

XVI Annual International Conference of the Bulgarian Comparative Education Society (BCES)

Conference Theme:

Education in Modern Society

PROGRAM & ABSTRACTS

Golden Sands, Varna, Bulgaria, 11 - 15 June 2018

Hotel  Lilia

Conference Chairs

BCES Conference Chair: Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria

BCES Assistant Conference Chair: Dr. Teodora Genova, University of Library Studies and Information Technologies, Bulgaria

Keynote Speakers

Keynote Presentation 1

Prof. Dr. Hennie Steyn, North-West University, Potchefstroom, South Africa

Dr. Deon Vos, North-West University, Potchefstroom, South Africa

Dr. Louw de Beer, North-West University, Potchefstroom, South Africa

Keynote Presentation 2

Ms Angela Rodel, Executive Director, Bulgarian-American Fulbright Commission for Educational Exchange, USA

Keynote Presentation 3

Prof. Dr. Nicholas Sun-keung Pang, The Chinese University of Hong Kong, China

Keynote Presentation 4

Dr. Paulína Koršňáková, International Association for the Evaluation of Educational Achievement (IEA), Netherlands

Thematic Sections

1. Comparative and International Education & History of Education

Section Chair: Prof. Dr. Charl Wolhuter, North-West University, Potchefstroom, South Africa

2. Teacher Education

Section Chair: Prof. Dr. Juliana Maria Smith, University of the Western Cape, South Africa

3. Education Policy, Reforms & School Leadership

Section Chair: Dr. Gillian L. S. Hilton, Middlesex University, London, United Kingdom

4. Higher Education, Lifelong Learning & Social Inclusion

Section Chair: Prof. Dr. James Ogunleye, University of West of Scotland London Campus & Academy of Innovation, London, United Kingdom

5. Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, QAHE in Partnership with Ulster, Northumbria, Roehampton & Middlesex Universities, United Kingdom & Ireland

6. Research Education & Research Practice

Section Chair: Dr. Ewelina Niemczyk, North-West University, Potchefstroom, South Africa

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PROGRAM

Conference Overall Program

Location of Conference Halls

Galatea Hall: Lilia Hotel, Basement Floor (Floor -1)

Kassiopea Hall: Lilia Hotel, Ground Floor (Floor 0)

Monday, 11 June 2018

12:00 – 18:00	Registration Lilia Hotel
12:00 – 14:00	Lunch Lilia Hotel, Restaurant
17:00 – 18:00	Continuous Professional Development Workshop James Ogunleye Two Years to the End of Horizon 2020 Grants Call: How You Can Boost Your Chances of Success Galatea Hall
18:00 – 18:30	Opening Galatea Hall
18:30 – 19:30	Keynote Presentation 1 Galatea Hall
19:30 – 22:00	Dinner Lilia Hotel, Restaurant

Tuesday, 12 June 2018

09:00 – 11:00	Thematic Section 1 Galatea Hall	Thematic Section 2 Kassiopea Hall
11:00 – 11:30	Coffee / tea break	
11:30 – 13:00	Thematic Section 1 Galatea Hall	Thematic Section 2 Kassiopea Hall
13:00 – 14:00	Lunch Lilia Hotel, Restaurant	
14:00 – 15:30	Thematic Section 1 Galatea Hall	Thematic Section 2 Kassiopea Hall
15:30 – 16:00	Coffee / tea break	
16:00 – 17:30	Thematic Section 1 Galatea Hall	Thematic Section 2 Kassiopea Hall
17:30 – 18:30	Keynote Presentation 2 Galatea Hall	
19:00 – 21:00	Dinner Lilia Hotel, Restaurant	


Wednesday, 13 June 2018

09:00 – 11:00	Thematic Section 3 Galatea Hall	Thematic Section 4 Kassiopea Hall
11:00 – 11:30	Coffee / tea break	
11:30 – 13:00	Thematic Section 3 Galatea Hall	Thematic Section 4 Kassiopea Hall
13:00 – 14:00	Lunch Lilia Hotel, Restaurant	
14:00 – 15:30	Thematic Section 3 Galatea Hall	
15:30 – 16:00	Coffee / tea break	
16:00 – 17:30		
17:30 – 18:30	Keynote Presentation 3 Galatea Hall	
19:00 – 21:00	Dinner Lilia Hotel, Restaurant	

Thursday, 14 June 2018

09:00 – 11:00	Thematic Section 5 Kassiopea Hall	Thematic Section 6 Galatea Hall
11:00 – 11:30	Coffee / tea break	
11:30 – 13:00	Thematic Section 5 Kassiopea Hall	Thematic Section 6 Galatea Hall
13:00 – 14:00	Lunch Lilia Hotel, Restaurant	
14:00 – 15:30		Thematic Section 6 Galatea Hall
15:30 – 16:00	Coffee / tea break	
16:00 – 17:30		Thematic Section 6 Galatea Hall
17:30 – 18:30	Keynote Presentation 4 Galatea Hall	
19:00 – 21:00	Dinner Lilia Hotel, Restaurant	

Friday, 15 June 2018

09:30 – 11:00	2018 Edition of the Special International Roundtable on Higher Education, Lifelong Learning & Social Inclusion Galatea Hall	
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	Conference Closing Galatea Hall	
12:00 – 13:00	Lunch Lilia Hotel, Restaurant	
13:00 – 18:00	Cultural Tour to Aladzha Monastery and Varna Archaeological Museum	
19:00 – 21:00	Dinner Lilia Hotel, Restaurant	



Common Photo

Tuesday, 12 June 2018

11:00

Lilia Hotel, East-Outside Stairs

Keynote Presentations

Lilia Hotel, Galatea Hall

Date	Time	Name(s) Title of Presentation
11 June 2018	18:30 – 19:30	Keynote Presentation 1 Hennie Steyn, Deon Vos & Louw de Beer Education in Modern Society
12 June 2018	17:30 – 18:30	Keynote Presentation 2 Angela Rodel The Role of International Educational Exchange in an Increasingly Globalized and Digitalized World
13 June 2018	17:30 – 18:30	Keynote Presentation 3 Nicholas Sun-keung Pang The Belt-Road Initiative: Redefining Globalization and Educational Opportunities
14 June 2018	17:30 – 18:30	Keynote Presentation 4 Paulína Koršňáková Progress In Reading Literacy Study (PIRLS) – Laying the Foundations for Future

Thematic Section 1: Comparative and International Education & History of Education

Section Chair: Prof. Dr. Charl Wolhuter, South Africa

Tuesday, 12 June 2018

Lilia Hotel, Galatea Hall

Time	#	Name(s) Title of Presentation
09:00 – 09:30	1.1	Charl Wolhuter <i>Modern</i> as Contested Concept in Comparative and International Education
09:30 – 10:00	1.2	Johannes L van der Walt The Birth of a “New” Theory of Education and Its Application in Comparative Education Studies
10:00 – 10:30	1.3	Ferdinand J Potgieter “CHAT”-ting up Anatheism in Search of Authentic and Credible Religious Memories
10:30 – 11:00	1.4	Lynette Jacobs Reflecting on a University Partnership Project in Underprivileged South African Schools
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	1.5	Makhabbat Kenzhegaliyeva German Dual System: A Model for Kazakhstan?
12:00 – 12:30	1.6	Nikolay Popov Main Trends in the Reforms of School Structures in Europe
12:30 – 13:00	1.7	Mashraky Mustary Comparative Analysis of Educational Systems in Japan and Bangladesh
13:00 – 14:00	Lunch	
14:00 – 14:30	1.8	Peter L. Schneller, Jenna Kennedy, Jessica Kennedy & Zackery Metz The Road to Recovery from Alcoholism and Addiction: Retribution or Restoration? [Presenter: Peter L. Schneller]
14:30 – 15:00	1.9	Ricardo Lozano & Joanne Antrim Nationality and Culture as Factors Influencing Creativity Levels in Candidate Teachers: A Comparative Study between the United States and Turkey
15:00 – 15:30	1.10	Marco Aurelio Navarro-Leal & Juan Manuel Salinas-Escandón Teachers and Education for Global Citizenship in a Mexican University [Presenter: Marco Aurelio Navarro-Leal]
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	1.11	Matshediso Rebecca Modise Pedagogical Leadership in Early Childhood Development: A Means for Quality Practices through Professional Training
16:30 – 17:00	1.12	Amanda S Potgieter Understanding Student Transition to University: Comparing Staff Expectations and Perceptions across Campus

Thematic Section 2: Teacher Education

Section Chair: Prof. Dr. Juliana Maria Smith, South Africa

Tuesday, 12 June 2018

Lilia Hotel, Kassiopea Hall

Time	#	Name(s) Title of Presentation
09:00 – 09:30	2.1	Gawie Schlebusch Collaborative Leadership and Sustained Learner Academic Performance at Secondary Schools: A Blaming Game?
09:30 – 10:00	2.2	Luzaan Schlebusch & AM Rambuda An Exploration of Grades 10 – 12 Computer Applications Technology Teachers' Computational Thinking Skills in the Free State Province, South Africa [Presenter: Luzaan Schlebusch]
10:00 – 10:30	2.3	Jean Simon & Laura Henriette Analysis of the Activity of Preservice Teachers and Trainers on an ePortfolio Platform [Presenter: Jean Simon]
10:30 – 11:00	2.4	Emma Barnett, Boitumelo Moreeng & Mosia Moeketsi A Response to the Teacher Education Policy for Initial Teacher Education: a South African perspective [Presenter: Emma Barnett]
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	2.5	Juliana Maria Smith Challenges and Opportunities of Professional Development in Teacher Education at a South African University in a Pre- and Post-Democratic Era
12:00 – 12:30	2.6	Noella Piquette, Katherine Haight, Olu Owasaga & Chrysta Bell Educating Students and Teachers about Tobacco Prevention: Knowledge to Change [Presenter: Noella Piquette]
12:30 – 13:00	2.7	Moldir Ablayeva The Role of Professional Development in Improving Secondary School Teachers' Practices in Kazakhstan
13:00 – 14:00	Lunch	
14:00 – 14:30	2.8	Edina Kovács The Effects of Gender on the Teachers' Competences and Effectiveness
14:30 – 15:00	2.9	Bussabamintra Chaluisaeng Direct Results of Transition from a Thai Public University to an Autonomous University for Lecturers and Learners
15:00 – 15:30	2.10	Ungsinun Intarakamhang Evaluation of Probationary Performance of Thai Government Officials
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	2.11	Ujsara Prasertsin, Ungsinun Intarakamhang & Kamontip Srihaset Development of Elements and Indicators of Desirable Characteristics of Being a Good Person for Primary and Secondary School Students [Presenter: Ujsara Prasertsin]
16:30 – 17:00	2.12	Wichuda Kijorntham A Causal Relationship Model between Media, Social Support, Attitude towards English Language, and English Learning Outcomes in Thai Schools

Thematic Section 3: Education Policy, Reforms & School Leadership

Section Chair: Dr. Gillian L. S. Hilton, United Kingdom

Wednesday, 13 June 2018

Lilia Hotel, Galatea Hall

Time	#	Name(s) Title of Presentation
09:00 – 09:30	3.1	Erika Kruger A Grounded Theory of ECD Principals' Self-Care and Workplace Wellness-Promotion Practices
09:30 – 10:00	3.2	Claudio-Rafael Vasquez-Martinez et al. Reflections on Educational Reforms in Latin America
10:00 – 10:30	3.3	Konstantinos G. Karras Leadership, Educational Policies and the Role of Modern Teacher: Theoretical Approaches and International Experiences
10:30 – 11:00	3.4	Vimbi P. Mahlangu Pertinent Leadership and Governance Challenges Facing Schools in South Africa

11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	3.5	Rimantas Želvys, Dovilė Stumbrienė & Audronė Jakaitienė Re-Contextualization of Effectiveness and Efficiency in Post-Socialist Education [Presenter: Rimantas Želvys]
12:00 – 12:30	3.6	Gillian L. S. Hilton Thinking ‘Outside of the Box’ in Modern Education Systems: Working across Cultural and Language Boundaries with Student Teachers in Lithuania
12:30 – 13:00	3.7	Ruth Roux Mexican Basic Education Teachers’ Views on Evaluation and Professional Development in a Climate of Reform
13:00 – 14:00	Lunch	
14:00 – 14:30	3.8	Neli Koleva & Maya Stoyanova-Warner ‘A New Way for New Talents in Teaching’ or the Impact of Targeted Recruitment, Rigorous Selection, Innovative Training, and Ongoing Professional Support on Beginner Teachers’ Performance [Presenter: Maya Stoyanova-Warner]

