	<p>Innovations in Distance Material Design: Using Students Perceptions of Threat to Actively Challenge Educational Practice</p> <p><i>Judith Inglis, The Division of Curriculum Studies Wits School of Education, University of the Witwatersrand, South Africa</i></p> <p>Overview: An interactive problem based activity session that invites participants to understand how student perceptions of threat can lead to innovative material design and development</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Chinese Research Students Adjustment to the Australian Learning Environment</p> <p><i>Dr. Shen Chen, School of Education Faculty of Education and Arts, The University of Newcastle, Australia</i></p> <p>Overview: This paper reports on a research conducted at an Australian university, seeking to identify the cultural dimension of teaching-learning difficulties encountered by Ph.D. candidates from China during their research training.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Achieving the Second Millennium Development Goal: The Negative Impact of Transportation Noise on the Physical Learning Environment</p> <p><i>Paul Goldschagg, Geography and Environmental Studies in Education, Wits University, South Africa</i></p> <p>Overview: Exposure to transportation noise can have a negative impact on children's health and cognitive development. What are the problems and how can they be mitigated?</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	
ROOM 11	<p>Early Literacy Teacher Development: Challenges in South Africa</p>	<p>Academic Dishonesty:</p>		

	<p>90 Minute Colloquium</p> <p>Paula Gains, Research and Development, University of the Witwatersrand, Angeline, Manono Mdluli, Central Training Unit, Irene Andrei, Gauteng Department of Education: Literacy in Foundation Phase, Tsidi Mamobolo, Oliphantsvlei Primary School; Gauteng Department of Education, Faith Sedie, Gauteng Department of Education: Fairview Primary School, South Africa</p> <p>Overview: The colloquium participants - South African school educators, officials and NGO facilitators share their different perspectives on early literacy classroom practice and teacher development interventions.</p> <p>Stream: <i>Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Whose Fault is it Anyway?</p> <p>Dr Louise Gracia, Warwick Business School, University of Warwick, UK</p> <p>Overview: This paper aims to explore issues of academic dishonesty by standing outside of the common conception of it as the 'fault' or responsibility of the student.</p> <p>Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
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ROOM 12	<p>Retention of Mathematical Concepts Taught to High Ability Form 1 Students in Brunei Darussalam Dr. Hajah Zaitun Haji Taha, Department of Science and Mathematics Education Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam, Brunei Darussalam</p> <p>Overview: The study to find out the retention of some mathematical concepts among selected students from the time of their examination in October 2006 to January 2007. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>		<p>Re-Thinking Graduate Education: An Imperative for a Changing World 60 Minute Presentation Dr. Samuel Abaidoo, Department of Sociology and Criminal Justice, Lana Wachniak, College of Humanities and Social Sciences, Kennesaw State University, USA</p> <p>Overview: This interactive workshop addresses the design of graduate programs that prepare students for success in the 21st century. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 13	<p>A. Situational Approach to Provoke Student Talk: Tackling Social Issues through ESL Teaching and Learning Dr. Ameerchund Maharaj, General Required Courses Department English Language Section, Saudi Arabia, Wayne Anthony Rowe, English, Jeddah Community</p>	<p>Todos Somos Americanos, Tambien! The (De)Construction of an Americanizing Discourse - Power and Privilege in Identity Construction Prof. Kenneth James Fasching-Varner, Ralph C. Wilson School of Education Department of Special Education, St. John Fisher College, USA</p> <p>Overview: This presentation (de/re)constructs notions of "Americanness", challenging privileged uses of "American" by those in the United-States as exclusive to the U.S. A new</p>	<p>Lectures in the Humanities: An Exploded view Ms. Lucia Thesen, Language Development Group, Centre for Higher Education Development, University of Cape Town, South Africa</p> <p>Overview: A multimodal analysis of the functions of lectures in the</p>	<p>Re-conceptualizing Language Ownership in Multi-lingual Learning Settings Andrea Parmegiani, School of Language, Literature, and Linguistics, University of KwaZulu Natal, South Africa Overview: This presentation</p>

	<p>College, USA</p> <p>Overview: How can ESL teachers deal with the problem of student reticence? This paper explores ways of stimulating students to talk by presenting them with dilemmas involving social prejudice.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>	<p>"Americanness", for all in the Americas is conceptualized.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>	<p>Humanities in a South African university. The 'exploded view' sheds new light on a familiar practice.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>	<p>explores attitudes towards language ownership among native speakers of African languages who are enrolled in a developmental academic literacy course in English at the University of KwaZulu Natal.</p> <p>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</p>
ROOM 14	<p>Beyond Words: Exploring Communication and Expression through Therapeutic Dance with Children with Special Educational needs</p> <p><i>Jenna Goodgame,</i></p> <p>Overview: This is a practical dance and movement session demonstrating its use with young people with social, emotional and behavioral difficulties, communication problems and special educational needs.</p> <p>Stream: Special Education, Learning Difficulties, Disability</p>		<p>Preparing Youth-At-Risk for Success: Incorporating Arts-infused Rites of Passage Practices into the Classroom</p> <p><i>Alysia Souder,</i> Education Department, Playwrights Theatre,</p> <p>Overview: Learn powerful techniques to build relationships, foster responsibility and inspire self-empowerment in Youth-at-Risk</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 15	GARDEN CONVERSATION SESSION - EMILIA POTENZA		GARDEN CONVERSATION SESSION - CRAIN SOUDEN	
SPACE FRAME THEATRE	<p>Cross-Cultural Competence in Medical School Education: Illusion or Reality?</p> <p>60 Minute Session</p> <p><i>Madison L. Gates,</i> Department of Family and Community Medicine, <i>Dr. Elinor L. Brown,</i> Department of Curriculum and Instruction College of Education, University of Kentucky, USA</p> <p>Overview: Deficiencies in cross-cultural competency training in medical school increases disparities in healthcare delivery. This study examined six medical schools and found that cross-cultural competency training is more illusion than reality</p> <p>Stream: Adult, Vocational, Tertiary and Professional Learning</p>			
15:40-15:50	COFFEE BREAK			
15:50-16:55	GROUP TWELVE- PARALLEL SESSIONS			
	15:50-16:20 (30 min session)		16:25-16:55 (30 min session)	
	GROUP 12A		GROUP 12B	
	Developing Speaking Skills Module for		Curriculum Policy and Pedagogic	

ROOM 1	<p>Engineering Students Noor Raha Mohd Radzuan, Centre for Modern Language & Human Sciences, Hafizoah Kassim, Centre for Modern Languages & Human Sciences, Kolej Universiti Kejuruteraan & Teknologi Malaysia (KUKTEM), Malaysia Overview: This research aims at to identify the verbal communicative situations used in the industry and produce a language module emphasizing on speaking skills. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Practice: Are Teachers Realizing Policy Intentions? Leah Sikoyo, School of Education, University of Cape Town, South Africa Overview: The paper explores the extent to which curriculum policy aimed at transforming pedagogic practice is realized in Uganda's primary schools. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 2	<p>Fieldwork in Teacher Preparation Prof. Ruksana Osman, Division of Social Context Wits School of Education, University of the Witwatersrand, Dr. Ronnie Casella, University of the Witwatersrand and Central Connecticut State University, South Africa Overview: In this paper we offer fieldwork as a way to nurture in teachers to grapple with questions of teaching and learning in complex social environments like schools. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>The Difficulties of Implementing Assessment for Learning in Nigerian Secondary Schools Dr Odusola Olutoyin Dibu-Ojerinde, Department of Special Education and Curriculum Studies, Faculty of Education,, Obafemi Awolowo University,, Nigeria Overview: This paper discusses the problems that militate against Nigerian secondary school teachers' capacity to implement assessment for learning in the classroom. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 3	<p>Dramatic Engagements: Doing Place-based Theatre with Rural Children Dr. Michael Corbett, School of Education, Acadia University, Canada Overview: This paper analyses a series of musical theatre pieces undertaken in an upper elementary school classroom in rural Atlantic Canada using a critical pedagogy framework. Stream: Creative Arts and Learning</p>	<p>On Lifelong Learning Legitimation: Discursive strategies in Academia in Greece Evangelos Intzidis, Eleni Karantzola, Department of Mediterranean Studies, Prof. Chryssi Vitsilakis, University of the Aegean, Greece Overview: The paper discusses post-graduate students' responses in written documents of legitimating Lifelong Learning strategies in Greece, as they are reflected in discussion for a and chatting. Stream: Adult, Vocational, Tertiary and Professional Learning</p>
ROOM 4	<p>A Plan Oriented Object Learning Approach Prof. Christina Schweikert, School of Business, SUNY College at Old Westbury, Dr. Alireza Ebrahimi, Management Information Systems-School of Business, State University of New York / Old Westbury, USA, Overview: WPOL is a teaching and learning system that incorporates plan and sub-plans, their integration, including objects. WPOL consists of three phases: plan observation, plan integration and plan creation. Stream: Technology in Learning; Maths, Science and Technology Learning</p>	<p>Learning Biochemistry using 3D glasses Johanna Jamison, Department of Biomedical Sciences Faculty of Science, Tshwane University of Technology, South Africa Overview: Animations help students to conceptualise difficult three-dimensional processes characteristic of the discipline Biochemistry. An enhanced learning experience has been achieved at low and higher cognitive levels. Stream: Technology in Learning; Maths, Science and Technology Learning</p>
		<p>Current Status of the Arts and</p>

