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13-17 October 2015

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ICEEPSY Abstract Book eISSN: 1986-3020
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3rd ic-PSIRS International Conference on Political Science, International Relations and Sociology
01-04 June 2016
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Porto PORTUGAL
Escola Superior de Enfermagem do Porto (ESEP) (Nursing School of Porto) in partnership with the Faculdade de Medicina da Universidade do Porto (FMUP) (Faculty of Medicine of the University of Porto)
Cooperation with Escola Superior de Enfermagem do Porto (ESEP) (Nursing School of Porto) in partnership with the Faculdade de Medicina da Universidade do Porto (FMUP) (Faculty of Medicine of the University of Porto)
Poster & Virtual Poster Presentation Conference
Publication: European Proceedings of Social and Behavioural Sciences EpSBS (ISI Thomson Reuters) & European Journal of Social and Behavioural Sciences EJSBS
Future Academy
Multidisciplinary Conference
13-17 October 2015

Future Academy Organized Conferences & Congresses
2016 Dates & Venues & Publications

7th ICEEPSY The International Conference on Education and Educational Psychology
11-15 October 2016
Rhodes GREECE
Oral, Poster & Virtual Poster Presentation Conference
Publication: Elsevier Procedia & European Journal of Social and Behavioural Sciences EJSBS

5th icCSBs The Annual International Conference on Cognitive - Social, and Behavioural Sciences
26-29 December 2016
Virtual Poster Presentation Only
Publication: European Proceedings of Social and Behavioural Sciences EpSBS (ISI Thomson Reuters) & European Journal of Social and Behavioural Sciences EJSBS
Be-Your-Own-Therapist (ONLINE TRAINING)

Be-Your-Own-Therapist is a program Non-Psychologists to increase a person’s well-being by applying Cognitive Behavioural Therapy (CBT) to everyday life situations.

Frequently Asked Questions and Answers about the “Be Your Own Therapist” Program

What are the benefits of completing the Be-Your-Own-Therapist Program?
This program is focused on improving the personal and professional lives of participants. Learning about psychology & CBT and acquiring CBT skills & techniques will enhance participants’ self-awareness and ability to guide others. The program will help participants achieve fulfillment and happiness in life.

Who is eligible to enroll in Be-Your-Own-Therapist Program?
Any person interested in the program.

What is the focus and teaching approach used in the Be-Your-Own-Therapist Program?
The instructor applies techniques that ensure participants:

• Understand the content
• Learn theories and their application (how and why to apply a particular therapy)
• Understand the responsibility of self-therapy

Each lesson consists of sharing theories, learning practical applications and answering questions. Learning to respect professional ethics is also emphasised.
Can I offer services as a therapist after completing the Be-Your-Own-Therapist Program?
Eligibility to offer services as a therapist, counsellor, psychotherapist, psychologist or other professional varies from country to country.

Is Be-Your-Own-Therapist an approved program?
This course is designed for non-psychologists, but the course fulfills criteria of the 1st Module of the Master Practitioner Diploma in CBT Program, which is approved by the British Psychological Society.

What is the tuition to enroll in the Be-Your-Own-Therapist Program?
The total fee for the 19-week course is 1500 GBP. This fee includes the live online course, access to recorded lessons, study text materials and the exam fee.

What is the fee that clients pay to receive counseling or psychological therapy?
The majority of UK therapists charge 75 to 100 pounds for each session. Depending upon the diagnosis, the client typically visits the therapist 10 to 30 times.

Why do many UK-training providers charge more than Future Academy?
Unlike many training providers, Future Academy and the Be-Your-Own-Therapist program focuses on educating non-psychologists instead of limiting the program to psychology professionals.
We provide services to the general public to learn, apply and benefit from CBT.

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MBA Gokhan Ecesoy, Managing Director, Intergaz (Cyprus)

Our staff has the right to work without fear of abuse or intimidation.
Dear Colleagues:

The 2015 conference of the International Conference on Education & Educational Psychology (ICEEPSY) marks its sixth anniversary in Istanbul, Turkey on October 13-17. Congratulations to Dr. Zafer Bekirogullari for creating this conference and founding Future Academy, which now sponsors multiple annual professional congresses and conferences.

Istanbul, Turkey is a beautiful, scenic, and historic city, and a wonderful site for a conference or vacation. Presentations, workshops, and keynote addresses will provide insights and knowledge to practitioners, psychologists, researchers, and teachers. More than 90 countries have been represented in previous ICEEPSY conferences. Also important are the friendships and professional relationships that begin, or are renewed, at ICEEPSY each year.

Mark your calendar to attend ICEEPSY 2015 in Istanbul in October 2015.

Dr. Hugh Glenn
Honorary Lifetime President, ICEEPSY
ICEEPSY 2015 Chair & Message

You are invited to attend ICEEPSY 2015, the 6th Annual International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Istanbul, Turkey during October 2015. ICEEPSY 2015 will again feature informative workshops and presentations by skilled researchers and international scholars.

To date, more than almost 3,000 participants from more than 90 countries have attended an ICEEPSY conference. The Future Academy Scientific Committee and Board of Reviewers is already working hard to ensure the continued high-quality of this event.

ICEEPSY 2015 will publish all accepted full-text papers in Procedia - Social and Behavioral Journal (ISSN: 1877-0428 - ELSEVIER), and abstracts will be published in the Abstract Book ICEEPSY (ISSN: 1986-3020), a serial publication registered with the International Centre for the Registration of Serial publications in Paris. Selected papers will be published in the peer-reviewed European Journal of Social and Behavioural Sciences or in the peer-reviewed C-crcs Volume as a book chapter.