Thematic Section 4: Higher Education, Lifelong Learning & Social Inclusion

Section Chair: Prof. Dr. James Ogunleye, United Kingdom

Wednesday, 13 June 2018

Lilia Hotel, Kassiopea Hall

Time	#	Name(s) Title of Presentation
09:00 – 09:30	4.1	Peter Fenrich, Tim Carson & Mark Overgaard Comparing Traditional Learning Materials with Those Created with Instructional Design and Universal Design for Learning Attributes: The Students’ Perspective [Presenter: Peter Fenrich]
09:30 – 10:00	4.2	Sonya Corbin Dwyer “My Future Will Be More Positive”: Personal Impact of an Undergraduate Positive Psychology Course
10:00 – 10:30	4.3	Gordana Stankovska, Dimitar Dimitrovski, Slagana Angelkoska, Zebide Ibraimi & Valbona Uka Emotional Intelligence, Test Anxiety and Academic Stress among University Students [Presenter: Gordana Stankovska]
10:30 – 11:00	4.4	Anna Mankowska Studying Abroad: A Case Study of Chinese International Mobility
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	4.5	Kanishka Bedi Promoting Peace Education in Modern Society Globally
12:00 – 12:30	4.6	Elei Green Igbogi & Gertrude Shotte Niger Delta Oil Crisis: Can Higher Education Help to Address this Crisis?
12:30 – 13:00	4.7	James Ogunleye Composition of Research Income in UK Higher Education: The Case of Post-1992 Universities in Scotland
13:00 – 14:00	Lunch	
14:00 – 14:30	4.8	Nicholas Lebopa & Vusi Mncube The Dynamics of Implementing Inclusive Education in Schools [Presenter: Vusi Mncube]

2018 Edition of the Special International Roundtable on Higher Education, Lifelong Learning & Social Inclusion

Moderator: Prof. Dr. James Ogunleye, United Kingdom

Friday, 15 June 2018

Lilia Hotel, Galatea Hall

09:30 – 11:00	A panel discussion on significant issues and matters arising from presentations on the Higher Education, Lifelong Learning & Social Inclusion themes Looking Forward: significant issues for future comparative research or ‘where we go from here’
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Thematic Section 5: Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, United Kingdom

Thursday, 14 June 2018

Lilia Hotel, Kassiopea Hall

Time	#	Name(s) Title of Presentation
09:00 – 09:30	5.1	Sharon Thabo Mampane Exploring the Practice of In Loco Parentis in Public Schools
09:30 – 10:00	5.2	Queen Chioma Nworgu & Elizabeth Achinewhu-Nworgu Cultural Challenges Facing Teachers Working with International Students – A Case Study of QAHE
10:00 – 10:30	5.3	Zoltán Rónay Centralizations and Autonomies: The Delimitation of Education by the Hungarian Government
10:30 – 11:00	5.4	Omokaro Obire State of Modern Education in Nigeria
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	5.5	Elizabeth Achinewhu-Nworgu An Overview of Integrating Arts and Creative Practices to a Business Programme: QAHE in Partnership with Ulster & Northumbria Universities
12:00 – 12:30	5.6	Tebogo Jillian Mampane School Heads of Department's Role in Ensuring Teacher Professional Development in Mathematics: The South African Context

Thematic Section 6: Research Education & Research Practice

Section Chair: Dr. Ewelina Niemczyk, South Africa

Thursday, 14 June 2018

Lilia Hotel, Galatea Hall

Time	#	Name(s) Title of Presentation
09:00 – 09:30	6.1	Ewelina Kinga Niemczyk Fostering Identity Making of Globally Competent Researchers
09:30 – 10:00	6.2	JP Rossouw Obsessive Research Drives: A Perspective of a South African Research Manager
10:00 – 10:30	6.3	Attie Engelbrecht The BRICS Organization and the Education Aims of South Africa: A Comparative Study
10:30 – 11:00	6.4	Matthew A. Witenstein, Subroto Dey, Savitha Suresh, Anupama Mahajan & Shivali Tukdeo Moving Beyond the Binary: Engaging in Dialogical Spaces to Derive Methodology in Comparative and International Education [Presenter: Matthew A. Witenstein]
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	6.5	Gertrude Shotte Case Study Research: A Conundrum or a Convenience?
12:00 – 12:30	6.6	Nadine Fouché The Link between Language of Learning and Teaching and Poor Reading Performance
12:30 – 13:00	6.7	Elize Vos Reading Development as a Necessity within an Education System
13:00 – 14:00	Lunch	
14:00 – 14:30	6.8	Jutta Ecarius Wellbeing of Adolescents as a Requirement for Education in Late Modernity
14:30 – 15:00	6.9	Louw de Beer A Comparative Study of the Nature and Role of Education Governance in the Education Systems of the BRICS Countries at National and Provincial Level
15:00 – 15:30	6.10	Deon Vos A Comparative Study of the Nature and Role of Education Governance in the Education Systems of the BRICS Countries at Micro Level
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	6.11	Louise Postma Analyzing Discursive Interactions of South African Academics in an Online Forum through Young's Communicative Model
16:30 – 17:00	6.12	Svetlana Ganina Supporting a Self-Directed Research Paper Writer [Poster Presentation]

List of Participants in the XVI BCES Annual International Conference

Name	Title, Degree	Institution, Country	Section
Amanda S. Potgieter	M.Ed.	North-West University, South Africa	1
Angela Rodel	Ms.	Bulgarian-American Fulbright Commission for Educational Exchange, USA	K 2
Anna Mankowska	Dr.	Adam Mickiewicz University in Poznań, Poland	4
Attie Engelbrecht	Mr.	North-West University, South Africa	6
Barbara Drinck	Prof. Dr.	Leipzig University, Germany	6
Bussabamintra Chalauisaeng	Dr.	Khon Kaen Univeristy, Thailand	2
Charity Wuche	Mrs., Nurse	West London University, United Kingdom	5
Charl Wolhuter	Prof. Dr.	North-West University, South Africa	1
Claudio-Rafael Vasquez-Martinez	Prof. Dr.	Universidad de Guadalajara, México	3
Deon Vos	Dr.	North-West University, South Africa	K 1 & S 6
Edina Kovács	Ms.	University of Debrecen, Hungary	2
Elei Green Igbogi	Dr.	Nigerian Maritime Administration and Safety Agency	4
Elizabeth Achinewhu-Nworgu	Dr.	QAHE in Partnership with Ulster, Northumbria, Roehampton & Middlesex Universities UK & Ireland	5
Elize Vos	Dr.	North-West University, South Africa	6
Emma Barnett	Dr.	Sol Plaatje University, South Africa	2
Erika Kruger	M.Phil.	University of the Free State, South Africa	3
Ewelina Kinga Niemczyk	Dr.	North-West University, South Africa	6
Ferdinand Jacobus Potgieter	Prof. Dr.	North-West University, South Africa	1
Gawie Schlebusch	Prof. Dr.	Central University of Technology, South Africa	2
Gertrude Shotte	Dr.	Middlesex University, United Kingdom	6
Gillian Hilton	Dr.	Middlesex University London, United Kingdom	3
Gordana Stankovska	Prof. Dr.	University of Tetova, Republic of Macedonia	4
Hennie Steyn	Prof. Dr.	North-West University, South Africa	K 1
James Ogunleye	Prof. Dr.	University of West of Scotland London Campus & Academy of Innovation, London, United Kingdom	4
Jean Simon	Dr.	Université de la Réunion, France	2
Joanne Antrim	Assoc. Prof. Dr.	Concordia University Texas, USA	1
Johannes L van der Walt	Prof. Dr.	North-West University, South Africa	1
John Ieronimakis	Dr.	University of Crete, Greece	1
JP Rossouw	Prof. Dr.	North West University, South Africa	6
Juliana Maria Smith	Prof. Dr.	University of the Western Cape, South Africa	2
Jutta Ecarius	Prof. Dr.	University of Cologne, Germany	6
Kalina Popova	M.Ed.	12 Secondary School, Sofia, Bulgaria	1
Kanishka Bedi	Prof. Dr.	Indian Ocean Comparative Education Society (IOCES), India	4
Konstantinos Karras	Assist. Prof. Dr.	University of Crete, Greece	3
Louise Postma	Dr.	North West University, South Africa	6
Louw de Beer	Dr.	North-West University, South Africa	K 1 & S 6
Luzaan Schlebusch	Dr.	Central University of Technology, South Africa	2

Name	Title, Degree	Institution, Country	Section
Lynette Jacobs	Dr.	University of the Free State, South Africa	1
Makhabbat Kenzhegaliyeva	Dr.	Leipzig University, Germany	1
Marco Aurelio Navarro Leal	Prof. Dr.	Universidad Autónoma de Tamaulipas, México	1
Mashraky Mustary	PhD Student	Sophia University, Japan	1
Matshediso Rebecca Modise	Dr.	University of South Africa, South Africa	1
Matthew A. Witenstein	Dr.	University of Redlands, USA	6
Maya Stoyanova-Warner	M.A.	Teach For Bulgaria, Bulgaria	3
Moldir Ablayeva	PhD Student	Nazarbayev University, Kazakhstan	2
Nadine Fouché	Ms.	North-West University, South Africa	6
Nicholas Sun-keung Pang	Prof. Dr.	The Chinese University of Hong Kong, China	K 3
Nikolay Popov	Prof. Dr.habil.	Sofia University, Bulgaria	1
Noella Piquette	Prof. Dr.	University of Lethbridge, Canada	2
Omokaro Obire	Prof. Dr.	Rivers State University, Port Harcourt, Nigeria	5
Paulína Koršňáková	Dr.	International Association for the Evaluation of Educational Achievement, Netherlands	K 4
Peter Fenrich	Dr.	British Columbia Institute of Technology, Canada	4
Peter L. Schneller	Prof. Dr.	University of Mount Union, USA	1
Queen Chioma Nworgu	M.A.	London Metropolitan University, United Kingdom	5
Ricardo Lozano	Assist. Prof. Dr.	Concordia University Texas, USA	1
Rimantas Želvys	Prof. Dr.habil.	Vilnius University, Lithuania	3
Ruth Roux	Prof. Dr.	Universidad Autónoma de Tamaulipas, México	3
Shade Babalola	M.Sc.	Leyton Sixth Form College, United Kingdom	5
Sharon Thabo Mampane	Prof. Dr.	University of South Africa, South Africa	5
Sonya Corbin Dwyer	Prof. Dr.	Memorial University of Newfoundland, Canada	4
Svetlana Ganina	Lecturer, Dr.	University of Tartu and Estonian National Defence College, Estonia	6
Tebogo Jillian Mampane	Ms.	University of South Africa, South Africa	5
Teodora Genova	Dr.	University of Library Studies and Information Technologies, Bulgaria	1
Ujsara Prasertsin	Assist. Prof. Dr.	Srinakharinwirot University, Bangkok, Thailand	2
Ungsinun Intarakamhang	Assoc. Prof. Dr.	Srinakharinwirot University, Bangkok, Thailand	2
Vimbi P Mahlangu	Prof. Dr.	University of South Africa, South Africa	3
Vusi Mncube	Prof. Dr.	University of Fort Hare, South Africa	4
Wichuda Kijtorntam	Assist. Prof. Dr.	Srinakharinwirot University, Bangkok, Thailand	2
Zoltán Rónay	Assoc. Prof. Dr.	Eötvös Loránd University, Hungary	5

ABSTRACTS

Keynote Presentations

Keynote Presentation 1 | Hennie Steyn, Deon Vos & Louw de Beer | Education in Modern Society

The paper substantiates the position that education and modern society, a 'society' in change because of present day developments in all the different sectors at local as well as national and international levels, are mutually dependent on each other. A modern national society expects its education system to provide in its differentiated education needs for their members to function effectively both in society and the international world. To effect this, society should, through the synchronizing participation of the coordinator, guide their education system according to the basic philosophy of education and should also formulate and prioritize their education needs. In addition, society should provide sufficient funding for providing for their education needs. The education system should apply its professional competencies to organize and strengthen the components and elements of that system in such a manner that the education needs can be provided for. Education should support the well-being of the community, but should not be regarded as the cure for every wrong.