ROOM 5		<p>Culture Learning Area in Gauteng Province Mashifane Makunyane Overview of Arts and Culture Learning Area, expectations, challenges and recommendations for successful implementation in GET grades.□</p>
ROOM 6	<p>Towards Integrated Practices in Early Detection and Intervention of Deaf and Hard of Hearing Children Dr. Claudine Storbeck, <i>The Centre for Deaf Studies, University of the Witwatersrand, South Africa</i> Overview: The aim of the paper is two-fold: to learn from our early intervention pilot project for families of deaf babies and to learn from our multidisciplinary stakeholders. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Opening up Learning Pathways: A Comparison of Mixed Mode and Contact Programmes in an Honours Course Norma Corry, <i>Wits School of Education, University of the Witwatersrand, South Africa</i> Overview: A flexible approach to course delivery can open doors into learning . A comparison is made of two programmes in an honours course. Stream: <i>Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 7	<p>Social Learning and Water Resource Management in South Africa: Learning about Human Impact, the Environment, and Each Other Helen Brown, <i>Department of Geography, Sheffield University, UK</i>, Jane Burt, <i>Environmental Education Unit, Rhodes University, South Africa</i> Overview: This paper explores the different types of learning that are experienced in the context of newly-decentralised water management initiatives. Examples from action research are used to support the observations made. Stream: <i>Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Teacher Training and Development: Literacy Projects Mrs. Janet Ellen Marx, <i>Zenex Foundation, Funder, South Africa</i> Overview: Meta-evaluation findings of 10 years of funding literacy teacher training projects in South Africa. Stream: <i>Teacher Training and Professional Development</i></p>

ROOM 8	<p>Ownership in Reading and Learning: Bakhtin's Call for Intention, Accent, and Adaptation Dr. Michael Marler, Larissa Schumann, English Department, Brigham Young University, USA Overview: The key processes of learning are dependent on a Bakhtinian sense of ownership beginning with physical ownership and proceeding to the populating of the mind with intention. accent, and adaptation. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Rhetorics of Creativity: Sensing Engineering Undergraduate Limits in Universities of Technology in South Africa Mr. Teboho "Biki" Pitso, Learning Development Academic Development, Vaal University of Technology, South Africa Overview: The paper explores various conceptions of creativity through the rhetoric's model and argues that invitational creativity conception that accords equal status to rhetor and audience is a way forward. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 9	<p>Continuities Across Schooling Transition: A Case Study of Classroom Practices Among Teachers in Venda, South Africa Edward Muthivhi, Wits School of Education, Dr. Yvonne Broom, School of Human and Community Development, University of the Witwatersrand, Johannesburg, South Africa Overview: The focus is on the developmental relations between the immediate practices of teaching and learning and the curriculum changes that were necessitated by the post-1994 political transition in South Africa. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Librarians and Lifelong Learning Daniel Jacobus Roelof Malan, Academic Information Service, University of Pretoria, South Africa Overview: The role of Academic and Public Librarians in Lifelong Learning. Is there a role to play? Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 10	<p>Institutional Culture, Throughput and Retention at the University of the Witwatersrand: Research Commissioned for the Council for Higher Education Prof Michael Cross, Prof Yael Shalem, Judy Backhouse, School of Education, University of the Witwatersrand, South Africa Overview: The Council for Higher Education requested research on throughput and retention from three South African universities. This workshop presents the results for the case of the University of the Witwatersrand. Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>	
ROOM 11	<p>Pedagogy of Pathos and the HIV Narrative: The Theory of Empathetic Critical Discourse in English Classrooms Dr. Audrey Kerr, Department of English, Southern Connecticut State University, USA Overview: This conference paper explores the use of HIV narratives in multi-level English courses to advance empathy-based, prescriptive learning models in English.</p>	<p>Can Classroom Learning Transform into Socioscientific Knowledge Generation Dr. Shanah Mompoloki Suping, Department of Mathematics and Science Education, University of Botswana, Botswana Overview: Despite evidence that science education is not meeting its aims, many African science classrooms don't change. The increased significance of socioscientific issues dictate a change in how science is taught.</p>

	<i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	
ROOM 12	<p>Culturally and Linguistically Diverse Classroom Communication: A Multi-site Study of Inclusive Schools in the Cape Metropolitan Area Raymondi Stoffels, Prof. Harsha Kathard, Division of Communication Sciences and Disorders, University of Cape Town, South Africa Overview: Insights into linguistically diverse classroom communication. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Getting Wired: The Experience of a Course Development Team and Learners in a Multimodal Teaching and Learning Environment Mohammed Kara, Department of Business Management, University of Johannesburg, South Africa Overview: Online assessment in a multimodal teaching and learning environment and experiences in a first year course <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 13	<p>Story by Number: Multimodal Discourses in Online Gaming Marion Walton, Centre for Film and Media Studies, University of Cape Town, South Africa Overview: Informal communities of practice introduce players to online games as procedural semiotic resources. Conflicting motivations of distinct groupings of players have given rise to a range of multimodal discourses. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>It's Not the Content, it's the Language Dr Marcelle Harran, Applied Language Studies Department, Nelson Mandela Metropolitan University, South Africa Overview: Literacy is often implicated by various practices embedded in socio-cultural structures. The study describes how rhetoric and engineering knowledge are regarded as separate entities rather than rhetorically constructed contextual knowledge. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM14	<p>Untangling Authority, Authoring Democracy: Towards a South African Teacher Education Research Agenda Lynne Slonimsky, Curriculum, South Africa Overview: An analysis of key challenges for South African teacher education in response to teachers' struggles to unlearn authority relations inculcated under Apartheid, and to implement a curriculum for democracy. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>"Play-texts" for Primary Schoolchildren: A Case Study from West Bengal, India Dr Rimli Bhattacharya, Department of English, University of Delhi, India Overview: Creative reworking of visual and oral traditions into "play-texts" for primary schoolchildren: A Case study from West Bengal, India (2000-2002). <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 15	<p>Two is Company: The Roles of the Supervisor, Language Advisor and Second Language Student in the Writing of the Thesis Dr. Pat Strauss, School of Languages Faculty of Applied Humanities, AUT University, New Zealand Overview: This paper investigates the challenges faced in the thesis writing process when students and supervisors have different language backgrounds.</p>	<p>Sexuality and Relationships: Listening to Young South Africans Lynn Hewlett, Graduate School of Public and Development Management, University of the Witwatersrand, South Africa Overview: This presentation reports on research sexuality and sexual identity with young South Africans aged 12-14. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>