Papers will focus on the following topics: assessment and evaluation, teacher education, basic education, basic skills, counselling psychology, adolescent growth and development, educational psychology, continuing education, higher education, quality assurance/institutional effectiveness, learning theories, effective teaching practices, second language teaching, new approaches in psychology, special education, education and technology, information and communications technology, and distance learning.

We look forward to seeing you in Istanbul in October 2015.

Pavlo Kanellakis
Chair, ICEEPSY 2015
CPsychol, FBPsS (British Psychological Society)
HCPC Registered Clinical, Counselling, Health, Sport and Exercise Psychologist (United Kingdom)
Association for Psychological Therapies (APT)
ICEEPSY 2015 Keynote Speakers

Prof. Dr. Kirsti Lonka
Co-Chair, ICEEPSY 2014
Professor of Educational Psychology
University of Helsinki, Finland
Keynote Title: Mind the Gap - between digital natives and educational practices

Assoc. Prof. Dr. Anita Welch
Emirates College for Advanced Education, Abu Dhabi, UAE
Keynote Title: The Virtual Office: Using Social Media to Promote Your Academic Persona

Pavlo Kanellakis
CPsychol, AFBPSS, HCPC Registered Clinical, Counselling & Health Psychologist, BABCP Accredited Therapist, Supervisor & Trainer
Advisor to the Register of Patient-Accredited Therapists, Senior Tutor - Association for Psychological Therapies
Registrar of the European Association of Counselling Psychology & Editor of the European Journal of Counselling Psychology
Keynote Title: Bridging academia and practice through action research

Claire Parry
Family and Systemic Psychotherapist
South London and Maudsley NHS Foundation Trust
Lambeth Drug and Alcohol Service
Lorraine Hewitt House, London

Dr. Zafer Bekirogullari
CPsychol, AFBPSS, HCPC Registered Counselling Psychologist
United Kingdom
Keynote Title: Substance Abuse Treatment and Working Systemically with the Family
Dr. Neil Smith
Consultant Clinical Psychologist & Service Manager
National Problem Gambling Clinic
Central and North West London NHS Foundation Trust (CNWL)
Keynote Title: Working with behavioural addictions (pornography, shopping, gaming, internet)

Tapio Toivanen
Associate Professor, University Lecturer, Doctor of Arts in Theatre and Drama,
Department of teacher education
Faculty of behavioral sciences, University of Helsinki
Keynote Title: Teacher's sensitivity and presence
ICEEPSY Previous Chairs

2010
Dr Zafer Bekirogullari
CPsychol, AFBPsS, CSci (British Psychological Society)
HCPC Registered Counselling Psychologist (United Kingdom)

2011
Dr James Ogunleye
FRSA, Middlesex University, United Kingdom
Professor Patrick Ainley, University of Greenwich, United Kingdom

2012
Prof. Dr. Jim Johnson
School of Education and Department of Psychology
Point Loma Nazarene University

2013
Pavlo Kanellakis
CPsychol (British Psychological Society)
HCPC Registered Clinical, Counselling, Health, Sport & Exercise Psychologist (United Kingdom)
Chair of ICEEPSY 2013
Association for Psychological Therapies (APT), Couples SIG, The Royal College of Psychiatrists

2014
Prof. Dr. Kirsti Lonka
Co-Chair, ICEEPSY 2014
Professor of Educational Psychology
University of Helsinki, Finland
& Dr. Soňa Vávrová
Vice-Dean for Master's and Doctoral Study Programmes
Tomas Bata University, Czech Republic
Future Academy
Multidisciplinary Conference
13-17 October 2015
**Title of the Paper:** Unmotivated motivating:toward motivating L2 learning based on unmotivating factors.

**Problem Statement:** Motivation is a key factor in learning, and also critically in learning L2. How it can be possible motivating the unmotivated or low motivated learners?

**Research Questions:** Whether identifying unmotivating personal factors and removing or reducing their impact, can be effective for motivating each learner?

**Purpose of the Study:** Defining the effectiveness of motivating unmotivated or low motivated L2 learners, based on their unmotivating factors.

**Research Methods:** A single case research design with multiple subjects, across subjects, non-concurrent one.

**Findings:** Five cases (subjects), with the average age of 16, selected among English learners of an Iranian language institute. All of these female learners had been accomplished 2 semesters of institute English course package, before. They entered to the treatment/instructional plan one by one after 5th session. Each of them had their own treatment plan based on their answers to the questionnaire. At the end of each two sessions, they answered to an exam based on past sessions instructions. They had totally 24 instructional sessions which has been accomplished during 3 months.

**Conclusions:** The results of continuous exams showed a visible growth in cases scores and final mean score. Hence, the findings of this study affirmed the effectiveness of the instructional plan based on authors made demotivating factors questionnaire, to improve learners English learning as a second language.

**Key Words:** L2 learning, motivation, unmotivating factors.

PhD Student Zohreh Molaee Iran (Islamic Republic of)
Professor Dr Fariborz Dortaj Iran (Islamic Republic of)
Associate Professor Dr Esmail Sadipoor Iran (Islamic Republic of)
Title of the Paper: Error Of Spanish Adjectives In Writing Treatises Malay Students In The University

Problem Statement: Students often make mistakes in using the shape, type, position, shortening, a match between the gender and the quantity and errors often occur during the Spanish learning process.