Keywords: education, education system, modern society

Keynote Presentation 2 | Angela Rodel | The Role of International Educational Exchange in an Increasingly Globalized and Digitalized World

In 1946, Senator J. William Fulbright, when founding what would become the largest and most prestigious educational exchange program in the world, noted: "Educational exchange can turn nations into people, contributing as no other form of communication can to the humanizing of international relations." For that reason, he emphasized long-term, one-on-one individual educational exchanges as the best means for forging "the common bonds of human dignity." Indeed, in that era, personal mobility was relatively limited (except for immigration), while global communications channels (radio, television) were only in their adolescence. Fast forward 70 years: expansive personal mobility, whether for tourism, educational or labor opportunities, is a fact of contemporary life, whereas digital technologies connect all corners of the globe in real time. Students can enroll in MOOCs taught by the world's leading scholars, from anywhere and often for free; even universities with local student populations are developing online courses and distance learning platforms, threatening to make the traditional classroom obsolete. Online networks allow for the free exchange of information and opinions between people of all backgrounds, while work-and-travel programs, the rise of the global middle class, and new regional mobility opportunities allow many young people to spend extended periods of time working abroad. In this new cultural and communications landscape, what is the role and relevance of exchange programs such as Fulbright? While employers world-wide recognize the importance of cross-cultural competence, could such skills be gained from other avenues such as multi-cultural family and community environments, which are now far more common than in the past? Given the expense of individual education exchanges, would such funds be better redirected to online/digital programs that would allow for a broader scope of participants? At the heart of this issue is the question: what is the value of face-to-face communication, and can digital means successfully substitute for this? Does in-person communication have an "aura" akin to Walter Benjamin's work of art, which cannot be mechanically – or in this case, digitally – reproduced to truly humanize the Other?

Keywords: international educational, exchange, globalized world, digitalized world

Keynote Presentation 3 | Nicholas Sun-keung Pang | The Belt-Road Initiative: Re-defining Globalization and Educational Opportunities

When President Xi Jinping of the People's Republic of China (PRC) visited Central Asia and Southeast Asia in September and October of 2013, he raised the initiative of jointly building the Silk Road Economic Belt and the 21st-Century Maritime Silk Road (referred to as the Belt-Road-Initiative (BRI)), which has attracted close attention from all over the world. The BRI provides a visionary blueprint for global economic development in the new world order. Taking reference from the historic Silk Road, which transformed the nature of international trade links in ancient times, the BRI offers a modern-day solution that fosters inclusive growth and development in the 21st century. The routes of BRI cover more than 60 countries and regions from Asia to Europe via Southeast Asia, South Asia, Central Asia, West Asia and the Middle East, currently accounting for some 30 per cent of global GDP and more than 35 per cent of the world's merchandise trade. By 2050, the BRI region aims to contribute 80 per cent of global GDP growth, and advance three billion more people into the middle class. The author will briefly introduce the BRI, including its aims, strategies and actions, as well as what it will bring to the world. If the Ancient Silk Road was the first wave of globalization and the phenomena of globalization since the 1980s of the 20th Century is the second wave, the BRI will set out the third wave of globalization which will have far reaching influence to most countries in the world. The BRI is re-defining the landscapes and meanings of globalization in the 21st Century. The author will explore how this new wave of globalization will have effects on education development in most countries and districts along the BRI and what will be the challenges to their education systems. Nevertheless, the BRI will surely bring in new opportunities for educational development in the countries along the BRI. Attempts will be made to share the measures taken recently by the education sectors in the PRC and Hong Kong in response to the challenges arisen from the BRI. These will shed light to most other countries along the BRI to examine their own educational opportunities and development, in order to catch up with the new wave of globalization.

Keywords: One-Belt-One-Road, globalization, education reform and development, educational opportunities, China, Hong Kong

Keynote Presentation 4 | Paulína Koršňáková | Progress In Reading Literacy Study (PIRLS) – Laying the Foundations for Future

PIRLS 2016 was the fourth cycle of the IEA's Progress in International Reading Literacy Study. Like the previous PIRLS cycles (conducted since 2001), PIRLS 2016 provided internationally comparative data on how well children read by assessing students' reading achievement. PIRLS is recognized as a global metric for benchmarking reading literacy and comprehension. PIRLS collects considerable background information on how education systems provide educational opportunities to their students, as well as the factors that influence how students use these opportunities. These background data include information about the following: national curriculum policies in reading; how the education system is organized to facilitate learning; students' home environment for learning; school climate and resources; and how instruction actually occurs in classrooms. PIRLS 2016 included two additional initiatives: ePIRLS and PIRLS Literacy. ePIRLS was a computer-based reading assessment of students' ability to acquire and use information when reading online. This assessment encompassed an engaging, simulated internet environment with authentic school-like assignments about science and social studies topics. The ePIRLS online reading achievement scale enabled countries to examine their fourth-graders' online reading performance relative to their performance on the PIRLS reading achievement scales. The PIRLS Literacy assessment was equivalent to PIRLS in the scope, and reflected the same conception of reading as PIRLS. It was designed

to extend the effective measurement of reading literacy at the lower end of the achievement scale, enabling countries whose fourth-grade students were still developing fundamental reading skills to assess their students and have their results reported on the PIRLS achievement scale. This keynote will provide a brief overview of how PIRLS began, and cover the framework, design and evolution of the study since 2001. Major findings and the importance of the data for stakeholders involved in monitoring of the UNESCO Sustainable Development Goal 4 “Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” will also be discussed.

Keywords: assessment, benchmarking, data, literacy, PIRLS, ePIRLS, online reading, reading achievement

Thematic Section 1: Comparative and International Education & History of Education

1.1 Charl Wolhuter | *Modern* as Contested Concept in Comparative and International Education

The aim of this paper is to clarify the concept and to recapture and to reassess its value to the field of Comparative and International Education at the present point in time. Despite the vision of founding father Jullien, from the interwar “factors and forces stage”, the field of Comparative and International Education got a strong tradition of focusing on the past. In the social science phase of the 1960s, Modernisation Theory made a forceful appearance in the field, and became the principal theoretical framework in the field. However, this trend was reversed during the next phase in the historical evolution of the field, the phase of heterodoxy in the 1970s. In this decade and subsequent times, Modernisation Theory fell out of fashion and even became discredited, as rival paradigms such as Dependency Theory, World Systems Analysis, and Neo-Colonialism, and finally Postmodernism became vogue. In view of the momentous societal changes taking currently place globally, calling for a reconceptualization of education, a future-orientation for the field Comparative and International Education is argued for. In this scheme of things, a re-appraisal of Modernisation Theory is called for. Rather than summarily discarding this theory, or on the other hand embracing it uncritically, a more nuanced place for Modernisation Theory in a Comparative and International Education relevant to and valuable for the twenty-first century world seems to be apt.

Keywords: Capability Theory, Comparative and International Education, modern, Modernisation Theory, twenty-first century society

1.2 Johannes L van der Walt | The Birth of a “New” Theory of Education and Its Application in Comparative Education Studies

Educationists are constantly in need of theory to help them explain the phenomena with which they concern themselves, in this particular case, with education systems. In the early stages of their careers as scholars, education system experts avail themselves of existing theories to explain the phenomena observable in education systems. At a later stage in their careers they begin developing the need to develop their own custom made theories since they find their own theories to serve their purpose more accurately. This paper relates how such a relatively “new” theory, the social space and ethical function and/or action theory, has recently emerged, and how it has so far been applied in practice.

Keywords: education, comparative education, education systems, theory, social space and ethical function and/or action theory

1.3 Ferdinand J Potgieter | “CHAT”-ting up Anatheism in Search of Authentic and Credible Religious Memories

This paper explores Anatheism as a pedagogically justifiable theory for teaching our learners how to acquire new memories about life and worldview diversity, as well as religious diversity, and also how to accompany each other so that whosoever wants to, may return home to a more credible God after they might have started to doubt the credibility of their original faith. It demonstrates how Cultural-Historical Activity Theory (CHAT) can be used to teach the tenets of Anatheism in order to help learners transform such religious doubts and memories.

Keywords: Anatheism, Cultural-Historical Activity Theory (CHAT), hospitality education, tolerance education

1.4 Lynette Jacobs | Reflecting on a University Partnership Project in Underprivileged South African Schools

Over many years, universities that offer teacher education programmes have been in partnerships of different kinds with schools. Not only are schools sites of research for faculty members, but student teachers get workplace experience during practicums. In the post-modern world, there is emphasis on amelioration at grassroots level, instead of only at systems level. The sentiment is that school-university partnerships should benefit schools as much as their higher education partners. In this paper, we reflect on the first seven years of a university-school partnership project. The purpose of the partnership was in part to improve the school results of potential students from underprivileged feeder areas towards access to higher education programmes. Looking back, some successes can be claimed, as the relative success of learners in the project schools has improved notably. Still, the project has to find ways to remain financially sustainable, and to expand the project to ECD and primary schools, in particular to improve numeracy and literacy skills of young children.

Keywords: mentorship, leadership, access

1.5 Makhabbat Kenzhegaliyeva | German Dual System: A Model for Kazakhstan?

This paper deals with borrowing the German dual vocational training model in Kazakhstan. The aim of the paper is to identify the key issues and challenges of the transfer process. The analysis is based on the model proposed by Phillips and Ochs (2003, 2004) which outlines four stages of policy borrowing: (1) impulses, (2) decision, (3) implementation, and (4) internalization. Within this theoretical framework, a descriptive and comparative-historic method as well as content analysis are used to point out the development in Kazakhstan.

Keywords: vocational education and training, Kazakhstan, German dual system, policy borrowing

1.6 Nikolay Popov | Main Trends in the Reforms of School Structures in Europe

The paper presents a review of the main trends in the reforms of school structures in Europe that have happened in the past 25 years. The research focuses on the school structure because it is the central aspect of each national school system. It is the foundation on which the school system is built. The structure defines some of the most important school characteristics. Curricula, syllabi, and even textbook contents depend on the structure. The review comprises school systems in 37 European countries: the European Union member states, the European Free Trade Association countries, and some countries in South-Eastern Europe. The presentation starts with N. Popov's own definition of *Educational System*, shows the ISCED levels, comprised by the study, gives a short explanation of the reason for focusing on the school structures and then outlines the following six main trends in the reforms of school structures in Europe: 1) Decreasing the school entrance age; 2) Expanding compulsory preschool education; 3) Increasing the duration of compulsory school education; 4) Increasing the duration of primary education; 5) Eliminating primary education as a separate level by