	The use of a differently structured language support system is discussed. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	
17:00-17:30	PLENARY SESSION 9 - BILL COPE	
	Research Professor in the Department of Educational Policy Studies, University of Illinois, Urbana-Champaign, USA and Director of Common Ground Publishing	
17:30-18:00	PLENARY SESSION 10 - LIZANNE DESTEFANO	
	"School-University Partnerships as a Means of Improving Early Literacy Instruction and Performance in Urban Schools" Professor of Educational Psychology, Associate Dean for Research, and Director of the Bureau of Educational Research at the University of Illinois at Urbana-Champaign	

Friday, 29 June

9:00-9:30	PLENARY SESSION 12 - THREE CONTINENTS RESEARCH TEAM			
	<p>"Multimodality, Teachers and Textual Cycles: Reconceptualising the Policy - Practice Nexus in English Classrooms in Delhi, Johannesburg and London"</p> <p>Rimli Bhattacharya (University of Delhi), Snehlata Gupta (Rajkiya Pratibha Vikas Vidyalaya, Surajmal Vihar, Delhi), Carey Jewitt (Institute of Education, University of London), Denise Newfield (University of the Witwatersrand), Yvonne Reed (University of the Witwatersrand) and Pippa Stein (University of the Witwatersrand)</p>			
9:35-10:20	<p>TALKING CIRCLES</p> <p>Room 1: Curriculum and Pedagogy Room 2: Student Learning, Learner Experiences, Learner Diversity Room 3: Educational Leadership and Management Room 4: Technology in Learning Room 5: Community, Culture, Globalisation Room 6: Equity, Social Justice and Social Change Room 7: Adult, Vocational, Tertiary and Professional Learning Room 8: Literacy, Language, Multiliteracies Room 9: Languages Education and Second Language Learning Room 10: Special Education, Learning Difficulties, Disability Room 11: Arts, Drama and Design Room 12: Organisational Learning, Organisational Change Room 13: Maths, Science and Technology Learning Room 14: Teacher Training and Development</p>			
10:20-10:35	COFFEE BREAK			
10:35-12:50	GROUP THIRTEEN - PARALLEL SESSIONS			
	10:35-11:05 (30 min session) GROUP 13A	11:10-11:40 (30 min session) GROUP 13B	11:45-12:15 (30 min session) GROUP 13C	12:20-12:50 (30 min session) GROUP 13D
ROOM 1	<p>An Investigation into the Relationship between Graduate and Non-Graduate Entry and Subsequent Performance on Masters Courses in Health. Carmel Keller, Brighton & Sussex Medical School, Dr. Gail Louw, Institute of Postgraduate Medicine, University of Brighton, UK Overview: A quantitative study to explore the relationship between student performance and their graduate/non-graduate status at entry to a master's</p>	<p>Learning through the Five Senses is not just Childs Play: It's for Student Teachers too Elizabeth Curtis, School of Education, University of Aberdeen, UK Overview: The role of embodied understanding of place, time and society in developing citizenship education. Stream: Curriculum and Pedagogy; Student Learning, Learner</p>	<p>Plagiarism Pitfalls: Addressing Cultural Differences in the Misuse of Sources Nancy Fawley, Virginia Commonwealth University School of the Arts in Qatar, Qatar Overview: An American university in the Middle East must consider cultural differences in the concept of plagiarism before methods to prevent the problem can be developed. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences,</p>	<p>Exploring Communication Difficulties in Ordinary Primary School Classrooms: Perspectives from Intermediate Phase Educators Heather Wilkinson, School of Health and Rehabilitation Sciences, University of Cape Town, South Africa Overview: The study explores opportunities for innovative classroom practices that provide inclusive, effective support and development of learners</p>

	level course. It complements a qualitative project on this cohort. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner</i>	<i>Experiences, Learner Diversity</i>	<i>Learner Diversity</i>	communication for socialization and learning
ROOM 2	Learning from Practitioner Research: Engaging Adult Literacy Tutors in Northern Ireland in Communities of Participation and Practice <i>2, School of Education, Queen's University Belfast, UK</i> Overview: This paper describes the development and results of a practitioner research programme embedded in adult literacy tutor education in Northern Ireland. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	Conversations with EFL/ESL Children about Cooperative Learning <i>Dr. Gertrude Marilyn Tinker Sachs, Language and Literacy Unit Middle Secondary Education Instructional Technology Dept, Georgia State University, USA</i> Overview: What do focus group discussions with primary children reveal about cooperative learning and teaching English as a second/foreign language? <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	The Net Generation has Entered Higher Education: How do the Techno Kids Learn? <i>Dr. Gudrun Oberprieler, Centre for Educational Technology, University of Cape Town, South Africa</i> Overview: This presentation discusses whether higher education institutions understand and meet the learning styles and needs of students of the Net Generation with a fundamentally different relationship to technology. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	Learning Equity in a University Classroom <i>Prof. Gert J. van der Westhuizen, Department of Educational Psychology, University of Johannesburg, South Africa</i> Overview: Exploring interpretations of learning equity and the implications for equity pedagogy in a university course <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
ROOM 3	What Education can Learn from the Arts <i>Erina Junius, Arts Centre, Windhoek College of Education, Namibia</i> Overview: The Arts can serve as a model for teaching the subjects we usually think of as academic subjects <i>Stream: Creative</i>	Generating the Future by Healing the Past: Sowetan AIDS Orphans Direct their Lives through Dance, Drama, Art and Music THIS SESSION WILL BE IN THE SPACE FRAME THEATRE (Linder Auditorium) <i>Michelle Friedman, Rena le Lona Creative Centre for Children, South Africa</i> Overview: Introduction to Rena le Lona creative centre which focuses on meeting the emotional, intellectual, spiritual and		Postcards From the Edge: Exploring Multimodal Strategies for Reconciliation Pedagogy <i>Ana Ferreira, Languages Division Wits School of Education, University of the</i>

	<i>Arts and Learning</i>	<p>physical needs of Sowetan orphans. Includes a presentation by children.</p> <p><i>Stream: Creative Arts and Learning</i></p>	<p><i>Witwatersrand, South Africa</i></p> <p><i>Overview:</i> This paper explores the use of multimodal strategies as ways of engaging young people with the work of South Africa's Truth and Reconciliation Commission.</p> <p><i>Stream: Creative Arts and Learning</i></p>
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<p>Room 4</p>	<p>Math on MXit <i>Laurie Butgereit, Meraka Institute, South Africa</i> Overview: Math on MXit is a fun, exciting way that learners can get help with mathematics homework using the popular MXit software on their cell phones. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>The Constructivist Perspective and Teaching Integrated Science: Making Science Accessible to all Students <i>Prof. Danuse Nezvalova, Department of Experimental Physics Faculty of Science, Palacky University Olomouc, Czech Republic</i> Overview: The paper aims to describe constructivist approaches to the field of science education. Newly developed model is compared with traditional approach to science education in the Czech Republic. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>A Study on Students Motivations Towards the Use of Computer Algebra Systems in Mathematical Learning <i>Jeeva Periasamy, University of Johannesburg, South Africa</i> Overview: The results of a pilot study with strong indicators of what motivates students to use MATLAB in the learning of mathematics will be discussed. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Introducing newt@dut: A Mixed Mode Writing Clinic at a Multicultural University of Technology <i>Dee Pratt, Department of English & Communication, Durban University of Technology, South Africa</i> Overview: The teaching and learning development project Introducing newt@dut is aimed at providing a mixed mode writing clinic for students at a multicultural university of technology. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>
<p>ROOM 5</p>	<p>Private and Public Schools: An Evaluation of Factors Influencing Students' Educational Aspirations <i>Dr. Bob Chui-seng Yong, Department of Science and Mathematics Education Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam, Brunei Darussalam</i> Overview: This study investigated factors that influence</p>	<p>Cost Sharing in Higher Education in Kenya: Implications on Equity and Access <i>Mary Ngolovoi, Education Leadership and Policy, State University of New York - Buffalo, USA</i> Overview: This paper discusses the financing of higher education in Kenya and looks at the implications of cost sharing in relation to equity and access.</p>	<p>Confucius Vs. Socrates: The Impact of Educational Traditions of East and West on E-learning <i>Dr. Kumiko Aoki, Research and Development Division, National Institute of Multimedia Education, Japan</i> Overview: The paper will discuss the conflicts being experienced in Asian countries in implementing the</p>	<p>Dynamics of Diversity in Higher Education <i>Dr. Divya Singhal, General Management Area, Goa Institute of Management, India</i> Overview: This paper will try to describe different aspects of diversity and role of higher education in this regard. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>