Research Questions: i) Analyze the error usage of adjectives in spanish writing by Malay students of Sultan Idris Education University. ii) Sums up the cause of errors made by students

Purpose of the Study: The study on the adjectives will indirectly help to find a new alternative to address the weaknesses in mastering the adjectives among the non-native speakers. The discussion about the study is able to help language teachers and linguists to assess levels of BS mastery among non-native students.

Research Methods: Focused Investigation Method Thorugh this study, the investigation was made on 100 Malay students’ essay at UPSI who learn Spanish at level one the most basic level. However, only 50 essays were selected. In addition adjectives sentences and phrases constructed by the students were examined by the researcher in order to view for the errors made.

Findings: The findings from the study which has been carried out on the students’ written essay, has seen some troubles faced by Malay students associated with Spanish morphology system especially adjectives based with elements such as compatibility in terms of gender and quantity. These elements do not exist in Malay and this may be the error contributors made by them

Conclusions: The findings of the study have also shown that difficulties can be attributed to other factors such as interruption of a second language and the target language spelling system which is more complex than the first language.

Key Words: Spanish learning among Malay students

PhD Student Mariyati Mohd Nor Maria Malaysia
Associate Professor Dr Zaitul Azma Zainon Hamzah Zainon Hamzah Malaysia
Title of the Paper: Didactic tools’ selection in the use of active and interactive training methods

Problem Statement: Tendency of higher education is diversity of using of innovative training methods. It is important to determine their capability to solve problems faced by lecturers, nature of arising difficulties.

Research Questions: How to characterize didactic tools selected by lectures using active and interactive training methods and is there correlation of didactic tools selection with lecturers’ profile, experience, age, professional development?

Purpose of the Study: For determining characteristics of didactic tools related to active and interactive training methods it is necessary to identify most relevant methods using lecturers and describe typical training situations to reveal ways of assistance which lecturers need depending on their specialization of teaching (Science or Humanities), age, experience, professional development.

Research Methods: For study ways of using active and interactive training methods was used questionnaires for lecturers. The survey results were processed by content analysis. Methods of socio-pedagogical research: participant observation, conversation, studies products of lecturers’ activity. SPSS-20 was used for data processing. Participants included 235 lecturers, age: from 25 to 70.

Findings: Analysis of 580 situations of using of active and interactive training methods helped to identify the rationale for the selection of didactic tools most relevant to lecturers of Science and Humanities characteristics and classification of problems related to application of these methods were identified the missing lecturers’ knowledge, skills for successful application of selected group of methods were revealed.

Conclusions: The main task of didactic tools in active learning is to create conditions for actualization of students’ intellectual potential, implementation their creative individuality, development of scientific abilities. Interactive learning expands possibilities of learning activities in group work, helps to develop communicative skills, to make emotional contact, to teach team work, to develop professional competences, personal characteristics of future specialists.

Key Words: Lecturer, selection, training methods

Professor Dr Nina Bordovskaia, Russian Federation
Associate Professor Dr Larisa Darinskaya, Russian Federation
Associate Professor Dr Olga Zhebrovskaia, Russian Federation
Title of the Paper: Students’ psychological characteristics as factor of effective acquisition of visualization in e-learning

Problem Statement: Choosing a visualization form teachers frequently focus on subjective opinion about multimedia presentation or its formal requirements, forgetting that effective acquisition of visualization equally depends on psychological characteristics of students.

Research Questions: How psychological characteristics of students influence the effective acquisition of visual information? What form (text, charts, comics) of electronic visualization is more preferable for students of certain psychological types?

Purpose of the Study: Research objective - to reveal psychological characteristics of students promoting effective acquisition of visual educational information in e-learning.

Research Methods: Experimental method at lecture (three lectures, each in 3 visual forms - text, comics, schemes) control tasks for examination on Blum’s taxonomy psychodiagnostic techniques «Thinking Styles» (R. Harrison, R. Bremsion), «Learning Styles» (Canfield), «State Metacognitive Inventory» (Harold F.O'Neil, Jamal Abedi), "Motivation of learning" (A. Rean and V. Yakunin, N.Badmayaeva's modification), «Diagnostics of self-organization features » (A.D.Ishkov).

Findings: High level of self-organization (ability to conation and analysis of situation, self-control and goal setting) promotes effective acquisition of information in the form of Text. For Charts - the tendency to idealistic style of thinking, avoidance motive and motive of self-realization. For comics - the importance of motivational, communicative and cognitive-evaluative components of learning activity and learning conditions.

Conclusions: Students with effective acquisition of educational information in the form of text demonstrate educational and communicative competence. Diversity of learning motives, the minimal role of organizational aspects of learning activities positively influence the acquisition of information in the form of charts. For students with social motives, high estimate of the achievements, different styles of thinking effective acquisition promotes by comics.

Key Words: e-learning, students’ psychological characteristics, acquisition

PhD Student Daria Gnedykh, Russian Federation
Professor Dr Svetlana Kostromina, Russian Federation
Title of the Paper: Didactic terminology operated by Russian future and practicing teachers: comparative analysis

Problem Statement: To increase the level adequate achievements’ using in the didactics field one can consider features of created conceptual and terminological structure and factors of its refreshing during teachers training

Research Questions: Have future and practicing teachers got different conceptual and terminological structures for the solution of didactic problems and what factors have influence on refreshing of their didactic terminology?

Purpose of the Study: To research conceptual and terminological structures of future and practicing teachers: individual evaluation of volume and the content of the basic didactic concepts structure definition of the main conceptual and terminological fields didactic concepts operating during the problems statement about educational process organization, an evaluation of its results.