<p>providing single basic education; 6) Continuing the diversity of school structures. The review concludes with short prognoses on the six trends.</p> <p><i>Keywords: reform trends, school structures, Europe, primary education, compulsory education</i></p>
<p>1.7 Mashraky Mustary Comparative Analysis of Educational Systems in Japan and Bangladesh</p> <p>This paper evaluates the educational systems of Japan and Bangladesh. The educational systems of both countries intend to provide quality education to their students. The Japanese educational system is inclined toward global trends, striving to produce citizens who are aware of current changes around the world. The Bangladeshi system, under the Madrasah education scheme, aims to provide their students with sufficient information to face the world. The similarities of the two educational systems lie in the input of the governments in facilitating the systems that provide education to children who have come of age. The foundations of the systems are rooted in the cultural practices of the respective countries, along with the provision of the staff and government policies that guide the work in the schools. The differences between the two systems are defined by their policy directives. The policy directive in Bangladesh is based on the UN Child Rights Convention which ensures that the rights of children form the major area of consideration. The policy is geared towards the cultivation of human values. It works as a basis for a system that is available, universal, science oriented and one that seeks to counter all problems. The Japanese education system is based on its national laws as well as the Constitution. It provides for free compulsory education for all the children in relation to their abilities. The law sets policies geared towards creating moral and able members of the society. This paper argues that the government of any country should lay emphasis on education, as it forms the basis of a country's economy and helps to shape students into responsible, competent global citizens of the future.</p> <p><i>Keywords: Japan, Bangladesh, education system, comparative analysis, government</i></p>
<p>1.8 Peter L. Schneller, Jenna Kennedy, Jessica Kennedy & Zackery Metz The Road to Recovery from Alcoholism and Addiction: Retribution or Restoration?</p> <p>According to the National Institute on Drug Abuse, the abuse of alcohol, tobacco, and illicit drugs in United States costs over 740 billion yearly (https://www.drugabuse.gov/related-topics/trends-statistics, accessed March 2018). However, statistics like this rarely include the toll that alcohol tobacco, and illegal drugs takes on family members, employers, educators, or the incredible number of accidental deaths from overdoses, car accidents, etc. This paper examines the historical ways that substance abuse has been dealt with in the US, and includes Portugal's and Germany's new policies toward addicts as a possible way forward. It focuses on education as a vehicle for restorative means of dealing with the addiction pandemic.</p> <p><i>Keywords: alcoholism, addiction, substance abuse, retribution, restoration, harm reduction, the Twelve Steps, Alcoholics Anonymous, treatment</i></p>
<p>1.9 Ricardo Lozano & Joanne Antrim Nationality and Culture as Factors Influencing Creativity Levels in Candidate Teachers: A Comparative Study between the United States and Turkey</p> <p>Relating culture and creativity requires in-depth examination. Serious inequality results from educators undervaluing behaviors fostered by certain cultures. As a result, significant numbers of students are unable to be true to their culture and meet school expectations. Against this backdrop, the authors conducted parallel activities involving students of education programs at universities in the United States and Turkey. Through this study, the authors led students in their corresponding countries in identical activities. The activities consisted in providing small groups of students with absolute freedom to express their own definition of <i>differentiated instruction</i>. Students were provided poster boards, pens, color pencils, and markers to express and share their definition of the concept. The only directives given to students were to form groups of three to four students, divide the poster board in four sections, and answer the questions <i>what is it?</i>, <i>why does it exist (what is its purpose)?</i>, <i>how (what does it look like in real life)?</i>, and provide an <i>example</i>. The authors collected the materials produced by the students and proceeded to compare their styles, shapes, use of color, amount of writing, and drawings. This study observes the differences in creativity and the need for strict guidelines among diverse students. The conclusions of this study provide relevant input in the understanding of students' needs for clear guidelines and a healthy level of freedom, in order for them to develop comfortably according to their cultural understanding of what <i>good</i> education should be. Concurrently, the study provides specific suggestions for teacher preparation programs with regard to the challenging of our students to experience different learning and teaching styles. These challenges provide teacher candidates with the necessary skills for the understanding of their future diverse and multicultural students.</p> <p><i>Keywords: creativity, culture, teacher preparation internationally, Turkey, United States</i></p>
<p>1.10 Marco Aurelio Navarro-Leal & Juan Manuel Salinas-Escandón Teachers and Education for Global Citizenship in a Mexican University</p> <p>Since the turn of the century, universities have to cope with demands of internationalization; and more recently to cope as well with demands to educate for global citizenship, especially after the United Nations Secretary-General's Global Education First Initiative (GEFI) launched in September 2012. This paper reports an experience of training teachers to promote these aspects in a Mexican university. More precisely, to explore how far a group of university teachers, that were trained to promote internationalization, were from the main principles of global citizenship education. Their answers to a questionnaire specially designed for this purpose, were compared with the answers of a group of teachers, from the same university, who have not been trained in the mentioned matter. A test "U" of Mann-Whitney showed a significant difference between the two sets of answers, from which some reflections are derived and related actions are suggested for training university teachers.</p> <p><i>Keywords: education for global citizenship, internationalization of education, international education</i></p>
<p>1.11 Matshediso Rebecca Modise Pedagogical Leadership in Early Childhood Development: A Means for Quality Practices Through Professional Training</p> <p>The purpose of this conceptual paper is to highlight the significance of Pedagogical Leadership (PL) in improving the quality of practice in Early Childhood Development (ECD) centres. ECD in South Africa is defined as the procedures by means of which children from birth to 9 years grow and flourish emotionally, morally, socially, physically and spiritually (DoE, 2001, p.7). The paper further argues how professional training and development can equip ECD leaders and teachers with the necessary skills for pedagogical leadership. Currently, in South Africa the majority of ECD leaders, especially those in the previously marginalised ECD communities, have assumed their positions without any professional training. Most ECD leaders are owners who react to the government's call to establish ECD centres in order to make ECD services accessible to all South African children. Leadership in ECD is a less discussed and poorly researched subject in South Africa. Pedagogical Leadership in ECD is defined and its status in South Africa is examined in this paper and suggestions are made concerning how it may be transformed and developed.</p> <p><i>Keywords: leadership, Early Childhood Development, professional training, quality, pedagogy</i></p>
<p>1.12 Amanda S Potgieter Understanding Student Transition to University: Comparing Staff Expectations and Perceptions across Campus</p>

This paper outlines findings of a survey which aimed at identifying and understanding the expectations of university teachers/lecturers of academic literacy taught to novice students during their transition into university. We have investigated qualitatively (with specific reference to the academic literacy environment within the North-West University setting) and report on the experiences, perceptions and broad understanding of participating lecturers from different faculties at the Potchefstroom campus of the North-west University. The findings are interpreted to better understand novice students' academic writing shortfalls. It is concluded that a better understanding of the expectations of university lecturers could assist in generating material relevant to the novice students' transition into academia.

Keywords: academic literacy, transition, novice students, writing shortfalls

Thematic Section 2: Teacher Education

2.1 Gawie Schlebusch | Collaborative Leadership and Sustained Learner Academic Performance at Secondary Schools: A Blaming Game?

Leadership is universally acknowledged as an essential feature in the process of realising school effectiveness and evolution. The paper discusses how collaborative leadership can influence sustained learner academic performance in secondary schools. The key problem relates to secondary schools that are unable to sustain or improve learner academic performance when intervention strategies rolled out from the district offices are concluded. The paper aims to establish how collaborative leadership is perceived by circuit managers, subject advisors, principals and teachers for sustained academic performance. Collaborative leadership at both schools and district education offices and its impact on learner academic performance are addressed. A qualitative approach to gather and report on data was followed. Phenomenology was deemed appropriate in this study as it describes the meanings of a lived experience with the aim to transform lived experiences into a description of its essence, allowing for reflection and analysis. Participants were circuit managers, subject advisors, principals and teachers. They completed open-ended questionnaires that sought to explain the relationship between collaborative leadership and sustained learner academic performance. Major findings indicated that participants attribute low academic performance of learners to all other involved parties except themselves. Collaborative leadership within the school and between schools and district offices is not enabling sustained learner academic performance.

Keywords: collaboration, leadership, academic performance, sustainability

2.2 Luzaan Schlebusch & AM Rambuda | An Exploration of Grades 10 – 12 Computer Applications Technology Teachers' Computational Thinking Skills in the Free State Province, South Africa

Computational thinking is the description and promotion of new ways of thinking in an increasingly digital age. Computational thinking is a way of solving problems and refers to a cognitive or a thinking process. It describes the mental activity in formulating a problem to allow a computational solution. The solution can be carried out by the learner or the computer or a combination of learner and computers. This study explored Grades 10 – 12 Computer Applications Technology Teachers' Computational thinking Skills in the Free State Province, South Africa. The researchers employed the QUAN-QUAL design. 150 CAT teachers completed a Likert-scale questionnaire to gather data relating to the education of teachers, in-service training and answers to certain computational thinking skills. Semi-structured interviews were conducted with eight teachers to enhance the quantitative data. Descriptive statistics were used to describe the findings and inferential statistics were used to test the hypotheses. For qualitative data, thematic analysis was used to analyse the original data obtained from the semi-structured interviews. Findings showed that teachers did not always use classroom practices that encouraged computational thinking. Group work that is important in computational thinking was allowed in the CAT classroom. A toolkit was developed to assist the training of teachers in teaching computational thinking in the classroom.

Keywords: algorithms, analytical thinking, cognitive processes, Computer Applications Technology, critical thinking, problem-solving, group work

2.3 Jean Simon & Laura Henriette | Analysis of the Activity of Preservice Teachers and Trainers on an ePortfolio Platform

The Reunion Island teachers training school has decided to set up an ePortfolio platform to validate the "C2i2e" certificate for trainees. This certificate confirms their competencies in technology enhanced learning and digital education. Trainers and trainees of the school have been using this platform for the past three years. Here, we study their activities to understand the real use of the platform that has been done. To analyze their behavior, we look at the traces they left on the platform. These traces show that, while all trainees go on the platform to get the certificate very few of them do it for their own goals and when they do it, it is usually for sharing documents. For their part, only a few trainers of the school work with the platform. When they do it, it is to make documents available to their trainees or to collect their students' work.

Keywords: teachers training, traces analysis, ePortfolio

2.4 Emma Barnett, Boitumelo Moreeng & Mosia Moeketsi | A Response to the Teacher Education Policy for Initial Teacher Education: a South African perspective

The purpose of this paper is to report on how two universities in South Africa are responding to the demands of modern society through a newly developed Initial Teacher Education programme. In the early 2000s the South African Higher Education sector evaluated the teacher training programmes to determine their suitability to address the demands of modern society as it was emerging in South Africa and globally. This process culminated into the development and formulation of the Minimum Requirements for Teacher Education Qualification (MRTEQ) (Department of Higher Education and Training, 2015) to address the identified challenges of poor pedagogical and content knowledge, situational and contextual influences, understanding the complex and differentiated nature of modern society and utilisation of Information and Communication Technologies. This teacher education policy shift was also seen as responding to the challenges of modern society and preparing pre-service teachers to respond to the constant change within their societies in areas of scholarship, global citizenship and lifelong learning. This study used document analysis to determine how the programme is equipping pre-service teachers with the necessary skills, knowledge and attitudes to teach meaningfully in a modern society. The findings indicate that the Initial Teacher Education programme implemented is responding to the challenges of modern society related to critical, lateral and creative thinking skills, problem-solving and decision-making skills, working effectively with others, ethical practice, a life-long learning orientation, and effectively using information and social media technology to interact and communicate with others.

Keywords: Initial Teacher Education, teacher education policy, modern society, document analysis

2.5 Juliana Maria Smith | Challenges and Opportunities of Professional Development in Teacher Education at a South African University in a Pre- and Post-Democratic Era

The nature of teacher education in South Africa and institutions of higher learning, like the University of the Western Cape (UWC), is reflected by the country's history. The history of the Faculty of Education is intimately tied up with the anti-apartheid and social reconstructionist history of UWC and the apartheid policies of educational segregation. This paper therefore reviews the historical context of the history and manifestations of teacher education within the Faculty in a pre- and post-democratic South Africa. Challenges and opportunities for growth are knotted with the history of the University itself. Although the democratic dispensation had the ambition to produce well trained and professional teachers, the impact of the country's teacher education history has remained visible within institutions of higher learning such as UWC. Teacher education and development in South Africa harbours challenges due to the country's history, therefore time and resources would be required to adjust the educational sector to expected standards.

Keywords: teacher education, University of the Western Cape, South Africa, apartheid, challenges, opportunities, democracy

2.6 Noella Piquette, Katherine Haight, Olu Owasaga & Chrysta Bell | Educating Students and Teachers about Tobacco Prevention: Knowledge to Change

There is growing support for health promotion programs premised on the notion that schools have a key role to play in supporting healthy development among youth and that they are uniquely suited to affect a broad range of developmental outcomes in youth. One recently developed harm reduction approach is a school based program entitled the *Academy for Tobacco Prevention*. The development included empirical research and feedback from multiple stakeholders associated with tobacco prevention and reduction agencies in order to determine public health impact. This school based program is taught in elementary school, grades 4 to 6, using an online format with five [30 minute] core classes. The free, online *Academy for Tobacco Prevention* is aligned with the Health and Wellness Education curriculum in our province. The modules consist of appealing animation, character voices, appropriate developmental language, reflective questions, exploration and identification of tobacco use, issues related to peer pressure, and a highly interactive game scenario that reinforces tobacco abstinence. This presentation will provide an overview of the dynamic and engaging online modules included in the *Academy for Tobacco Prevention* and a synopsis of the quantitative data accumulated that demonstrates why this is a successful model for harm reduction.