	educational aspirations of students in private and public schools. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i>	<i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i>	constructivist approach to learning which is rooted in the educational philosophy of Socrates. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i>	
ROOM 6	Development and Calibration of Physics Items to Create an Item Bank, using the Rasch Measurement Model <i>Dr. Joseph N. Njiru, Assessment and Moderation, Curriculum Council of Western Australia, Australia</i> Overview: The report describes how an item bank was developed using Tertiary Entrance Exam (TEE) in Western Australia and screened using the Rasch measurement criteria. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	A UK Universities Conception of Deployment of Technologies to Enhance Learning: Evolution of a Higher Education Funding Council for England's Centre for Excellence in Teaching and Learning (CETL) <i>Mark Schofield, Edge Hill University, UK</i> Overview: SOLSTICE is a process of multi-disciplinary 'intelligence informed dialogues' for identification, development and deployment of technologies in constructive alignment with the unique contexts and needs of university learners. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	The Correlates of two Social Factors Influencing Parents Attitudes to the Occurrences of Cases of Pregnancy among Adolescents <i>Akolade Olubunmi Lapite, Dept of Educational Psychology, Guidance and Counselling, Adeniran Ogunsanya College of Education, Nigeria</i> Overview: Occurrences of cases of pregnancy among adolescents has become embarrassing social problems in sprawling large cities and some rural area in Nigeria. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	The Relationships Between Students Motivational Traits, Preferred Teaching Strategies and their Achievement in Lower Secondary Science <i>Dr. Sing Huat Poh, Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam, Brunei Darussalam</i> Overview: The study was to investigate the relationships between student's [™] motivational traits, preferred teaching strategies and their achievement in lower secondary (Years 7-9) science in Brunei Darussalam. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
ROOM 7	Are we Moving towards Full-day Schooling? Critical Reflections on Demands made on Schools and Teachers in South Africa and Implications for	Mentoring and Teachers: The Implications of Reconceptualizing Mentoring <i>Dr. Judith MacCallum, School of Education, Murdoch University,</i>	Critical Thinking: To what extent can we claim to be successful? <i>Dr Elsa Fourie, School of Educational Sciences, North-West University,</i>	Attributions for Success and Failure in Mathematics and Science Instructions of Mathematics and Science Teachers in Malaysian High Schools

	<p>Teacher Development Dr. Labby Ramrathan, School of Education Studies Faculty of Education University of KwaZulu-Natal, University of KwaZulu-Natal, South Africa Overview: This paper explores the demands made of teachers as a result of Social, Health, Cultural, Policy, Economic, etc. interventions that are creeping into the school agenda.</p>	<p>Australia Overview: Mentoring is an old idea that is gaining importance as a teacher development strategy. How mentoring is conceptualised has implications for the implementation of mentoring. Stream: Teacher Training and</p>	<p>South Africa Overview: The South African Curriculum stipulates that learners should be enabled to think critically. This paper investigates to what extent teacher training programmes empower teachers to teach the strategies of critical thinking. Stream: Teacher Training and Professional Development</p>	<p>Dr. Sau Cheong Loh, Department of Educational Psychology Dr. Selva Rane Subramaniam, University of Malaya, Malaysia Overview: This research explores the attribution for success and failure in Mathematics and Science instructions of Mathematics and Science Teachers in Malaysian high schools. Stream: Teacher Training and</p>
ROOM 8	<p>Exploring Political Intelligence (PQ) of Social Work Human Service University Students: Future Practitioners Promoting Social Justice and Social Change on a Local Global Scale Dr. Lorraine Marais, Social Work and Sociology Department, Hawaii Pacific University, USA Overview: Research findings presented on perceptions of social work/human service university students on political competence and faculty teaching strategies preparing students participation in democratic processes on local/global scale promoting social change. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>The Effect of Different Distracters on Numerical Estimation in Adults Dr Jiwei Si, Overview: The study aimed to investigate the performance on speed of estimation, reasonability of estimate and representations of numerical estimation in tasks with different distracters stimulus in adults. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>The Application of Brain Gym® Exercises to Reduce Anxiety in Student Nurses Prior to Assessment Jennifer Mather, School of Life and Physical Sciences, RMIT, Australia Overview: A study using Brain Gym® exercises to reduce anxiety and enhance performance in assessment. Stream: Adult, Vocational, Tertiary and Professional Learning</p>	<p>Making Art Grow In Children: Where the Roles of the Educator Meet Experiential Learning Megan Goddard, Sachi Butler, Education Faculty Art Education Department, Cape Peninsula University of Technology, South Africa Overview: The seven roles of an educator, as outlined in the Education Gazette (2000), are explored through the process of experiential learning. Stream: Teacher Training and Professional Development</p>

ROOM 9	<p>Building School Capacity for Work with Students at Risk in Israel Miriam Cohen-Navot, Engelberg Center for Children and Youth, Myers-JDC-Brookdale Institute, Israel Overview: We will present a study of a holistic school intervention in Israel aimed at enhancing the capacity of elementary schools to work with children at risk. Stream: <i>Organisational Learning, Organisational Change</i></p>	<p>Managing the Second Step: Why Organisational Initiatives Fail Patrick Ayre, Department of Applied Social Studies, University of Bedfordshire, UK Overview: This paper introduces a simple analytical framework which allows us to evaluate proposals for change against key criteria and, by doing so, to identify the principal obstacles to successful implementation. Stream: <i>Organisational Learning, Organisational Change</i></p>	<p>Academic Literacy: Translating a Snapshot Greg Stratton, Kurongkurl Katitjin School of Indigenous Studies, Edith Cowan University, Australia Overview: A study of the local meanings assigned to the concept of 'academic literacy' and the implications for developing a sustainable university preparation course for Indigenous Australians. Stream: <i>Organisational Learning, Organisational Change</i></p>	<p>Equity and Equality: Do African American Students Experience Either? Prof. Barbara Butler, Biology/Education Departments, University of Delaware, USA Overview: When the definition of equality refers to public schools and socioeconomics the value for Black and White children is often unequal. Stream: <i>Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
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ROOM 10	<p>Undergraduate Group Projects: Student Experiences of Collaboration and Self-Assessment Dr. Angela Crack, <i>Politics, Liverpool John Moores University, UK</i> Overview: This paper evaluates the utility and value of self-assessment as a means to moderate a collective grade for group project work in higher education. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>A view beyond Tolerance: Teacher Candidate Experiences with Culturally Responsive Education Dr. Nancy A. Chicola, <i>Department of Elementary Education and Reading, School of Education, State University of New York, College at Buffalo, USA</i> Overview: A paper revealing results of a semester-long implementation of strategies, discussions, and writing project focusing on Culturally Responsive Education Embracing Diversity (CREED) will be presented. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Finding your Place in the World of Service Learning, Politics and Expectations Adriaanna Pearce, <i>Monash South Africa, South Africa</i> Overview: Implementing SL theory into a Degree programme needs more than willing lecturers and participant enthusiasm. It requires training, well developed programmes and full management support to ensure success. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>The Elephant in the Room: Student Identity and Achievement Dr. Bernard Oliver, <i>The University of Florida Alliance, University of Florida, USA</i> Overview: This session focuses on the impact of student identity on student achievement. Particular attention will be devoted to stereotype threat and schooling. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 11	<p>Meeting the Obligation of Increased Access to Higher Education: Teaching to Students' Diverse Learning Styles David Nadvorney, Prof. Deborah Zalesne, <i>CUNY School of Law, City University of New York, USA</i> Overview: This experiential session will focus on practical ways teachers can increase their effectiveness by employing a variety of teaching styles designed to reach students with</p>	<p>Lessons from Koto: The Telescope and the Shawl Prof Ian Frank, <i>Media Architecture Department, Dr Malcolm Field,</i> <i>Future University-Hakodate, Japan</i> Overview: We use the notion of "koto" from Japanese philosophy to ground thinking in and on education. We present numerous examples and draw lessons for educational practice. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner</i></p>		