Research Methods: The secondary school teachers and students getting higher pedagogical education took part in research. The sampling amounted 230 people. The context analysis, classification of didactic problems, questioning, concept maps, adapted technique "Formulation of problems" (Holodnaia M., 1983), questionnaire "Thinking Styles" (Alekseev A., Gromova L., 1993), content analysis, statistical methods (Spearman and Kendall correlation tests, Mann-Whitney test).

Findings: Attributes that allow to determine specific features of how conceptual competence in didactics is formed and manifested were identified: good retention of concepts influencing identification of relationships between them and their use the context in which concepts were retained experience of operating these concepts during professional activity individual and personal characteristics of thinking.

Conclusions: Development and manifestation of conceptual competence in didactics of future and practicing teachers is determined by professional specialization, the training period, duration of professional experience as a teacher, thinking style, individual preferences in selection of sources of information, and actions taken in case of difficulties encountered when solving didactic problems and difficulties with understanding of a new term.

Key Words: teacher, conceptual competence in didactics

PhD Graduated Elena Koshkina, Russian Federation
Professor Dr Nina Bordovskaia, Russian Federation
Professor Dr Natalia Bochkina, United Kingdom
Title of the Paper: Perceived emotional self-concepts in groups of juvenile delinquents and nondelinquents

Problem Statement: In previous studies evidence of influences of low self-esteem and poor self-concept on youth delinquent behaviour was revealed, this study concentrates on juvenile delinquents' self-concept as a multi-dimensional construct.

Research Questions: Within multidimensional conceptualization of self-concept the research question was evoked: How delinquent and nondelinquent adolescents see themselves in relation to their feelings about three aspects of self-concepts.

Purpose of the Study: The aim of the study was to compare the perceived emotional characteristics of actual, ideal and social selves between juvenile delinquents and matched nondelinquents. It was hypothesized that delinquent subgroup will manifest more negative emotional characteristics of actual, ideal and social selves than nondelinquent subgroup of adolescents.

Research Methods: Emotional self-perceptions in the area of actual, ideal and social selves among 74 juvenile delinquents and matched nondelinquents (N= 148) were assessed by verbal self-reports. Responses were scored in terms of eight primary (anger, anticipation, disgust, fear, joy, sadness, surprise, trust) and eight secondary (aggressiveness, awe, contempt, disapproval, love, optimism, remorse, submission) emotions according to Plutchik's (1980) model.

Findings: We found differences in emotional self-perceptions of actual, ideal and social selves in the area of positive (joy, optimism, surprise) and negative (aggressiveness anger, anticipation, contempt, disgust, disapproval, fear, remorse, submission) emotions ratings but not in some social (awe, anticipation) emotions ratings between two studygroups, whereby few differences were found in the ideal self in terms of positive emotions.

Conclusions: While there were clear differences between delinquent and nondelinquent adolescents in the feelings about the actual, ideal and social selves, those differences were relatively mild in the area of ideal self. Moreover, not only poor general self-concept, but also emotional distortions in the multiple natures of the self-concept may play a role in development of juvenile delinquency.

Key Words: Self-concept, emotional self, juvenile delinquents

Associate Professor Dr Kristi Kõiv Estonia
Title of the Paper: Computer-based key language competence development

Problem Statement: Computer-based language competences development is based on methods of administering instructions. The attributes to consider is threefold structure and types of exercises, grading assessments and availability of multiple attempts.

Research Questions: Do students find the e-course more efficient and which instructions in CB environment find the students most convenient?

Purpose of the Study: To monitor and study student’s proficiency of key language competences defined by CEFR with a special view on student’s learning style preferences.

Research Methods: Standardized questionnaire of learning styles ILS, outcome of the exercises and achievement tests in Blackboard LMS

Findings: E course in CB environment are highly appreciated both, by students and teachers. Students generally improve their language competences in CB environment if the instruction is well designed.

Conclusions: The e-course of professional English language in Blackboard LMS is efficient tool helping especially distend students to improve their language competences. We will continue and develop the CB English language course instructions further so that they are applicable to Financial Management and IT courses.

Key Words: key language competences, e-course, computer-based instruction

Assistant Professor Dr Dagmar El-Hmoudova. Czech Republic
Title of the Paper: Linking Literacies through a Creative Group Project in English Classes

Problem Statement: Linking literacies has been perceived by language education professionals as natural and necessary. Nevertheless, how to creatively integrate multiple language skills in ESL/EFL classrooms is scant in the literature.

Research Questions: How do university freshmen in Taiwan perceive the tasks of a linking-literacy group project?

Purpose of the Study: EFL learners' feedback on the linking-literacy group project may inspire English educators to start integrating multiple English skills in classroom activities or assignments. Besides, it may make English educators' aware which tasks could facilitate English learning and help them design similarly, or more, creative tasks.

Research Methods: The study was conducted at a central university in Taiwan. Two high-level English classes, which were comprised of different disciplinary majors, participated in this study. On the completion of the project work, the researcher conducted a semi-structured survey to collect the participants' thoughts of each task. Afterwards, she analyzed the data quantitatively and qualitatively.

Findings: The results show that Social Science majors reported more positive comments on news story selection and play outlining than Creative Design majors and Science majors. Despite the different perceptions of those tasks, the majority of the participants seemingly considered drafting, revision, performance and, in particular, scripts reading helpful to improve their English proficiency.