Keywords: supporting youth, teacher development, online learning, health curriculum, harm reduction, tobacco prevention, game based learning

2.7 Moldir Ablayeva | The Role of Professional Development in Improving Secondary School Teachers' Practices in Kazakhstan

Great amount of research is being conducted worldwide to explore school teachers' professional development. In Kazakhstan there has been major reform in in-service teacher training with the introduction of new professional development courses. The training quality has improved by introducing face-to-face and school-based professional development. It is expected that by making these changes, the quality of teacher professional development would improve, which in turn would improve students' performance. Unfortunately, there is a shortage of empirical research on this topic in Kazakhstan. Thus, this research is based on a qualitative study which explores the role of teacher professional development in improving secondary school teachers' practices at one of the schools in southern Kazakhstan. Research findings complement the existing gap in literature, and may be beneficial for teachers and educators, government and parents. Purposeful sampling is used to select participants for this qualitative study. Within the purposeful sampling maximal variation sampling is employed in this study, because the participants of the research were chosen with different subjects and experiences. The study explores and analyzes how these professional development training influence teachers' skills, practices and learning which in its turn improves student performance. The study offers practical and policy recommendations to in-service teacher training program developers to learn about the effectiveness of provided PD courses as well the challenges teachers face while realizing new practices at the workplace. The Center of Excellence and other teacher training institutions may benefit from this research regarding the necessity and value of follow-up support for teachers. This research also might be useful for policy-makers who develop and adapt the curriculum, to improve the process of teacher knowledge implementations and the support of teachers' needs.

Keywords: professional development, teacher education, teachers' practices, educational change, secondary school

2.8 Edina Kovács | The Effects of Gender on the Teachers' Competences and Effectiveness

This research examines how gender roles are affecting the teachers' professional development (TPD) in Hungary. Are there significant differences in the career path between male and female teachers? What kind of degrees do they have? How they have chosen their in-service training? Is the longer and – according to the literature - more effective training more popular? Many researchers examined what makes TPD effective. The TALIS 2013 (OECD, 2013) listed the features of high-quality TPD, which are: content focus; collective participation; active learning; duration (longer term TPD programs are more effective) and coherence. There are only a few Anglo-Saxon researchers, who examined the gender specificities of the teaching profession, even though the teacher's role is definitely related to gender roles. The probability that one chooses the teaching career and later leave or stay are not independent from the teacher's feminine image and the status of the teaching profession. My results show that that the use of diverse teaching methods, following teaching novelties and participation in high-standard further education are more important for women. At the same time, for male teachers the transfer of knowledge and scientific career are more important. We see one of the traditional masculine-feminine dichotomies: knowledge or personality centeredness. This means that academic knowledge, the development of theoretical knowledge appear much more emphatically with men; and the intention of getting to know the personal problems of students or the pursuit of equal opportunities with women.

Keywords: teacher training, gender, competences, continuous professional development (CPD)

2.9 Bussabamintra Chaluisaeng | Direct Results of Transition from a Thai Public University to an Autonomous University for Lecturers and Learners

Under the pressure from the International Monetary Fund (IMF) and the Asian Development Bank (ADB) in the aftermath of the 1997 Asian Financial Crisis, an autonomous university was initiated in the 1990s and accelerated to privatize many Thai public universities in order that an autonomy from the government's bureaucracy can be translated into a more efficient university administration system with the ultimate goal to improve the quality of education. This has been strongly driven by Thailand 4.0, an economic model aims to unlock the country from several economic challenges i.e. a middle income trap, an inequality trap, and an imbalanced trap whose one of four objectives is for raising human values: to transform Thais into "Competent human beings in the 21st Century" and "Thais 4.0 in the first world". Measures under Thailand 4.0 will: i) raise Thailand human development index (HDI) from 0.722 to 0.8 or the top 50 countries within 10 years, ii) ensure that at least 5 Thai universities are ranked amongst the world's top 100 higher education institution within 20 years. This gives rise to this qualitatively-designed study in attempt to find out the direct results of transition from a Thai public university to an autonomous university for lecturers and learners at Khon Kaen university which has become an autonomous university in 2015. An in-depth semi-conversational interviews were conducted to collect the data from 20 lecturers and 20 learners in the Faculty of Humanities and Social Sciences within different departments. The findings from content analysis were presented in a narrative description indicating both positive and negative direct results of transition from a Thai public university to an autonomous university for lecturers and learners.

Keywords: transition, public university, autonomous university

2.10 Ungsinun Intarakamhang | Evaluation of Probationary Performance of Thai Government Officials

This mixed methods research was designed to evaluate the probationary performance of Thai government officials. The qualitative part of the research started with interviewing 10 Thai government executives. The quantitative part followed with surveying two groups of participants. First, the survey about behaviors of new generation government officials was completed by 400 undergraduate students and employees from private sectors, age 18-34. Second, the survey about probationary performance was completed by 700 government officials. The surveys based on Likert scale were used to collect the data. Content analysis and multiple regression analysis was applied. In terms of findings, firstly, data from both sources (interviews and surveys) aligns and indicates that the main function of probationary performance should be the last step in selecting qualified officials, who are suitable for government agencies. The relevant candidates need to be committed to good governance throughout the probationary period. Secondly, the new officials are required to pass the probationary period, which should not be longer than 6-12 months. Government officials who need to pass the probationary period are new officials. The original affiliations need to require new government officials to attend the orientation, on-the-job training, and external training. However, these programs do not need to have a probationary period. Thirdly, the factors of organizational culture of government agencies, nature of Thai government officials, and behaviors of the new generation can forecast the decision of new generation to work in civil service. Finally, it is also recommended that e-Learning program and general seminar among officials should not be part of the judgment criteria, but be under supervision of supervisors.

Keywords: probation, new government officials, organizational culture, nature of Thai government officials, new generation behavior

2.11 Ujsara Prasertsin, Ungsinun Intarakamhang & Kamontip Srihaset | Development of Elements and Indicators of Desirable Characteristics of Being a Good Person for Primary and Secondary School Students

The objective of this research is to develop the elements, indicators and evaluate construct validity of model of desired characteristics of being a good person for primary and secondary school students. Participants in the research were 6,000 students from intermediate school, junior and senior high schools from 20 schools in Bangkok and in 5 regions i.e. south, north, northeast, central and east – by 3 stage sampling. The research tool was the assessment of desirable characteristics of being a good person that the researchers developed by integrating four principles: 1) 8 desirable characteristics; 2) the 12 national core values; 3) 7 standards for students; and 4) 21st century learning skills. Data analysis was conducted by second order confirmatory factor analysis. The major results were as follows: Firstly, desired characteristics of being a good person consisted of 5 components – 3 indicators per components, totaling 15 indicators. These were 1) Love being Thai (Love Nation, Religion and Monarch, gratitude towards parents, proud of being Thai); 2) Be honest (honest, sacrifice and resilient); 3) Be disciplined and responsible (conform to the social rules and regulations, responsible, determined); 4) Have public consciousness (help others, participate in public activities, preserve public property); and 5) Mindfulness (be conscious, have self-immunity, live with sufficiency). Secondly, assessment of desirable characteristics of being a good person for primary school and secondary school students was consistent with empirical data as shown by GFI = .904, IFI = .931 and TLI = .920.

Keywords: components, indicators, assessment and evaluation, desirable characteristics of being a good person

2.12 Wichuda Kijtorntam | A Causal Relationship Model between Media, Social Support, Attitude towards English Language, and English learning outcomes in Thai Schools

In 2016, Nonthaburi Provincial Administrative Organization, one of the seventy-seven Provincial Administrative Organizations in Thailand, introduced a policy on promoting English achievement to students in all schools. In connection to the above mentioned policy, this study was designed to examine the causal relationship between media, social support, attitude towards English language, and English learning outcomes. This quantitative study relied on responses of 2,270 students from 34 primary and secondary schools from the seventy six provinces. The questionnaire comprised five parts: background, media, social support, attitude towards English language, and English learning outcomes. In terms of the construct of social support we used House's theory of social support (1981) while in regards to attitude towards English language we relied on McQuire's three-component attitude model (1961). In this study the LISREL 8.75 program was used to examine the causal relationship model by path analysis. Thus, the relationship was assumed to be linear and with direct influence from media and social support on the attitude towards English language, and from attitude towards English language on English learning outcomes. In addition, media, social support, and attitude towards English language had direct effect on English learning outcomes. The results revealed that the English learning media and social support had positive direct effect on attitude towards English language. In addition, educational level was less likely to have positive direct effect on English learning outcomes. One of the main recommendations for the Nonthaburi Provincial Administrative Organization would be to increase teachers' and parents' role in supporting students' English learning through setting up a variety of English learning activities to develop students' positive attitude towards English language.

Keywords: causal relationship model, quantitative study, learning outcomes, social support, student attitude, Thai context

Thematic Section 3: Education Policy, Reforms & School Leadership

3.1 Erika Kruger | A Grounded Theory of ECD Principals' Self-Care and Workplace Wellness-Promotion Practices

The purpose of this grounded theory study is to discover the self-care actions, habits and attitudes, which contribute to occupational wellbeing of ECD crèche principals in a disadvantaged community. Failure to take care of one's own wellness and self-care jeopardises occupational functioning and the business. I explore the participants' self-care practices along different dimensions of living, to establish how they take care of themselves personally as well as in the workplace.

Keywords: health, wellbeing, job satisfaction, early childhood principals

3.2 Claudio-Rafael Vasquez-Martinez et al. | Reflections on Educational Reforms in Latin America

A reform always implies an adjustment, a transformation, or a change. But one always hopes that a reform is for the better, and that it will benefit those who will be affected by the reform. Educational reforms have been seen in this way, since the world changes and we change with it. In this line of thought, we can dare to think that when an educational reform is considered, it concerns all of us, as we are teachers, students, managers and society in general. We have great expectations in all aspects, from economics, which in the end involves all of us, to quality, social reconstruction in the reduction of poverty, providing quality of life, and reducing the gap between the rich and the poor.

Keywords: educational reforms, quality, fairness, social justice

3.3 Konstantinos G. Karras | Leadership, Educational Policies and the Role of Modern Teacher: Theoretical Approaches and International Experiences

This study intends to explore the following research questions: a) How does leadership affect teachers' professional identity in primary education? b) How does leadership affect primary teachers' professional development? c) What is the relation between the modern teachers' role and student learning? d) What can we learn from the international paradigm on leadership? We argue that high-quality professional learning and leadership can continuously improve teaching, student learning and relationships within the school community. Leadership contributes to development whose precondition is a strong part of the occupational identity of teachers. The degree of occupational self-identity of teachers is directly related to the effects of primary educational development and teaching work, as well as to leadership. The improvement of occupational self-identity of teachers plays an important role in primary education. Professional identity connected with leadership is a multidimensional, complex and dynamic process. Modern researchers consider that teacher effectiveness and teacher quality, combined with leadership have become the focus of intense international attention and concern and improve effectiveness and teacher quality. Therefore, the analysis and interpretation of leadership in this context could promote teachers' good practices, faculty cohesiveness, as well as equal opportunities in the development of teaching staff.

Keywords: teachers, primary education, leadership, leadership theories, international aspects, professionalism

3.4 Vimbi P. Mahlangu | Pertinent Leadership and Governance Challenges Facing Schools in South Africa

This paper focuses on the challenges facing school principals in improving their leadership skills and those of school governing bodies. Mixed method was employed and the research was conducted with some school principals, School Governing Bodies (SGBs) members, and teachers in secondary schools in Gauteng Province of South Africa. The problem is that there are vague rules in those schools where the SGBs and the school principals compete against one another. Dysfunctionality of schools is the result of poor governance and poor management by both the school principals and the SGBs. Some school principals are a contributory factor to glitches in schools because of their incompetence.

Keywords: leadership, dysfunctionality, principal, school governing body, transparency, distributed leadership, governance

3.5 Rimantas Želvys, Dovilė Stumbrienė & Audronė Jakaitienė | Re-Contextualization of Effectiveness and Efficiency in Post-Socialist Education

Transformation of post-socialist educational systems is perhaps one of the most interesting and at the same time underestimated in its importance, developments in the history of comparative education. After the three decades of post-socialist development one can note significant differences between the countries which once had identical or very similar educational systems. Perhaps the most interesting topic for comparativists to explore is the question: why instead of convergence do we observe the increasing divergence of education in the post-socialist area? One of the possible answers is that post-socialist countries perceived the new ideology, namely, the ideology of neoliberalism, in their own specific way, which was determined by their historical, cultural and religious heritage. The concepts of effectiveness and efficiency in education can be considered as one of the typical cases of re-contextualization. The paper provides several examples showing that these concepts are still interpreted in different ways in the East and in the West.