	diverse learning styles. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	<i>Experiences, Learner Diversity</i>
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ROOM 12	<p>Curriculum and Pedagogical Change in Higher Education in South Africa 90 Minute Colloquium Karin Brodie, University of Witwatersrand, Erna Lampen, School of Education, University of the Witwatersrand, Lynette Anne Manson, Monash South Africa, Shirra Moch, Laurie Woollacott, School of Chemical and Metallurgical Engineering, University of the Witwatersrand, South Africa</p> <p>Overview: We examine four new curriculum/pedagogical innovations in Higher Education in South Africa, drawing links between them and suggesting implications for further curriculum development.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>A Review of Science and Engineering Foundation Programmes in South African Higher Education: Examining their Historical Context and Educational Assumptions Bruce Kloot, Department of Chemistry Faculty of Applied Science, Cape Peninsula University of Technology, Dr. Jenni Case, University of Cape Town, Dr. Delia Marshall, University of the Western Cape, South Africa</p> <p>Overview: Foundation programmes emerged in South Africa during the time of apartheid. What are their underpinning educational assumptions and can they be unproblematically deployed for redress in the present circumstances?</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 13	<p>Systemic Assessments and Social Justice: Strange Bedfellows, or Not? 90 Minute Colloquium Yvonne Reed, Applied English Language Studies, University of Witwatersrand, South Africa, Lizanne Destefano, Bureau of Educational Research, University of Illinois, USA, Dr. Nick Taylor, Joint Education Trust, Dr. Lydia Abel, Schools Development Unit, University of Cape Town, Sarah Howie, South Africa</p> <p>Overview: This colloquium raises for debate the value and limitations of systemic standardised assessments for promoting equity and social justice in education.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Democracy-In-Action: A University Initiative between Wits School of Education, The School of Law and Community Preschools Vivien Michele Linington, Division of Social Context and Human Development Wits School of Education, Lorayne Excell, Early Childhood Department Division of Curriculum Studies Wits School of Education., Desia Colgan, Olive Schreiner School of Law, University of the Witwatersrand, South Africa,</p> <p>Overview: A University initiative that aimed</p>

		to breathe life into South Africa's Constitutional vision through in-field, collaborative research with preschool educators into democracy-in-action <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i>
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ROOM 14	<p>The Integration of Technology in the Classroom: Teaching English Across the Curriculum <i>Abdullah Sujee, Roshnee Islamic School, AMS (Association of Muslim Schools South Africa), South Africa</i> Overview: Teaching with Flair integrates technology into the English subject such that the world of the classroom acts as a springboard to the world outside it. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>		<p>Young Childrens Learning in Educare Programs: Making a Place for Pedagogical Fidelity <i>Dr. Ramona Freeman, Dr. Tsunghui Tu, Teaching, Leadership, and Curriculum Studies, Kent State University, Barb White, Tallmadge Library, Akron summit County Public Library, USA</i> Overview: This session explores participants experiences and understanding of pedagogical fidelity, and considers change toward pedagogical opportunities that are true to young childrens needs in our respective early childhood settings. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 15	<p>GARDEN CONVERSATION SESSION - HILARY JANKS</p>		<p>GARDEN CONVERSATION SESSION - BILL COPE</p>	
12:50-13:20	<p>LUNCH Space Frame Theatre (13:05-13:20) - SADC Drama for Life Performance by Bonfire Theatre Company in collaboration with WITS Applied Theatre: A Conference Closure Session</p>			
13:20-15:35	<p>GROUP FORTEEN - PARALLEL SESSIONS</p>			
	<p>13:20-13:50 (30 min session) GROUP 14A</p>	<p>13:55-14:25 (30 min session) GROUP 14B</p>	<p>14:30-15:00 (30 min session) GROUP 14C</p>	<p>15:05-15:35 (30 min session) GROUP 14D</p>
ROOM 1	<p>Attenuation Equilibrium and Teacher Conceptual Ecological Interactions <i>Elaosi Vhurumku, Mathematics and Science Education, University of Witwatersrand, South Africa</i> Overview: It posits a theory on how the interactions of teacher conceptual ecological factors govern the translation or attenuation of beliefs into instructional practice. Stream: Curriculum and Pedagogy; Student Learning,</p>	<p>Ratio Analysis in Pictures: An Alternative to a written Company Analysis <i>Jean McCartney, School of Accounting, University of Western Sydney, Australia</i> Overview: A demonstration of how a creative approach to an assessment task can achieve student engagement, good learning outcomes and be easy and fun to mark. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Teaching Research and Statistics at Undergraduate Level: Lessons from Practice <i>Sumaya Laher, Psychology School of Human and Community Development, Michael Pitman, Nicky Israel, Psychology School of Human and Community Development, University of the Witwatersrand, South Africa</i> Overview: To address issues of learner diversity in teaching research and statistics in psychology we developed a basic maths program, workbooks and a tutorial system which are</p>	<p>Cooperative Group Learning and its Discontents <i>Dr. Ian Green, Researcher Education & Development Unit, University of Adelaide, Australia</i> Overview: This paper reviews the implementation of cooperative group learning in a first year university Linguistics course, pointing to a range of conditions required to make this learning mode more effective. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>

	<i>Learner Experiences, Learner Diversity</i>		discussed in this paper. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	
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ROOM 2	<p>Emotionality and Cognition: The Emotional Lives of Students Studying Online Dr. Mike Grenfell, School of Education Faculty of Education, Health and Science, Charles Darwin University, Australia Overview: This paper explores the emotional lives of students studying online. It deals with such issues as studying while pregnant, dealing with an unsupportive partner, managing ones learning, and changing identity.</p>	<p>In their own words: Research Students' Perceptions on Institutional Research Culture Dr. Dipane Hlalele, School of Education, University of the Free State, South Africa Overview: The article presents results of a quantitative study on research students' perceptions on institutional research culture Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Addressing Learning Challenges: Dual roles of Learners from Child Headed Households Ms Valencia Mabalane, Faculty of Education Studies, American Educational Studies Association, South Africa Overview: The paper outlines the day to day learning challenges and dual roles of learners from child headed households. It highlights the impact of these roles on their education and identity. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Realizing the Human Johann van der Merwe and Vikki du Preez, Cape Peninsula University of Technology Overview: This paper outlines a systemic model of education generating a specific ontology of knowing, resulting in a personal construct that can deal with any problem situation in the real world. Stream: Arts, Drama and Design</p>
ROOM 3	<p>The University of Witwatersrand and the German Technical Co-operation 90 Minute Colloquium Warren Nebe, WITS - GTZ, SADC Theatre for Life Project A project focusing on a multi-level response to HIV/AIDS in the SADC region. It focuses on drama and theatre in education, interactive theatre processes, theatre for development and drama therapy in school curricula, teacher'</p>		<p>Retirement Preparation among Public Servants: Lessons Learned for Facilitating the Transfer of Learning Linda Dimitra Rhea Marie Scourtoudis, Eric Sprott School of Business, The Leadership Network, Canada Overview: This study attempted to empirically investigate the retirement preparation, expectations, and perceptions of 2366 federal public servants</p>	