Conclusions: Linking literacies through group projects appears feasible in the EFL context despite that some participants made relatively fewer positive comments on news story selection and play outlining than the other tasks. Linking-literacy projects may promote more English learning if English instructors make these two tasks less challenging or provide their students more guidance in a timely manner.

Key Words: linking literacies, project work, EFL

Associate Professor Dr Jeng-Jia LUO, Taiwan, Province of China
Title of the Paper: Inquiry-Based-Learning In Pre-Service Training For Secondary Education Counselors

Problem Statement: This article describes an experience carried out with a group of students from the Master for Secondary Education where the Inquiry-Based Learning (IBL) is applied to train future counselors.

Research Questions: Does Inquiry-Based-Learning facilitate the development of generic and specific competences in future Secondary Education Counselors?

Purpose of the Study: The subject Educational Research and Innovation is organized through the task of doing the evaluation of an educational program. The students work in groups to evaluate the Master itself that are studying.

Research Methods: To do this, they must develop a demand, a project, collect and analyze data, and write and disseminate a report of findings with recommendations for the improvement of the Master. The experience has been evaluated through different means: learning achievements of students, the reflection of the participants and the report of institutional evaluation of teaching.

Findings: All students have clearly achieved the learning objectives and are satisfied with the experience. They confirm to have developed technical skills relating to the discipline and have improved skills related to teamwork. They claim to have developed greater confidence in their own ability for professional performance.

Conclusions: The IBL facilitates the development of Education Guidance professional skills. The use of this methodology requires that teachers plan and be flexible during development. In addition, monitoring and support to students during the process is necessary.

Key Words: Inquiry-Based-Learning, Education-Counserlors Pre-Service Training, Higher Education

Professor Dr Lourdes Villardón-Gallego, Spain
**Title of the Paper:** Evolution of the Concept of Teaching Profession in Secondary School Teacher Training

**Problem Statement:** One of the main objectives of the initial training for future teachers is to spark a shift in their preconceptions regarding teachers

**Research Questions:** How has your concept of ‘teacher’ changed since you started the Master's Degree in Secondary School Teaching?

**Purpose of the Study:** The objective of this study is to analyze the shift in their professional image undergone by students in the Master's Degree

**Research Methods:** Eighty-six students – graduating classes of 2013 and 2014 – of the Master’s Degree in Secondary Education Teacher Training took part in this study. They completed a questionnaire consisting of a series of open-ended questions regarding teacher identity.

**Findings:** Results indicate that the initial teacher training sparks a shift in the conception future teachers have of the teaching profession. The Master's Degree has helped them get to know teachers' professional profile and to become aware of the complexity involved in their performance, because of the number of duties and their difficulty.

**Conclusions:** Initial training has allowed them to recognize the importance of the teachers' role and to change their professional concept.

**Key Words:** professional identity, initial teacher training

Professor Dr Zoe Martínez de la Hidalga de la Torriente, Spain
Professor Dr Lourdes Villardón Gallego, Spain
Title of the Paper: The issue of errors in teaching foreign languages

Problem Statement: The correction of mistakes ranks among the basic activities of foreign language teachers. An analysis of mistakes in written assignments of students helps to identify typical mistakes Czech speakers.

Research Questions: What mistakes do Czech students of German as a foreign language make in their written assignments?

Purpose of the Study: The aim of this study is to present the research project along with its preliminary findings.

Research Methods: Analysis of mistakes in written assignments made by students of the German language Categorization of mistakes Statistical processing of data

Findings: The research is being carried out now and the data will be analysed by autumn 2015.

Conclusions: Final conclusions will be presented after the completion of the analysis.

Key Words: mistakes and errors, correction

Associate Professor Dr Jana Ondráková, Czech Republic
Title of the Paper: Professionalization of University Students of Pre-school Education

Problem Statement: Pre-school education has become a space for the child to be trained for future life situations. Contacts with peers increase, which strengthens the social function of pre-school education.

Research Questions: The study will seek the answers of what is the concept of the child and childhood by students of pre-school university education.

Purpose of the Study: The concept of the child and childhood indicates important consequences for professional characteristics of pre-school teachers. Answers will be finding if the students comprehend the alteration of nowadays childhood as compared with their own, and which benefits of childhood they feel when compared with that of the school-age pupils.

Research Methods: The article will be based on empirical data gathered through the so-called thematic writing, a semi-structured text which will be produced by students. The students of this investigation are enrolled at pre-primary education programme at a university in Moravia. The instruction given by researchers engaged the students in thinking on topics as described in the aims of this research.

Findings: The pressure from the public to affect the steering of pre-primary education as well as new approaches to curricula development caused that the view of pre-primary education has changed. In comparison with the past, its instructional rather than rearing position is more stressed. Within the pre-school educational process the preferred role of the teacher.

Conclusions: Pre-school is a space which provides environment for cognitive, affective, social and physical development of children in pre-school ages as well as conditions for their preparation for life. Preschool facilities and teachers play a key role in facilitating this development. There is, however, little scientific research on how university students become teachers.

Key Words: pre-school, students, professionalization, concept - child

Associate Professor Dr Adriana Wiegerová, Czech Republic
Professor Dr Peter Gavora, Czech Republic
Master Student Michaela Kaniová, Czech Republic
Title of the Paper: A Study Of Motives Of Doctoral Students

Problem Statement: The aim of the study is to find answers to the question of why young people decide to continue studying at the postgraduate level.

Research Questions: They were hired for the position of academic staff member, not for the position of postdoctoral fellow.