Keywords: effectiveness, efficiency, post-socialist education

3.6 Gillian L. S. Hilton | Thinking 'Outside of the Box' in Modern Education Systems: Working across Cultural and Language Boundaries with Student Teachers in Lithuania

This paper explores the challenges of working with non-native speakers of English, on areas pertinent to the successful education of trainee teachers of young children in Lithuania. The challenges faced were numerous, as the two week programme was not specifically related to the young child's education, covering subjects such as quality assurance of programmes, induction processes for new teachers, the characteristics of teacher educators and mentors and the skills required by teachers in the twenty first century. The conclusions reached were the following; subject matter more directly related to young children's education, though this would not have stretched the students in the way desired by the researcher; and translation of the material used into Lithuanian, originally suggested by the researcher would have without doubt aided the comprehension and learning of the students, many of whose standard of English was often not sufficient for the tasks set. Struggling with the language of instruction definitely affected content learning. However, students despite the difficulties made very successful efforts to embrace the end of programme's challenge, involving group work and group presentations of a new curriculum for training pre-school teachers and pre-primary teachers.

Keywords: learning and teaching, teaching in English with non-native speakers, Lithuania, group work, peer assessment

3.7 Ruth Roux | Mexican Basic Education Teachers' Views on Evaluation and Professional Development in a Climate of Reform

In theory, teacher evaluation systems measure teacher's strengths and weaknesses through an accurate and consistent process that provides timely and useful feedback. Evaluation and feedback inform professional opportunities to improve classroom instruction and educational outcomes. However, research has found that when professional development programs are mandated and teachers' perspectives are not valued, little professional development takes place. The latest Mexican educational reform established a system of mandatory periodic evaluation of all basic education teachers to provide new opportunities for professional development. According to the new law, teachers will be evaluated every four years and they may repeat the process if they fail. However, if they fail three times, they will be transferred to an administrative position. This presentation discusses the results of a qualitative study that aimed at examining the views on professional development and the model implemented of 16 elementary school teachers who were active members of the largest teachers union in Latin America. Data were collected by means of a questionnaire and a focus group interview. Results reveal the ways in which they perceived the reform modified their activities as teachers, damaged their relationships with students, and affected their human right to work.

Keywords: teacher evaluation, teacher professional development, educational reform, primary school teachers

3.8 Neli Koleva & Maya Stoyanova-Warner | 'A New Way for New Talents in Teaching' or the Impact of Targeted Recruitment, Rigorous Selection, Innovative Training, and Ongoing Professional Support on Beginner Teachers' Performance

'A New Way for New Talents in Teaching' (NEWTT), an Erasmus+, Key Action 3: Policy Experimentation project, explores alternative pathways into the teaching profession for highly motivated graduates and professionals. The project is inspired by prior research that compares traditional teacher education programs to alternative pathways to the profession based on teacher and student performance and on key competencies and mindsets demonstrated by the teachers in both tracks. The key hypothesis tested is that rigorously selected career-changers or top-performing graduates with a strong commitment to teaching could combine their first two years at school with practical, on-the-job training and a university teacher certification program and perform at least on par with traditionally trained beginner teachers. If this proves to be true, NEWTT could potentially address a few major EU-wide education challenges. An

impact assessment team have been tracking the competence, motivation, and mindsets of the alternative training group and have been comparing them to the competence, motivation, and mindsets of control groups – traditionally trained beginner teachers also working in underperforming schools. The impact evaluation interim report for Bulgaria outlines a few key trends: NEWTT trainees and beginner teachers enter the profession with different job motivators – the main one being social responsibility for NEWTT trainees and job security for the control group, teaching competences increase for both groups over time, and traditionally trained teachers feel a higher need for support in the three main teacher tasks of tracking student progress, giving students feedback, and establishing classroom routines.

Keywords: alternative pathway, teacher training, career changers, rigorous selection, policy experimentation, multi-national collaboration

Thematic Section 4: Higher Education, Lifelong Learning & Social Inclusion

4.1 Peter Fenrich, Tim Carson & Mark Overgaard | Comparing Traditional Learning Materials with Those Created with Instructional Design and Universal Design for Learning Attributes: The Students' Perspective

There are foundational universal design for learning (UDL) principles that support accessibility and inclusivity that can be incorporated into instructional materials. Creating instructional materials that are accessible and inclusive is a comparatively new challenge that is gaining awareness. A problem is that most professors do not know how to design for accessibility and inclusivity. Universal design for learning is also referred to as universal instructional design. This paper discusses the instructional design and UDL principles designed into instructional materials that were created to teach piping trades students how to solder and braze copper pipe. A summative quantitative and qualitative analysis was conducted to determine whether the students felt that the new materials had more instructional design and UDL attributes than the original materials. The findings showed that there were significant differences between the instructional design and UDL attributes of the new materials as compared to the original materials. There were no significant differences between some of the attributes.

Keywords: universal design for learning, accessibility, inclusivity, trades training, universal instructional design

4.2 Sonya Corbin Dwyer | "My Future Will Be More Positive": Personal Impact of an Undergraduate Positive Psychology Course

Positive psychology has become a major subfield in psychology as demonstrated by the number of empirical journal articles being published on the topic and the number of positive psychology courses being taught at many universities. However, there is a paucity of published research on incorporating active learning exercises into these courses. This presentation will describe one instructor's approach to teaching positive psychology to senior undergraduate students which incorporated applied learning activities. In addition, the results of pre- and post-measures of the Subjective Happiness Scale and the Life Orientation Test-Revised will be discussed. Participants reported significantly higher levels of happiness on the post-test suggesting teaching and learning about positive psychology can be a means of enhancing happiness. Student feedback also supported the importance of incorporating self-reflective activities in reinforcing the theory of positive psychology.

Keywords: positive psychology, higher education, undergraduate education, applied learning activities

4.3 Gordana Stankovska, Dimitar Dimitrovski, Slagana Angelkoska, Zebide Ibraimi & Valbona Uka | Emotional Intelligence, Test Anxiety and Academic Stress among University Students

In today's highly competitive world, students face various academic problems including exam stress, anxiety during the test, problems with homework assignments, expectations about academic success or inability to understand the subjects. Rapid changes in the education sector gave rise to stern testing procedures for evaluating students' knowledge. Thus, the main objective of this research was to investigate the possible relationship between emotional intelligence, test anxiety and academic stress among university students. The Self Report Emotional Intelligence Test (SEIT), Test Anxiety Inventory (TAI) and Student Academic Stress Test (SAST) were administered to a sample of 200 university students (100 female and 100 male students). The results indicated that the total score of emotional intelligence correlated with the test anxiety and academic stress felt, as well as the academic success achieved, by the university students. At the same time there was a significant positive relationship between emotional intelligence, test anxiety, academic stress and gender. There was no correlation between emotional intelligence and the course of study, but there was a positive relationship between test anxiety, academic stress and the course of study. Also we found a significant positive relationship between emotional intelligence, test anxiety, academic stress and high academic performance, but a negative one between emotional intelligence, test anxiety, academic stress and low academic performance. The study conducted found that emotional intelligence, test anxiety and academic stress are significant for and predictive of the academic achievement the university students' population accomplish.

Keywords: emotional intelligence, test anxiety, academic stress, students, management

4.4 Anna Mankowska | Studying Abroad: A Case Study of Chinese International Mobility

This paper discusses the topic of educational mobility among students from China. The main aim of the paper is to analyse the reasons why Chinese youth migrate and to indicate the direction of their migration. The paper contains qualitative analysis of UNESCO and OECD educational reports and of Chinese government documents, as well as statements by Chinese students on online forums (an analysis of online statements and comments was taken), in which they indicate the motives for their migration. Two main categories of travel motives have been distinguished. The first category is directly linked with the prospect of gaining human capital, and the second with trends in consumerism.

Keywords: comparative education, international student mobility, Chinese international students, higher education

4.5 Kanishka Bedi | Promoting Peace Education in Modern Society Globally

Modern society is built upon the principles of international understanding in the interests of peace, intercultural cooperation, mutual respect among people, and observance of human rights. Nevertheless, we have regions in the world that are still having societies living in medieval times due to raging violence, where proxy wars are being fought by several world powers against each other. Even in the regions where there is no war, violence is taking new forms – acts of terrorism, lone-wolf attacks, domestic violence, honor killings, female infanticide, suicides, and so on. Clearly, there is a need to promote peace education in the modern society globally, as conventional education systems might be proving insufficient in this regard. Established in 1970, World Council of Comparative Education Societies (WCCES) has its broad objectives aligned closely to the above-mentioned principles of international understanding. In 2016, it collaborated with one of its constituent societies – IOCES, to develop and offer globally a unique online course on practicing nonviolence. The idea was to counter effect the proliferation of violence by nefarious elements through online

media and build a global culture of nonviolence, peace and harmony. The designing of the course had several challenges – deciding upon the target audience globally, choosing a dependable and robust platform to deliver the course online, taking a call on its duration, languages in which it will be offered, authoring the course while addressing cultural sensitivities in different regions of the world, and finally, creating an outreach for the course internationally. This paper will highlight how these challenges were overcome, the course was created, reviewed by experts globally, and made ready for a pilot launch in March 2018. The strategic plan to proffer this course to about 4 billion people during the next 4 years will also be presented for critical analysis and review.

Keywords: peace, nonviolence, society, global

4.6 Elei Green Igbogi & Gertrude Shotte | Niger Delta Oil Crisis: Can Higher Education Help to Address this Crisis?

The Niger Delta oil crisis has been intensifying over the past three decades or so. There is a need for concern because of the impact this is having on oil production in Nigeria, related investments and even on global oil markets and the fluctuating oil prices. But even more worrying is the number of violent confrontations that erupt between agitated groups, the Federal Government and Multinational Oil Companies that operates in the region. The suppressive tendencies of the Nigerian state and the reckless, exploitative and environmentally unfriendly activities of oil multinationals have been identified as the main reasons for the conflict. The main consequences are loss of lives, economic hardships, social injustices and poverty to country that is oil-rich. The paper argues that there is a dire need to find solutions that drastically curb, if not eliminate these negative effects. It also contends that repressive tendencies and military solutions and 'weak' policies are inadequate to address such serious challenges and issues. The paper therefore proposes education as the catalyst that has the scope and durability to deal with this seemingly lost situation. By employing a literature-based methodology, it identifies moral development, effective teaching strategies and the role of Higher Education in personality development as key factors in tackling the negative consequences of the Nigeria oil crisis. Evidence from the literature reviewed has indicated that it is highly likely that the measures identified can go a long way in helping to beat the odds.

Keywords: oil crisis, multinational corporations, security, poverty, education, moral development, teaching strategies, policy implementation

4.7 James Ogunleye | Composition of Research Income in UK Higher Education: The Case of Post-1992 Universities in Scotland

Universities' core missions are teaching, research, enterprise and community engagements. Although universities in Scotland derive a significant proportion of their income from 'teaching mission' – funding council grants, tuition fees, and education contracts, research remains a significant feature of academic activities. This paper examines university 'research mission', income and its composition among post-1992 universities in Scotland, United Kingdom. The paper adopts content analysis research technique to review and analyse research activities and income of seven post-1992 universities in Scotland, United Kingdom, between 2012-2017. The major components of the seven universities' research income are grants from research councils, UK charities, UK/overseas governments, European Union, and UK industry. The paper finds that, individually, research income as a proportion of total income is very low – ranges from 2.6 to 7.6 per cent. Across the seven post-1992 universities, the proportion of research income to total income averaged 3.9 per cent. The paper finds inconsistent evidence of spread of sources of research income among the seven post-1992 universities. The paper concludes that efforts by the Scottish post-1992 universities to improve income from research as a proportion of total income have not materialised.

Keywords: university mission, research income, higher education, post-1992 universities

4.8 Nicholas Lebopa & Vusi Mncube | The Dynamics of Implementing Inclusive Education in Schools

Located within constructivist paradigm, this is a qualitative study that used a case study design. Qualitative data collection methods namely interviews observations and document reviews were employed. The sample comprised of 43 teachers and principals from four case study schools. This paper focuses on the experiences of primary school teachers regarding implementation of inclusive education. Findings from the research suggest that despite various attempts aimed at successful implementation of inclusive education in schools, not much has been achieved in this regard. The study also suggests that there were problems emanating from the lack of sufficient training on the implementation of inclusive education including the implementation of the SIAS (screen, identify, and support) Policy requires teachers to screen, identify, and support learners, however, teachers were only trained do baseline assessment and were not fully trained on SIAS. The paper recommends that there is need for teachers to get continuous training and support on the implementation of IE particularly on aspects of SIAS. Qualified educational psychologist should be utilised for the crucial role of implementing the SIAS Policy.