ROOM 4	<p>Effectiveness of Computer Assisted Laboratory Instructions: Learning Outcomes Analysis</p> <p>Salah Mahdi Abdulrasool, School of Computing and Engineering, University of Huddersfield, UK</p> <p>Overview: This paper describes Three different methods of effectiveness of computer assisted laboratory instructions for effective learning in mechanical engineering laboratory classes.</p> <p><i>Stream: Technology in</i></p>	<p>The Bottle Rocket Challenge: A Workshop Designing Simple Bottle Rockets and Launchers for the Elementary and Secondary School Classroom</p> <p>60 Minute Presentation</p> <p>Tino Aleman, <i>Cotchett School of Education, California Polytechnic at San Luis Obispo, USA</i></p> <p>Overview: This presentation describes the Bottle Rocket Challenge class --a project with third through eighth graders. Participants will construct a bottle rocket, build a bottle rocket launcher, and launch rockets.</p> <p><i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Using Ghanaian Local Languages as a Rich Resource for Teaching Reading to Ghanaian</p> <p>Yaw Sekyi-Baidoo, <i>Faculty of Languages Education, University of Education, Ghana</i></p> <p>Overview: An Appraisal of the Use of Local Languages as Effective Resources for the Teaching of Reading to Ghanaian Children.</p>
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ROOM 5	<p>A Theoretical Framework for e-Government service accessibility through Small and Micro Businesses (SMBs) Salah Kabanda, Department of Computer Science, University of Zululand, Tarirai Chani, University Of Zululand, Prof Mathew Adigun, Computer Science, University of Zululand, South Africa Overview: This paper proposes a framework that utilises deep rural Small and Micro Businesses to serve as an access point to government services and information needed by rural communities. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Student Resistance to Radical Feminist Ideologies Dr. Juliet Perumal, Wits School of Education, University of the Witwatersrand, South Africa Overview: Various postures of student resistance, which included students denying, discounting, distancing themselves from feminist teachers critique of gender and sexual orientation discrimination or expressing dismay at the patriarchal oppression. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>They Said We Were The Impossibles: How Regimes of Disciplinary Practice Create Resistance in a Desegregated South African School Jacqui Dornbrack, Applied Language Studies, Nelson Mandela Metropolitan University, Kerryn Dixon, Division of languages and Literacy Education, University of the Witwatersrand, South Africa, Overview: A Foucauldian reading of a case study that reveals how historical contexts influence current school disciplinary practices to produce racialised and gendered subject positions. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>	<p>Developing a Framework to Evaluate Training Programs Provided by Who: The Feasibility of Incorporating Social Justice, Cultural Competency and Return on Investment Dr. Joy Fraser, Centre for Nursing and Health Studies, Athabasca University, A. Mwansa Nkowane, Department of Human Resources for Health, World Health Organization, Canada Overview: The paper describes a study that examined training programs at WHO. The feasibility of incorporating indicators of return on investment, social justice and cultural competency was explored. <i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>Values and Values: Education as Experienced by South African Teachers Nazreen Dasoo, Department of Education Studies Faculty of Education, University of Johannesburg, South Africa Overview: Research into</p>	<p>Developing Learning Opportunities (Again?): Rhetoric and Reality Dr Malcolm Field, School of Media Architecture, Design Course, Future University, Japan Overview: Outcomes from a course for Design Technology and</p>	<p>The Promoting Multicultural Values through Music and Multimedia in the Italian Language Classroom Penelope Rae Johnstone, Language Division, Oatley Public School, Australia Overview: The purpose of this paper is to outline creative</p>	<p>A Research-Based Professional Development Model in Science Education Dr. James P. Barufaldi, Center for Science and Mathematics Education, The University of Texas at Austin, USA Overview: Discuss an emerging research-based</p>

	<p>South African teachers' experieinces of values and values education. <i>Stream: Teacher Training and Professional Development</i></p>	<p>Systems Architecture students, and the framework (infrastructure, theoretical paradigms, learning experiences, learning support, etc.) within which the course is situated are critiqued. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>ways in which multicultural values are promoted within the Italian language program at Oatley Public School. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>professional development model for inservice science education. Present a dynamic professional development system in relation to the work of Borko. <i>Stream: Teacher Training and Professional Development</i></p>
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ROOM 7	<p>Where are the Teachers Like Us? Increasing the Diversity of the Teaching Profession Dr. Anne Elizabeth Price, Division of Arts / School of Education, Murdoch University, Australia Overview: With increasing student diversity and a general shortage of teachers worldwide how can universities and regulatory authorities attract and retain enough teachers to meet changing global demographics? <i>Stream: Teacher Training and Professional Development</i></p>	<p>Pre-service Science Teachers Images of Self-as-Teacher Dale Lesley Gundry, Division of Maths and Science Education Wits School of Education, University of the Witwatersrand, South Africa Overview: This paper explores the images which pre-service science teachers have of themselves, and the origins and potential for change of these images. <i>Stream: Teacher Training and Professional Development</i></p>	<p>Establishing a Learning Environment through Invitational Education: An Exploratory Study in American and Hong Kong Inviting Schools Prof. Trudie Steyn, Further Teacher Education, University of South Africa, South Africa Overview: The study describes the perceptions of staff in America and Hong Kong inviting schools in implementing Invitational Education <i>Stream: Teacher Training and Professional Development</i></p>	<p>The Access Crisis in University Education in Kenya Prof. Ezra Maritim The secondary school enrollment in Kenya continues to grow and thus creating a situation where the demand for university education continues to exceed the supply.</p>
ROOM 8	<p>Supporting Dyslexic Nursing Students in Clinical Practice Dr. Jean White, Office of the Chief Nursing Officer, Welsh Assembly Government, UK Overview: Dyslexic nursing students have specific learning difficulties in practice. Response to these difficulties is individual and support needs</p>	<p>'Knowledge must take a Run through the Whole Body': Notes Concerning the Learning of Writing as Embodied Experience Ass. Prof. Eva Alerby, Department of Education, University of Technology, Sweden Overview: The aim of the paper is to illuminate, understand and discuss the meaning of the body in the learning process</p>	<p>Integrating ICT Into Remote Australian Indigenous Learning Contexts: Implementing Effective Pedagogy in Primary and Vocational Education Ruth Wallace, Charles Darwin University An analysis of research findings about implementing ICT in remote Australian Indigenous schools and vocational training.</p>	<p>Reexamining Developmental Theory, Best Practice and Evidence in Early Childhood Programs with Indigenous Populations: American Indian Perspectives Dr. Michael Niles, School of Social Work, Arizona State University, Overview: The concepts of best and evidenced-based practices, and child developmental theory in early childhood</p>

	<p>to be tailored to meet their needs.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>and the learning of writing as embodied experience.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>programs and their meaning for American Indian and other Indigenous populations children is presented.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
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ROOM 9	<p>Inquiry-Based Learning at Minnesota's University of St. Thomas Dr. Robert J. Werner, <i>Geography, University of St. Thomas, USA</i> Overview: Minnesota University of St. Thomas is engaged in a six-year effort to support Inquiry-Based Learning and faculty/student collaboration in undergraduate education. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>The Culture Shock of entering a Tertiary Institution Dr. Moyra Keane, <i>Academic Advisor Science Teaching and Learning Centre Faculty of Science, University of the Witwatersrand, South Africa</i> Overview: A research project with first year students give insights into their backgrounds, aspirations, values, learning styles and challenges they have on entering university. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Assessment and Teaching Science Moses Orwe Onyango, <i>Institute for Educational Development, The Aga Khan University, United Republic of Tanzania</i> Overview: Current assessment practice has a backwash effect on the science curriculum and does little to enhance students understanding. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Peer Engagement and Learning of Democracy Jan Grannas, <i>Department of Education and Psychology, University of Gavle, Sweden</i> Overview: This paper use negotiation theories to translate young people's experiences of interaction and organizing of peer groups into an understanding of what meanings they hold for their learning of democracy. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>
ROOM 10	<p>Understanding and Responding to Specific Learning Styles: What makes a Difference? Dr. June Pym, <i>Academic Development Programme, University of Cape Town, South Africa</i> Overview: Some students in the Commerce Academic Development Programme are defying odds in their competencies and results. This case study will examine aspects that contribute toward facilitating their varying learning styles.</p>	<p>"So Enough about me what do you think about me?": Teachers Eclipsing Student Identities Dr. Adrienne Dixon, <i>School of Teaching and Learning, The Ohio State University, Prof. Kenneth James Fasching-Varner, <i>Ralph C. Wilson School of Education Department of Special Education, St. John Fisher College, USA</i> Overview: Focus of this presentation is on urban students perceptions of and experiences in middle-school.</i></p>	<p>Re-Imagining Educational Reform and Curriculum Redesign for a Changing World Dr. Nndowiseni Anniekie Ravhudzulo, <i>Institute for Curriculum and Learning Development, South Africa</i> Overview: Support during curriculum and course development and delivery will be the crux of the discussion. Services should be driven by a vision and have the support of the institutions management. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner</i></p>	<p>RASA Professor Lydia Abel Chairman of Reading Association of South Africa Overview: A short presentation on RASA's role in South Africa for a range of reading professionals, academics, teachers and activists to engage in literacy matters. <i>Stream: Literacy, Language, Multiliteracies, Language Education and Second Language Learning</i></p>