Purpose of the Study: Stimuli to start the programme came also from the university – they recruited students with excellent reputation in master’s degree programme. Student’s family was described as an important motivation factor offering role models of academics and researchers and providing resources and emotional support.

Research Methods: When I recruited potential participants of the interview I approached twelve university instructors. However, two of them decided not to participate. They indicated that they were afraid of leak of some of their views to their superiors. So in the end 10 PhD graduates participated in the research. First the categories of the first level were created.

Findings: While, for example, for the motivation the microsocial factor is preferred. The motivation to become a doctoral student is influenced by two major factors: macrosocial - such as employment, current labour market, and social climate, microsocial – employment at the university or faculty, the experience that a young person received during the master’s studies, maturation and personal convictions.

Conclusions: It appears that there are no significant differences between students in different areas of study as concerns motivation to enrol to doctoral programmes. Engineers, biologists, and educators can all be equally motivated. Though master’s programme in particular areas vary, the decision to study for a doctorate it is equally important for all students.

Key Words: doctoral student, academic career, socialization

Associate Professor Dr Adriana Wiegerová, Czech Republic
Title of the Paper: Stimulating Mastery Goal Orientation: EFL Students Using Role-Play with Children's Stories

Problem Statement: A mastery goal orientation is desired for EFL students, but attaining such a conceptual attitude can take years of intense study.

Research Questions: Can doing role-plays with children's stories in which one student acts as the parent who has mastered the target language reading to their child instill a mastery goal orientation?

Purpose of the Study: The purpose of this study is to determine whether or not using children's stories for role-playing is an effective teaching method in an EFL context, and to initially explore whether role-playing the "parent" can stimulate a mastery mind set concerning the target second language, English.

Research Methods: EFL lower-intermediate level students read and mastered the meaning and pronunciation of two children's books which they role-played as a parent reading to their child. The two roles were then modeled by the instructor emphasizing the parent as being the all-knowing teacher. A qualitative preliminary study was done by semi-structured interviews of select students.

Findings: The activity was successful as judged by the teacher, and informal survey and interview results. Most everyone did actively dramatize their roles and were visibly engaged, though there was a wide range range of dramatic output. It appears that students understood their chosen children's books in detail. Mastery goal attitudes were questioned during the interviews by not assessed quantitatively.

Conclusions: Role-playing using children's stories did engage the students and noticeably brought out dramatic expression. Students were eager to master their chosen books in order to best play the all-knowing parent, and the children's stories were perceived as less threatening than other materials. Whether the activity altered their sense of mastery is something that should be explored in the future.

Key Words: children's stories, EFL, mastery, motivation, role-play

Professor Dr John Maune, Japan
Title of the Paper: Planning as student’s learning skills: areas for research

Problem Statement: Planning skills are the key to students’ performance. However, contemporary psychological studies demonstrate insufficiency of planning as meta-process among undergraduates in Russia (Kostromina 2010, Osorina et al. 2011)

Research Questions: The research questions were focused on: 1) level of planning strategies in comparison with other learning strategies, 2) features of correlation between planning strategies and cognitive ability.

Purpose of the Study: The aim of this study is the elucidation of psychological reasons of planning skills inefficiency. The development and diagnostics of planning skills are the one of the topical problems in educational psychology. Planning skills are especially essential for undergraduates due to high engagement of planning skills into learning process.

Research Methods: The questionnaire «The Learning Strategies» (Kostromina, Dvornikova 2007) which based on the conception of learning strategies by Weinstein, Mayer was used for learning strategies measure. IST by Amthauer was used for cognitive abilities evaluation. The sample was formed among undergraduates (N=54).

Findings: Results showed that the metacognitive strategies level, especially planning, was significantly lower than the cognitive strategies level. The results of IST were above the average, but the correlation among planning strategies and cognitive features were not revealed. Planning skills were practically isolated from cognitive abilities (Chuvgunova, Kostromina 2014). It confirms that students cannot use the planning strategies efficiently.

Conclusions: Obviously, these problems cannot be solved without understanding of their reasons. Current studies suggest finding out the nature of planning in the frame of theory of executive functions, especially with neuroimaging and EEG-methods (Byrd et al. 2011 Kaller et al. 2013). Thus, the integrated approach seems to be more sufficient for the development of interventions in planning skills improvement.

Key Words: Planning skills, executive functions, learning strategies

PhD Student Olga Chuvgunova, Russian Federation
Professor Dr Svetlana Kostromina, Russian Federation
Title of the Paper: Homework in primary education from the perspective of teachers and pupils

Problem Statement: This study aims to understand the perceptions of teachers and students of the 4th year of schooling regarding to homework and its relationship with the act of studying.

Research Questions: How is homework perceived by 4th year teachers and pupils in the municipality of Nelas (Portugal), and if they could decide, would pupils do their homework?

Purpose of the Study: Homework is generally seen as a means of consolidating student learning. However, there are different perspectives as to its relevance with some authors in favour of it and others against. It is important to compare teachers and pupils’ perspectives in order to understand its relevance in the teaching-learning process.

Research Methods: A comparative research of a descriptive-correlational nature was undertaken, comprising two questionnaires one to the teachers and other to their pupils. The study covered a sample of fourteen primary teachers from all Nelas municipality state schools (central region of Portugal), and 128 pupils, aged from 9 to 11 years and of both sexes, in identical percentage.

Findings: Data obtained show that all teachers ask their students to do homework, especially in the areas of Portuguese and Mathematics and consider it essential for learning. The students generally like to do their homework and consider it important. For the most part, if they could decide, students would do homework because it helps them to consolidate the content taught.