Keywords: implementing inclusive education, SIAS Policy, learning disability, experiences, primary schools

Thematic Section 5: Law and Education

5.1 Sharon Thabo Mampane | Exploring the Practice of In Loco Parentis in Public Schools

The purpose of this conceptual paper is to highlight challenges educators face in the practice of in loco parentis in South African public schools. Responsibilities of school educators in children's education are increased, while those of social institutions like the home, church and community are reduced. This responsibility known as the 'in loco parentis' principle, tasks educators to act in the place of a parent by carrying out legal responsibilities and functions in line with the Fundamental Rights of children in the Constitution of the Republic of South Africa (CRSA) of 1996. Educators ought to show care and supervision to learners in the same way a reasonable and prudent parent would; taking responsibility for the emotional, psychological and physical well-being of the learners to ensure there is no foreseeable risk of injury to the child. This parent-teacher relationship is unique and requires educators to exercise care that ensures protection of learners from harm and injury so that they are not rendered negligent while performing their tasks. Despite these laws put in place to protect both learners and educators, physical and psychological violence is a threat. This paper thus focuses on how educators' practice of in loco parentis ensures protection, security, safety and wellbeing of learners in South African public schools. Findings, reveal that the whole system of parent-teacher co-operation should be reorganized to balance the tasks of the school community. The study is significant for the realistic consideration of educators' in loco parentis practice amidst their teaching and administrative tasks.

Keywords: in loco parentis, teacher responsibilities, duty of care, negligence, legal obligations, safety and security, violence

5.2 Queen Chioma Nworgu & Elizabeth Achinewhu-Nworgu | Cultural Challenges Facing Teachers Working with International Students – A Case Study of QAHE

Leaving home countries to study in another country can impose a big cultural challenge to students and teachers in the classroom. This study will aim to share the experience of teaching and interacting with international students, with main focus on Romanian

students studying at QA higher education in partnership with Northumbria, Ulster, Roehampton and Middlesex Universities based in London. The main purpose for this study was to compare our previous studies that focused on Nigerian students' experiences studying in the UK intuitions. The students concerned for this current study are both on undergraduate and postgraduate programmes in Business Studies. QAHE has over 3,000 foreign students on their Business programmes comprising Romanian, Bulgarian, Italian, and others from Mexico, Columbia, China, Vietnam and few from the UK. Majority of the undergraduate students are from Romania studying undergraduate Business programme and the rest studying postgraduate Business programme are mainly from other foreign countries.

Keywords: challenges, education, students, teachers, support, culture and language barriers, internationalisation

5.3 Zoltán Rónay | Centralizations and Autonomies: The Delimitation of Education by the Hungarian Government

Hungary is on the road towards an illiberal state. On this journey, the Hungarian government, with the Parliament at its service, is reinterpreting the concept of fundamental rights. Under the slogan of effectiveness, new regulations are being adopted which secure more power, influence, rights, and tools for the state. This paper aims to present this trend from the perspective of education. I will present the most important new legal institutions, the chancellery, and consistory, as well as the constitutional right of the government to regulate by decree the operational and financial matters of HEIs, the central direction of schools, and the ministerial approval of pedagogical programs.

Keywords: autonomy of higher education institutes, freedom of teaching, scientific freedom, self-governance, direct government control, illiberal state

5.4 Omokaro Obire | State of Modern Education in Nigeria

Education is an ever evolving system, taking cues from past success to help educate future generations. With so many different views and influences contributing to modern education standards, it can be easy to lose the sight of where education should go and what it should be achieving. Education is thought to benefit more than the individual, it contributes to society's structure, and with this in mind does this apply to modern day Nigeria? Education today in Nigeria is no longer the most important and influential institution in the society. The previous belief that educational system is sole built to produce a meritocracy where individual promise is acknowledged and developed through academic achievement is now a mirage. Our modern society is one that is globalised and is based on information and innovation, and they, in turn are highly knowledge intensive. Education's role in modern society is of great importance, the quality rather than the quantity should be the governments' focus. However, in many developing countries the policy makers are opportunists and barely literate. There has been much emphasis placed on the building of universities. The education of citizens is low on the list of priorities. The most basic educational aids such as books and facilities are generally of low quality and in many cases lacking. In the modern society stable jobs with predictable careers are disappearing. They are being replaced by "flexible labour". Nigeria needs more or less radical reforms, and there should be support for curriculum development and experiment. We all need to come together and figure out how we can change students' minds and make them want to learn. The problems of teaching, the recruitment to, and the attitudes toward education in Nigeria are deeply embedded in a wider social context and are not amenable to easy one-off solutions.

Keywords: modern education, Nigeria, inadequate funding of education, school education

5.5 Elizabeth Achinewhu-Nworgu | An Overview of Integrating Arts and Creative Practices to a Business Programme: QAHE in Partnership with Ulster & Northumbria Universities

The prompt for this study came about as a result of my previous paper presented in 2017 in relation to examining the role of creative art and link in education, originated from Prof. Claudio-Rafael Vásquez-Martínez work on arts and painting in education. For the present study, qualitative data was gathered using observation and focus group interviews with Business students and teachers at QAHE in partnership with Ulster, Northumbria, Roehampton and Middlesex Universities in London Campus. The findings indicate that creative arts can be linked to any form of learning and in doing so, would depend on how the teachers communicate the idea to the learners and how the students may perceive their learning styles from the process. The key challenge for QAHE is linking arts and creativity to other business curriculum for the benefit of other learners.

Keywords: art education, poster, design, drawing, painting, creative practices, transition, international students, business decision, academic success

5.6 Tebogo Jillian Mampane | School Heads of Department's Role in Ensuring Teacher Professional Development in Mathematics: The South African Context

The 1994 democratic government of South Africa brought greater responsibility and growth of school-based management in schools which impacted on the role and workload of school leaders. Principals of public secondary schools delegated greater responsibility to Heads of Departments who had to ensure that Mathematics teachers are professionally developed. Although Mathematics serves as a foundation subject for many other disciplines, the new Mathematics curriculum and teaching standards do not match the qualified and competent Mathematics teachers, nor do they address problems in township schools, where high-quality Mathematics teaching is needed. The term township refers to the underdeveloped urban living areas previously reserved, and still is, the residential areas for Blacks, Coloureds and Indians. Township and rural schools in South Africa have considerably fewer opportunities to excel in Mathematics, because teachers in these schools lack knowledge and skills in Mathematics and the schools are also under-resourced. The assumptions is that good teachers should be supported and developed professionally to do their best work with learners, and, to be retained. Teachers need relevant subject knowledge and professional development to handle and support the teaching-learning tasks expected of them in Mathematics teaching. Currently what is available as teacher professional development is inadequate, especially in the South African context. Despite the belief that school-based Teacher Professional Development may have a positive impact on the teaching of Mathematics, little is known about how HoDs support the professional development of Mathematics teachers.

Keywords: Teacher Professional Development, Heads of Department, teacher support, teacher competence, improved learner performance

Thematic Section 6: Research Education & Research Practice

6.1 Ewelina Kinga Niemczyk | Fostering Identity Making of Globally Competent Researchers

To be a researcher in current times can be quite challenging. Researchers are required to constantly adapt to changing research environment driven by globalization, technological advances, and use of new methodologies. Universities worldwide have been confronted with changing circumstances due to the requirements of the knowledge-based economy, bringing research productivity and research capacity building to the fore. The rapidly changing research environment affects ways in which research is designed, conducted and reported as well as the spectrum of expectations from researchers. It is fair to argue that the above mentioned changes must be taken into account considering the process of becoming a researcher and a researcher identity building. Although there is a

vast scholarly literature on identity development or identity trajectories, discourse about identity development of globally competent researchers is not empirically addressed. To that end, this work explores (a) expectations of globally competent researchers and (b) research learning opportunities that foster identity building of such researchers. This interpretive study relies on multiple data sources – 47 open-ended questionnaires from international community representing 17 countries and 10 personal interviews with researchers at various stages of their career from one South African institution. The theoretical framework is based on the social practice perspective on learning where social interactions and collaborations are essential components of learning and becoming. The findings indicate that researcher's identity is a dynamic process of development through participation in diverse research activities and interactions. Through such participation knowledge, skills, values, and attitudes expected of globally competent researchers might be developed. The overall results provide useful insights on how to design research curriculum, create research learning spaces targeted to support researcher identity development, and encourage novice researchers' individual agency.

Keywords: researcher identity, research capacity, novice researchers, qualitative research

6.2 JP Rossouw | Obsessive Research Drives: A Perspective of a South African Research Manager

Increased research outputs from staff members is high on the agenda of any research manager in South Africa and abroad. Internal and external evaluations have a significant, pronounced focus on outputs and the prolonged existence of a research entity highly depends on the research productivity of its members. International scholarly literature shows that an obsession with research outputs may develop against such a background. Merriam-Webster defines an obsession as a "persistent, disturbing preoccupation with an often unreasonable idea or feeling". Various factors work towards such a preoccupation: financial gains and other incentives offered by some institutions, middle management performance appraisals, personal ambition and the quest for excellence. Against the background of an international literature analysis of matters related to drives towards higher research outputs by faculty, this paper focuses on my own perspectives as a research manager on both management's and individual researchers' obsessions with increased outputs. I developed this personal perspective in a South African faculty context where teaching is also regarded as a priority, leading to a high teaching load for the majority of staff members, while it is also explicitly expected from them to publish. This presentation draws data from recent scholarly literature, offered as a theoretical framework, and from my personal experiences as a research director over a period of five years. Both data sources show that while a healthy drive towards research productivity is for the advantage of both the nation, institution and the scholar, several unintended effects prevail once this drive transforms into an obsession. One consequence of such an obsession is an unreasonable, unwarranted elevation of research as a professional, scholarly virtue. Such an approach may be marked by elitism and snobbishness, leading to a decline in motivation for young or less established researchers who are perceived as being inferior. Obsessive research drives may lead to a decline in research quality in a context where the system gives preference to increased outputs thus quantity. Financial incentives for published papers purposefully enhance an increased output rate. Other incentives to publish include promotion to leadership positions, elevated status amongst peers and in the faculty, and achieving a higher rating as a researcher. The presentation concludes with a description of what I perceive as a healthy approach to the drive towards research outputs. Contrasted with various negative consequences of obsessive research drives, I offer several characteristics and beneficial consequences for a balanced approach.

Keywords: research obsession, research drives, motivation, incentives, elitism, mentorship

6.3 Attie Engelbrecht | The BRICS Organization and the Education Aims of South Africa: A Comparative Study

Effective education systems succeed in providing the primary education aims, namely the education needs of the local community. In this regard, South Africa is in a unique and at the same time challenging position because characteristics of both "developed" and "developing" countries are present in the country's educational aims. A comprehensive literature review confirms that South African education is currently not effective. In order to meet the international standards, it is important for South Africa to consider global developments related to education aims. The analysis and interpretation of general education aims within different nations' education systems and organizations showcased similarities and differences. With this in mind, this study explores similarities and differences between the education objectives of the BRICS (Brazil, Russia, India, China, South Africa) organization and South Africa's education aims. This interpretative study relied on thorough document analysis of acts, policies, articles and government publications. All documents were coded and then grouped into relevant themes to inform the scope of this paper. The results show that all five essential South African education aims are reflected to some extent in the BRICS organization's educational objectives. The main gap between the South African education aims and the BRICS organization's educational objectives is the absence of any form of reference to improving involvement in the field of higher education and the transferability of education qualifications internationally. Such shortcomings suggest a necessity to align the South African education aims with the BRICS organization's education objectives in order to strengthen education as common interest within the BRICS organization and to enhance the effectiveness of South Africa's education by achieving the optimal development of human potential. It is anticipated that the results and thus the lessons learned from the study will assist in solving the problem of current non-realization of the South African education aims.