	<p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Highly-racialized exchanges around literacy materials, serve as gate-keeping mechanisms to deny these urban students literacy/school success.</p> <p><i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p><i>Experiences, Learner Diversity</i></p>	
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ROOM 11	<p>Using Narrative Analysis to Explore the Student Learning Experience: A Paradigmatic Case Study Dr. Delia Marshall, <i>Department of Physics, University of the Western Cape, Dr. Jenni Case,</i> <i>Department of Chemical Engineering, University of Cape Town, South Africa</i></p> <p>Overview: The narrative presented here emerged as a paradigmatic case from a series of interviews with engineering students. The analysis interrogates some of the common discourses around disadvantage and development. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>The Development of Inventory for Emotional Intelligence of Adolescent Dr. Farn-Shing Chen, <i>Department of Industrial Education & Technology, Ying-Ming Lin,</i> <i>Department of Industrial Education and Technology,, Chia-An Tu,</i> <i>Department of Industrial Education and Technology, National Changhua University of Education, Taiwan</i></p> <p>Overview: The purpose of this study was based on the previous literature and extant questionnaire sample, to develop the emotional intelligence inventory for adolescent in Taiwan. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Students' Learning Difficulties with Volumes of Solids of Revolutions Batseba Mofolo, <i>Mathematics Department Science Faculty, University of Johannesburg, South Africa</i></p> <p>Overview: When students learn volumes of solids of revolutions, they prefer to learn algebraically or visually, hence enabling or serving as a blockage for successful learning. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>	<p>Culture and HIV/AIDS in South African Public School Uchenna Beatrice Amadi-Ihunwo, Ass. Prof. Braham Fleisch, University of Witwatersrand.</p> <p>HIV/AIDS has a disproportionate effect on the public schools' communities despite their moderate knowledge of the epidemic.</p>
ROOM 12	<p>Opportunities to Learn Science in a Bilingual Classrooms in South Africa: Digging Beneath the Surface of the TIMSS Results Margaret Joan Probyn, <i>Institute for the Study of English in Africa, Rhodes</i></p>	<p>The Deaf Learner: Multiple Perspectives 90 Minute Colloquium Dr. Claudine Storbeck, <i>Centre for Deaf Studies, Lucas Magonswa, University of Witwatersrand, Guy Mcilroy,</i> <i>Deaf Education, Wits University, Helen Morgans,</i> <i>University of Witwatersrand, Ingrid Parkin,</i> <i>Fulton School for the Deaf, University of the Witwatersrand, South Africa</i></p> <p>Overview: This colloquium will focus on how Deaf learners teach and learn and key areas of focus for learning from multiple perspectives. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i></p>		

	<p>University, South Africa Overview: A video study of the classroom practice of Grade 8 science teachers in South Africa, where the medium of instruction is English while the learners home language is Xhosa. Stream: Curriculum and Pedagogy;</p>	
ROOM 13	<p>Using the Mendacious to Teach Children the Ideal: The Limits of Taboos in Primordial Didacticism Busuyi Mekusi, Discipline of African Literature, University of the Witwatersrand, South Africa Overview: This paper therefore examines the use of taboos in teaching children in some pre-literate societies found within the Yoruba cosmos. Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>	<p>Every Voice Counts: Re-mapping Young People's Participation through Visual Methodologies in the Age of AIDS 90 Minute Colloquium Teresa Wilson, McGill University, Canada, Relebohile Moletsane, Faculty of Education, UKZN, Dr. Jean Stuart, Centre for Visual Methodologies for Social Change, Naydene de Lange, University of KwaZulu Natal, South Africa, Claudia Mitchell, Faculty of Education, McGill University, Canada Overview: We are proposing a panel made up of 3 papers that are all related to addressing the voices of youth in relation to HIV and AIDS in rural South Africa Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</p>
ROOM 14	<p>The Creative Dialogue Space: Curriculum Development and Review Dialogues and Assisted Articulation of Principles to Support International Collaborations 60 Minute Presentation Mark Schofield, Edge Hill University, Prof. Gerrie Jacobs, Lizette Hollander, University of Johannesburg, Melanie Jacobs, Faculty of Science, Dr. Riette Smith, University of Johannesburg, South Africa</p>	<p>The Leader as Coach: Becoming an Inspirational Leader 60 Minute Presentation Dr. Mark Rittenberg, Business School, University of California, South Africa Overview: What is the power of presence in Leadership? This workshop introduces participants to an innovative approach to leadership training based on theater as heightened communication. Stream: Literacy, Language,</p>

	<p>Overview: Participants will explore experiences of design for Outcomes Based Education in SA with UK partners. This will include elicitation of good practices in "re-curriculation" and principles for successful international collaboration.</p> <p>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Multiliteracies; Languages Education and Second Language Learning</p>
ROOM 15	<p>GARDEN CONVERSATION SESSION- LIZANNE DE STEFANO</p>	<p>GARDEN CONVERSATION SESSION- THREE CONTINENTS RESEARCH TEAM</p>
15:35-15:50	<p>COFFEE BREAK</p>	
15:50-16:55	<p>GROUP FIFTEEN - PARALLEL SESSIONS</p>	
	<p>15:50-16:20 (30 min session) GROUP 15A</p>	<p>16:25-16:55 (30 min session) GROUP 15A</p>
ROOM 1	<p>Preparing Students for International Social Work <i>Prof. Peter Simbi, Stephen F Austin State University, Prof. Emmerentie Oliphant, School of Social Work, Stephen F. Austin State University, USA</i> Overview: This paper is concerned with the skills social work students need to prepare them for international social work. These skills are not well clarified and the paper will conceptualise it. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	<p>Continuing Professional Development: Effective Learning vs. Effective Delivery <i>Charmaine Broodryk, Professional Services, New Clicks South Africa, South Africa</i> Overview: This paper emphasizes the value of an appropriate evaluation strategy in the design of CPD Programmes, to measure, effectively, the benefits of learning, both for employer and employee Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>
ROOM 2	<p>Empowering Identities: Investigating an English Teachers Study Group <i>Elsbeth Kempe, Applied English Language Studies, University of Witwatersrand, South Africa</i> Overview: An investigation of a teacher/learner study group which became a Pedagogic Safe House, empowering the group members as both teachers and learners. Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</p>	
ROOM 3	<p>Charting Time and Space: Multi-Site Theater Education via Computer Mediation 60 Minute Presentation <i>Jody John Ramey, Portland State University, USA</i> Overview: Brief lecture-demonstration and interactive workshop demonstrating efficient usage of the internet to expand inclusive theater and cultural education for people with and without disabilities Stream: Creative Arts and Learning</p>	
ROOM 4	<p>Young People and Digital Literacies in Marginal Contexts: A South African Perspective <i>Dr. Mastin Prinsloo, School of</i></p>	<p>Bullying Among Female Elementary Students With and Without Learning Disabilities: A Comparison <i>Dr. Poonam Dev, School of</i></p>