Conclusions: Understanding teachers and students’ perceptions of homework is essential. Although most students say they like to do it, there are still about a quarter of them who say they do not, and some would rather not do homework. Knowing the reasons for their choice is fundamental to developing teaching strategies that contribute to the academic success of all students.

Key Words: Primary education homework pupils teachers

Master Graduated Marina Costa, Portugal
Professor Dr Ana Paula Cardoso, Portugal
Assistant Professor Dr Carla Lacerda, Portugal
Associate Professor Dr Ana Lopes, Portugal
Associate Professor Dr Celeste Gomes, Portugal
Title of the Paper: Benefits of the support of polytechnic education for non-technical schools’ students

Problem Statement: Addition of the polytechnic education to the curriculum of non-technical schools is currently a highly discussed topic that reflects the declining interest in technical fields of study and activities.

Research Questions: What benefits does the polytechnic education at non-technical schools have from the perspective of the teachers of these subjects?

Purpose of the Study: The purpose of this article is to explain the benefits of an experiment conducted, focused on the addition of a thematic unit of computer aided design (drafting) in 2D and 3D supported by CAD system to the curriculum of non-technical high schools.

Research Methods: The basic research method was an experiment, consisting in the creation of an experimental educational content, added to the curriculum of obligatory courses at six-year grammar schools and taught over a period of 6 months. For the purposes of assessing the impact, a questionnaire was used, which was distributed among teachers providing instruction in this thematic unit.

Findings: Based on the results, it can be stated that the newly introduced subject of computer aided design (drafting) in 2D and 3D supported by CAD systems not only caught students’ of non-technical schools interest, but also developed their skills and abilities in the meaningful use of ICT, particularly in the area of planar and spatial orientation.

Conclusions: Approaches to promoting technological and polytechnic education are numerous. However, the problem tends to be simplified to the issue of processing materials, which does not take into account the wide range of techniques and technologies, nowadays largely represented by information and communication technologies. Nonetheless, within the experiment conducted the benefit of the combination of both approaches was clearly proved.

Key Words: polytechnic education, pedagogical experiment, drawing documentation

Associate Professor Dr Milan Klement, Czech Republic
Master Graduated Sylvie Klementová, Czech Republic
Title of the Paper: Relationship Between Adolescents’ And Parents’ Life Values And Attitudes Toward Future Profession

Problem Statement: Parents participate in defining of future profession by adolescents but value’s differences can lead to misunderstanding. Therefore, parents insist on their professional choice, or hand the problem to children.

Research Questions: What are the preferred life values of adolescents and their parents what are the links between the values and attitudes to future profession in adolescents, their mothers and fathers?

Purpose of the Study: The purpose of the study was to - identify similarities and differences in life values in adolescents, their mothers and fathers, - describe the parents’ attitudes to their child’s profession choice in parameters of knowledge, acceptance, support activities, and relationships with parents’ life values.

Research Methods: Sample: 76 adolescents (mean age 15.78±0.42), and 105 parents: 61 mothers (mean age 42.97 ± 5.33) and 44 fathers (mean age 44.71 ± 6.71). Methods: the questionnaires for adolescents and for parents techniques for values’ studying ('Schwartz Value Inventory' Podolsky 'Method of distribution’ for adolescents). Descriptive, correlation, and comparative analysis were conducted.

Findings: The study revealed high importance of safety, universalism, and benevolence values for adolescents and their parents and contradictory relations to the values of self-direction, conformism and tradition. We found interrelations between adolescents’ and parents’ conformism and achievement values, and peculiarities in values of parents actively involved in the adolescent’s choice of profession.

Conclusions: The study showed both the differences in values of adolescents and their parents, and intergenerational transmission of life values from fathers and mothers to adolescents. The data of the parents’ involvement, acceptance and support of the adolescent’s choice of profession and its relations with parents’ values can be applied in counseling of parents.

Key Words: Adolescent, parents, life values.

Associate Professor Dr Natalia Moskvicheva, Russian Federation
Professor Dr Nina Nina Bordovskaia, Russian Federation
Associate Professor Dr Zoya Dudchenko, Russian Federation
Assistant Professor Dr Elena Borisova, Russian Federation
Title Of The Paper: Depression And Suicidal Ideation Among Adolescents With And Without Learning Disabilities

Problem statement: researches that link depression and suicidal ideation in nigeria adolescents are sparse. Reasons for scarcity of researches in this area are traditional beliefs and cultural diversity. hence need for study

Research questions: are adolescents with and without learning disabilities depressed and prone to suicidal ideation in the two colleges of education sampled in this study?

Purpose of the study: to investigate depression and suicidal ideation in adolescents with and without learning disabilities in two colleges of education in oyo state nigeria

Research methods: descriptive survey research design was adopted. Result was interpreted using regression analysis and tested at 0.005 level of significance

Findings: study revealed that adolescents with learning disabilities experience more depression and are more prone to suicidal ideation when compared to their mates without learning disabilities. females with and without learning disabilities experienced more depression than their male counterparts

Conclusions: rate of depression and suicidal ideation is high in the population of adolescents with learning disabilities and needs to be addressed so that they do not commit suicide

Key words: depression, suicidal ideation, learning disabilities, adolescents

PhD Graduated Adetoun Olubanke OLADELE, Nigeria
Taiwo Isaac OLADELE, Nigeria
Title of the Paper: To Study the Teachers' Attitudes Towards Inclusion of Special-Needs-Children into Primary-Level Mainstream-Schools in Karachi.