Keywords: BRICS education objectives, education system, South African education aims, document analysis, interpretative study

6.4 Matthew A. Witenstein, Subroto Dey, Savitha Suresh, Anupama Mahajan & Shivali Tukdeo | Moving Beyond the Binary: Engaging in Dialogical Spaces to Derive Methodology in Comparative and International Education

Much has been written about how knowledge and power are integrally connected. In colonial contexts, for instance, production of knowledge about native communities was strongly implicated in social power and domination. Inequalities between the Global South and North have been highlighted in post-colonial contexts, yet, even within the Global South, social science scholarship has drawn on the "marginalized" largely as the object of knowledge production rather than as producers of knowledge. Inequalities based on geographies, race, caste and gender influence not only what knowledge is deemed valid, but also what is undermined. The authors argue for the need to move beyond the binary of 'insider-outsider' or 'colonial-non-colonial' in the construction of knowledge and proposes how processes of knowledge production could be made more democratic by using dialogical spaces to derive meaningful methodology in comparative and international education (CIE) contexts that supports all stakeholders. Drawing from post-colonial theorists, feminist scholarship and critical pedagogy, we aim to explore the possibilities and dilemmas of more collaborative forms of generating methodology. With that in mind, the researchers posit the notion of dialogic space as a mechanism for collaboratively developing methodology among all vested stakeholders. The authors are considering situating this dialogical space as a third space where meaning-making is conceived in the interstitial spaces shared by stakeholders. Moreover, local communal ways of knowing can parlay into emergent methodologies which are rigorous and authentic. Meaningful questions and dilemmas of more collaborative forms of deriving methodology will be proposed. In sum, such an exploration, can support CIE researchers in exploring opportunities for productively forging more egalitarian modes of research engagement in developing contexts. Our considerations are based on the understanding that simple binaries such as "insider-outsider" are unproductive, even for reflexive researchers who may acknowledge power differentials, but find it challenging to incorporate these reflections within their research.

Keywords: methodology, comparative/international education, dialogical spaces, third spaces

6.5 Gertrude Shotte | Case Study Research: A Conundrum or a Convenience?

Investigative research activities are as exciting as they are frustrating, for new and experienced researchers alike. Among the many strategies used for data collection, there seems to be none as controversial as the case study method. This review paper comments on the works and views of three leading writers of case study research – Robert Stake, Robert Yin and Sharan Merriam. Alongside these leading writers are the positions of other authors, including John Creswell's, principal writer on educational research design, who lists the case study among five approaches of qualitative research. This work also reviews how case study research is positioned in the methodological approaches in the quantitative paradigm, and by extension, mixed methods design. The paper begins by providing a rationale for the choice of title and then follows through with the on-going debate from the literature. This includes how the case study is utilised as a research method and the advantages and disadvantages that are associated with this method. Personal experiences and the author's own research work, form part of the review. The paper concludes that regardless of the research design (qualitative, quantitative or mixed methods) chosen, careful consideration given to the case study design itself is crucial in making the research robust. Also crucial, is the category of case study that the researcher decides to employ. The paper sides with Yin's caveat in reminding researchers that there is no merit in regarding these categories as hierarchical since individual categories can be used alongside each other, depending on the nature of the research undertaken.

Keywords: qualitative traditions, case study, methods, methodology, case study research

6.6 Nadine Fouché | The Link between Language of Learning and Teaching and Poor Reading Performance

Language is a determinant of an education system as it determines the language of learning and teaching (LoLT) of a school. Language is the instrument through which knowledge is communicated, relationships are maintained, emotions are expressed and individuality is confirmed. Furthermore, language has a social and a cultural function. In order to provide for the diversity in South Africa, the Constitution makes provision for 11 official languages. The South African Constitution (Act no. 108 of 1996) states that everyone has the right to use the language of his or her choice. Of course, the right to use a particular language implies the right to education in that particular language, as is reasonably practicable. The advantage of mother tongue education is that learners' prior knowledge and deeper levels of understanding lie within their mother tongue which enables them to transfer their knowledge from one context to another. However, mother tongue education is not fully realised in South Africa. A large percentage of learners, whose home language is neither English nor Afrikaans, use these languages as LoLT. The lack of mother tongue education may cause poor reading ability, as it is evident in the results of the 2016 Progress in International Reading Literacy Study (PIRLS). The PIRLS assessment is coordinated by the International Association for Evaluation of Educational Achievement and is used to assess the reading ability of Grade 4 learners. The collected data make it possible to compare different countries and education systems with regard to reading. South Africa's PIRLS results are worrying compared to those of other countries, as its results were the weakest out of more than 50 countries. The PIRLS results along with the possible solutions will be discussed in this presentation. The recommendations for the above stated problem may include the promotion of reading through a critical examination of the existing national reading strategies, drawing awareness to the responsibilities of social role players regarding reading motivation and the possible setting of a reading motivation framework for learners.

Keywords: education system, language, mother tongue education, PIRLS, reading ability

6.7 Elize Vos | Reading Development as a Necessity within an Education System

Reading is part of nation-building and, therefore, ought to be part of an education system. The reason for the above-mentioned argument is that reading promotes confidence to act as a member of a national and a world community. In spite of this important role that reading development plays within an education system, the reading ability of learners in many nations remains problematic. In South Africa, the problem with regard to learners' reading ability is very alarming. Participation in the 2016 Progress in International Reading Literacy Study showed that South Africa fared the worst of the 50 participating countries. The problem regarding the reading ability of South African learners could be attributed to various factors, including shortages of libraries, a lack of books in homes and classrooms, as well as books that are not available in all 11 official languages. South Africa has certain strategies available to promote reading, however, the feasibility of these strategies is questionable when the poor reading performance of South African learners is taken into account. A large South African study was conducted to explore the compilation of a reading motivation profile of Afrikaans speaking adolescents. The study was carried out in the post-positivistic research paradigm by means of a non-experimental quantitative research approach. The data sources included a structured questionnaire and two reading comprehension tests with 823 grade nine learners as well as obtaining the data regarding the academic achievement of these respondents. The learners were selected by purposive sampling from seven schools in the North West Province to represent different quintiles and geographic areas. For the purpose of this presentation, the focus will be on a reading motivation framework that might indirectly contribute to the reading development of learners within a particular education system. The results suggest that the teacher is the most important role player in terms of learners' reading motivation and development. In this way, language as a determinant of an education system could be improved.

Keywords: National Reading Strategy, reading motivation, reading motivation framework, Read to Lead Campaign, self-directed reading, self-efficiency

6.8 Jutta Earius | Wellbeing of Adolescents as a Requirement for Education in Late Modernity

In late modernity, discourses of optimization and acceleration dominate. The current debate on wellbeing is directly linked to this, as a good wellbeing in late modernism with an open ethical horizon can be seen as a positive point of reference for education. A good wellbeing is a prerequisite for being convinced with self-efficacy that life is to a large extent self-directed. With regard to youth and education, the question arises as to how these processes and their consequences in youth life make themselves felt – above all because contemporary educational and social science interpretations do not paint an optimistic picture, but primarily consider risks and uncertainties as effects of the new structural conditions. The paper presents quantitative empirical findings of a secondary analysis with 5,520 respondents, 10 to 18 years old in the federal state of North Rhine-Westphalia (Germany) and shows connections (cluster analysis) of good and bad wellbeing of adolescents, age, gender, lifestyle as well as self-satisfaction, moods, control over life and decisions in an empirical way.

Keywords: wellbeing, self-efficacy, youth, education, late modern societies

6.9 Louw de Beer | A Comparative Study of the Nature and Role of Education Governance in the Education Systems of the BRICS Countries at National and Provincial Level

The aim of this study was to determine how the nature and role of education governance of the five BRICS countries (international organisation consisting of Brazil, Russia, India, China and South Africa) can be to the benefit of each other. To accomplish this aim, firstly, we determine the nature and role of education governance on national (macro) and provincial (meso) level in the BRICS countries. Secondly, we compare the nature and role of the member states' education governing structures. The comparison is meant to help framing lessons to be learned from best practices in each member state. These lessons have potential to benefit the education governance of all five countries. This interpretative study relied on thorough document analysis of acts, policies, articles and

government publications. The analysed documents along with comprehensive literature review contributed to a clear understanding of what kind of education governance is employed on the two levels of education governance in the five member states of the BRICS organization. The findings indicate that the member states are moving towards a more decentralised education governance and therefore a more acceptable education system from a democratic point of view. The data also show that the different role players on all levels of governance must have a clear understanding of what is expected from them and the necessary knowledge, skills and attitude to make a meaningful contribution to the effectiveness of their education system. The strong influence of the government and political role players in all the countries under discussion is noteworthy, but the effectiveness or the benefit for the education system of these influences are at question.

Keywords: BRICS countries, Brazilian education system, Russian education system, Indian education system, Chinese education system, South African education system

6.10 Deon Vos | A Comparative Study of the Nature and Role of Education Governance in the Education Systems of the BRICS Countries at Micro Level

The aim of this study was to determine how the nature and role of education governance of the five BRICS countries (international organisation consisting of Brazil, Russia, India, China and South Africa) can be to the benefit of each other. In order to achieve this aim, the larger study, explored the nature and role of education governance on national (macro), provincial (meso) and local (micro) level in the BRICS countries. After the exploration, the nature and role of education governing structures across countries was compared. This presentation is going to focus on the governing structure on micro level (local). The reason for the comparison of the nature and role of the education governing structures is to formulate lessons to be learned from best practices in each member state. These lessons have potential to benefit the education governance of all five countries. This interpretative study relied on thorough document analysis of acts, policies, articles and government publications. The analysed documents along with comprehensive literature review contributed to a clear understanding of what kind of education governance is employed on the three levels of education governance in the five member states of the BRICS organization. The findings indicate that the member states are moving towards a more decentralised education governance and therefore a more acceptable education system from a democratic point of view. The data also show that the different role players of governance must have a clear understanding of what is expected from them and the necessary knowledge, skills and attitude to make a meaningful contribution to the effectiveness of their education system. The similarities between the five countries regarding the role and responsibilities of the governance structures on micro level include: democratic election of the structures, handling of the school's finances, implementation of policies, learner discipline, delivering of the curriculum, upgrading of the infrastructure and school safety. Meanwhile, the main differences are: the nature of the compilation of the members and the nature and amount of the authority of these local structures.

Keywords: BRICS countries, Brazilian education system, Russian education system, Indian education system, Chinese education system, South African education system, local education governance

6.11 Louise Postma | Analyzing Discursive Interactions of South African Academics in an Online Forum through Young's Communicative Model

This paper explores academics' interaction in an online forum, situated on the intranet of a South African university, where perceptions of racism within a larger discourse about transformation are shared and debated. The communicative model of democratic discourse directs the interpretation of an emancipatory discursive interaction, following a deductive textual analysis of the forum and interview texts from selected participants. The communicative model discourages normative judgements of others and focuses on an understanding of difference. The findings indicate that participants who engage in a deliberative demonstration of power, do not appreciate diverse social-historical contexts. Discursive interactions which indicate an understanding of participants' contexts are marked by a mitigating and sympathetic approach which allows for doubt in the judgements of participants. These mitigating interactions do however not persuade all participants to critically reflect on limiting opinions, attitudes and ways of interaction. An online curator who invites participants from diverse contexts might make the discourse more nuanced, create the opportunity to understand multiple realities and facilitate a transformative discussion.

Keywords: communication, discursive democracy, emancipation, narratives, online discourse, online forum, social-historical context, transformation

6.12 Svetlana Ganina | Supporting a Self-Directed Research Paper Writer

Self-directed learning can be a powerful tool to help learners gain awareness and understanding of the development of their competence. This study aims to identify to what extent the opportunity provided by a supervisor to self-direct the writing of a research paper supports students. The research took place in Estonia, University of Tartu and Estonian National Defence College. The sample of the study was 34 Bachelor's and Master's degree students in years 2015-2017. The method of data collection for this study was the portfolio and self-reflection of the supervisor as well as the open-ended questionnaire conducted among students. Data from the supervisor's self-reflection and portfolio shows that precise agreements, determining student's prior knowledge, recommending source materials and maintaining contact throughout the whole coaching process supported successful thesis presentation. Questionnaire results indicate that students felt supported when the supervisor: provided detailed and encouraging feedback, showed positive attitude, answered arising questions, engaged in respectful communication, provided directive coaching, and created space for learning autonomy. In addition, the results show that providing ample freedom in writing a thesis is most representative of self-directed learning. It is worth noting that eight of these 34 theses were granted several scholarships and awards.

Keywords: self-directed learning, student supervision, post-graduate education, research thesis