	<p><i>Education, University of Cape Town, South Africa</i></p> <p>Overview: How are uses of the new media socially shaped by local configurations in marginal settings?</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p><i>Education, Nazareth College of Rochester, USA</i></p> <p>Overview: Data from this study yielded results similar to others where students with learning disabilities were found to be bullied more frequently than those without.</p> <p><i>Stream: Special Education, Learning Difficulties, Disability</i></p>
ROOM 5	<p>Content of Literacy Programmes Versus Information Needs of Identified Communities in South Africa: A Case Study</p> <p>Me. Suzan Sophie Thembekwayo, <i>Faculty of Humanities, Department of Afrikaans Media and Culture, South Africa</i></p> <p>Overview: Content of the three selected literacy materials were used to determine the relevance of the contents to the needs of the identified two predominantly Afrikaans communities of Onverwacht and Damonsville.</p> <p><i>Stream: Adult, Vocational, Tertiary and Professional Learning</i></p>	<p>Trials, Tribulations and Triumphs of Migrant Teachers' Work</p> <p>Dr. Sadhana Manik, <i>School of Educational Studies, University of Kwa Zulu Natal, South Africa</i></p> <p>Overview: This article examines what constitutes the trials, Tribulations and Triumphs of Teachers' work in South Africa and the United Kingdom through the lens of migrant teachers</p> <p><i>Stream: Equity, Social Justice and Social Change; Community, Culture, Globalisation</i></p>
ROOM 6	<p>Learning and Forgetting: The Use of Languages in the Diaspora</p> <p>Dr. Giasuma Kamuangu</p> <p>This paper explores the ways in which immigrant children in four DRC families living in South Africa learn languages in the diaspora and how they come to forget others.</p>	

ROOM 7	<p>Teaching Science in the 21st century <i>Dr. Kathija Adam, College of Education, Zayed University, United Arab Emirates</i> Overview: Teaching science in the 21st century requires not only content but process skills. In addition, science content can be used to enhance language proficiency in EFL learners. <i>Stream: Teacher Training and Professional Development</i></p>	<p>Professionalism of Teachers in Africa for Capacity Building Towards the Achievement of Basic Education: Challenges and Obstacles for Introspection <i>Dr. Nana Adu-Pipim Boaduo FRC, Faculty of Education Department of Languages and Social Sciences Education., University of Botswana, Saline Monicah Babitseng Boaduo, Ministry of Education, Botswana</i> Overview: The paper sketches the theoretical orientations of professions and connects that to the need to professionalise teaching in Africa to give the recognition teachers deserve as professionals. <i>Stream: Teacher Training and Professional Development</i></p>
ROOM 8	<p>The Innovation of Physics Teacher Training at the Palacky University <i>Dr. Renata Holubova, Department of Experimental Physics Science Faculty, Palacky University, Czech Republic</i> Overview: A new model of teacher educational programme came into live. What are the initial data and the method of realization? <i>Stream: Teacher Training and Professional Development</i></p>	<p>From Recruitment to Certification of Primary Maths Teachers: Teachers Action Relevant Knowledge for Teaching Mathematics <i>Mike Mhlolo, Marang Centre for Mathematics & Science Education, University of the Witwatersrand, South Africa</i> Overview: How do professional development activities in Teacher Training Colleges take into account the complexities of teaching Mathematics. <i>Stream: Teacher Training and Professional Development</i></p>
ROOM 9	<p>Demystifying Disability and Social Inclusion in a Technological World: Carmen's Story <i>Dr Leila Kajee, University of the Witwatersrand, South Africa</i> Overview: The paper reports on how the only blind participant among a group of sighted participants positions herself and engages with the technological discourses of a network-based university English course. <i>Stream: Technology in Learning; Maths, Science and Technology Learning</i></p>	<p>Improvisational Teaching for Developmental Learning <i>Christine Helm, Continuing and Professional Studies, Fashion Institute of Technology / State University of New York, USA</i> Overview: Improvisational teaching is emergent and collectively created with students. Because students are creators and changers not passive recipients of knowledge, developmental learning takes place. <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i></p>
ROOM 10	<p>Gains and Losses: Changes in Representation, Knowledge and Pedagogy in Learning Resources <i>Dr. Jeff Bezemer, School of Culture, Language and Communication, Institute of Education, University of London, UK</i> Overview: This paper sketches the contours of a social semiotic account of historical changes in graphic representation in school</p>	<p>Profiling White Bilinguals (English or Afrikaans / isiXhosa) Living in the Eastern Cape, South Africa: A Preliminary Exploration <i>Elizabeth Katherine Botha, School of Initial Teacher Education Faculty of Education, University of Fort Hare, South Africa</i> Overview: Research profiling a group of white South Africans from the Eastern Cape fluent in isiXhosa, describing how they</p>

	textbooks, notably the increasing centrality of image, and its implications for learning. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i>	learned isiXhosa, when, with whom they use it, and for what purposes. <i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i>
ROOM 11	Underprivileged Students Motivation for Higher Academic Pursuit: A challenge for South African Higher Educational Institutions Tarirai Chani , Computer Science, University Of Zululand, Salah Kabanda , Department of Computer Science, University of Zululand, Prof Matthew Adigun , South Africa Overview: This paper outlines factors influencing South African black students lack of academic aspirations and further proposes recommendations for mitigating outlined factors. <i>Stream: Educational Leadership and Management</i>	Demystifying the Existence of Gay and Lesbian Sociolects to Challenge Essentialist Ideas In An Educational Setting Tracey Lee McCormick , Applied Communicative Skills, University of Johannesburg, South Africa Overview: The paper considers the educational significance of demystifying a sociolect and how it could develop awareness not only of gay and lesbian issues. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
ROOM 12	The Efficacy of QAR on Students' Achievement and Conceptual Change in Science Dr. Foluso Okebukola , Faculty of Education Department of Curriculum Studies, Lagos State University, Nigeria Overview: The study determined the effects of QAR on students' achievement and conceptual change in science. <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>	Black Waves of Running, Squealing Rats Swept Against our Legs: Literary Texts as a Stimulus for Learners' Writing Josephine Allais , South Africa Overview: A reflective account of an approach to teaching writing (composition) in which literary passages provide both a stimulus and a 'model.' <i>Stream: Curriculum and Pedagogy; Student Learning, Learner Experiences, Learner Diversity</i>
ROOM 13	Best Practice in Teaching Advanced Research Skills to Social Work Students: Lessons from a Training Institution Dr. Willem Roestenburg , Department of Social Work Faculty of Humanities, University of Johannesburg, South Africa Overview: Presentation of a complex but simple format for teaching research skills, from proposal to data analysis to reporting to students who are not mathematically inclined <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i>	A Study on the Collaborative Development of Continuing Education Among Universities in the Greater China Region Prof. Aliana Man Wai Leong , School of Continuing Studies, Macau University of Science and Technology, China Overview: This study investigates the collaborative development of continuing education among universities in the Greater China region (including Mainland China, Hong Kong, Macao and Taiwan). <i>Stream: Adult, Vocational, Tertiary and Professional Learning</i>
ROOM 14	Helping Students Cope with the Threat of a Power Language: A Study of Student Beliefs and the Linguistic Power Struggle in Puerto Rico's Universities Victor R. Quiñones Guerra , Department of International & Transcultural Studies, Teachers College, Columbia University, USA	Teaching Poetry in High School: A Discourse Analysis of Multimodality in Learning Materials Nicola Pallitt , Centre for Film and Media Studies Media Tutor, University of Cape Town (UCT), South Africa Overview: English teachers' multimodal approaches to teaching

	<p>Overview: This study depicts how students language beliefs function as barriers to learning a power language. It provides alternatives for students to negotiate between languages to access social and economic development.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>poetry. Encouraging a variety of semiotic modes may have the potential to create a wider interpretive space for learners.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>
ROOM 15	<p>Indigenous Literacy in Mexico: Critical Issues About the Second Language Learning</p> <p>Sara Elena Mendoza Ortega, Academic Direction, National Institute for Adult Education (INEA), Mexico</p> <p>Overview: The paper presents and discusses theoretically and practically, the proposal and critical aspects of learning of the Spanish as second language in a literacy program for indigenous adults in Mexico.</p> <p><i>Stream: Literacy, Language, Multiliteracies; Languages Education and Second Language Learning</i></p>	<p>Learning about Argument through Online Discussion in a Second Year Economics Module</p> <p>Pia Lamberti and Arnold Wentzel</p> <p>In this presentation we discuss the value of the online discussion component of a module on International Trade for the development of students' ability to write argument in Economics.</p>
16:55-17:15	CLOSING SESSION	