Problem Statement: To analyze the opinions of mainstream and special teachers with regards to the inclusion of special needs children in mainstream schools in Karachi.

Research Questions: General-Philosophy of Mainstreaming, Classroom Behavior of SNC, Perceived Ability to Teach SNC, Classroom Management of SNC, Academic and Social Growth of SNC

Purpose of the Study: The purpose of this study was to explore the perceptions of regular and special education teachers towards inclusion of special needs children into mainstream schools and to account for any differences in those perceptions.

Research Methods: This study utilizes the quantitative methodology. A pilot survey was also done with four teachers from SCEI. As a result of this meeting two changes were made in the questionnaire. The instrument used for this quantitative research is Opinions Relative to Integration of Students with Disabilities (ORI).

Findings: The sample consisted of 55-teachers from the city of Karachi (Pak) 31 of them were General-Education-teachers-(56.4%), and 24 of them were Special-Education-teachers-(43.6%) For the analyses, a total of 2-observations were dropped, since one of them seemed to be done by the same teacher and the 2nd-questionnaire that was dropped had more than four items unanswered in the ORI-instrument.

Conclusions: Finding out about teachers opinion is important because the teachers are the-ones-who-have-the-most-contact with their students and usually have a lot-of-experience in dealing with them. The teachers, especially those who have taught SC before will understand the advantages-and-consequences-of inclusion and their opinions will provide valuable insight on whether or not inclusion should be pursued. However, there is still a lot of research that can be done before considering inclusion.

Key Words: Teacher-attitudes, Special-needs-children (SNC), mainstream-schools, inclusion, Primary-level.

Professor Dr Zeenat Ismail Ismail, Pakistan
**Title of the Paper:** Predicting Algebra Achievement: Cognitive and Meta-cognitive Aspects  
**Problem Statement:** The lack of a prediction model which is implemented as an alert system in detecting at risk students among university’ students.  
**Research Questions:** How well algebra problem solving performance, meta-cognitive strategies, and cognitive strategies (IVs) predict students’ mathematical achievement (DV)?  
**Purpose of the Study:** To examine the possible influences of both cognitive and meta-cognitive strategies of respondents on the mathematical achievement and also determining a prediction model based on students’ mathematics achievements, Algebra problem solving performance, meta-cognitive strategies, and cognitive strategies.  
**Research Methods:** Students’ cognitive strategies and meta-cognitive strategies were assessed by using self-report instruments. The mathematical problem solving performance was measured by an Algebra test consisting of routine and non- routine problems . The sample of this study was selected from first year students who enrolled in Algebra (MTH 3200) course in one of the public university in Malaysia.  
**Findings:** Algebra problem solving performance and overall meta-cognition are two independent variables which make a strong and significant unique contribution to the prediction of mathematical achievement as a dependent variable, when the explained variance is controlled by all other variables in the model (Beta=0.686, p<0.05), (Beta=0.157, p<0.05).  
**Conclusions:** The answer of the first question of research is: 54.6 percent of the variance in the mathematical achievement as independent variable is explained by the model of regression (which includes the variance of algebra problem solving performance, meta-cognitive awareness, deep cognitive strategies and shallow cognitive strategies).  
**Key Words:** Cognitive and Metacognitive strategies Mathematical achievement  

Assistant Professor Dr Sahar Bayat, Iran (Islamic Republic of)  
Master Graduated Asihe Meamar, Iran (Islamic Republic of)
**Title of the Paper:** Determinants Of Suicidal Ideation Among Person With Hearing Loss In Nigeria

**Problem statement:** literature in suicidal ideation on persons with hearing impairment are not easy to come-by. Hence researcher investigated the study among persons with impairment.

**Research questions:** what are determinant of suicidal ideation among person with hearing impairment?

**Purpose of the study:** to investigate the determinant of suicidal ideation among persons with hearing impairment. Examine the demographic variables that can predict suicidal ideation among persons with hearing impairment.

**Research methods:** descriptive survey research design was used and data was analysed using multiple regression.

**Findings:** the finding revealed that age, severity of the hearing loss, parental income, gender, depression, anxiety and stress were the major determinant of suicidal ideation among persons with hearing impairment.

**Conclusions:** it was concluded that persons with hearing impairment need an urgent assistance of health services for person with hearing impairment.

**Key words:** suicidal ideation, persons with hearing impairment,

Phd Student Oluwatoyin Racheal Ogunwale, Nigeria
Title of the Paper: Detection of learning styles in the focus groups

Problem Statement: The basic objective of the paper is a qualitative research in the focus groups and its use to detect learning styles of students of bachelor's degree.

Research Questions: Preference to given learning styles in focus groups and discrepancy between self-reflection and learning styles identified on basis of ILS outputs.

Purpose of the Study: This paper is part of Specific research at the University of Hradec Kralove.

Research Methods: The questionnaire of ILS (index of learning styles) prof. Felder (USA) is used to detect learning styles in focus groups of bachelor students. The qualitative research in the focus groups is used.

Findings: Students in focus groups differ in their preferences for specific learning style. There is significant difference between the self-reflection and ILS.

Conclusions: The knowledge of our students ILS preferences will help teachers to implement relevant study materials in the learning process.

Key Words: ILS focus group self-reflection LS preference

Assistant Professor Dr Eva Svarcova, Czech Republic
Title of the Paper: Integrating Creative Photography Pedagogy in General Education

Problem Statement: Smartphone helps people to produce photos without risks. However, it brings two problems: First, during creating process without risks, users pay less considerations. Second, great amount of digital wastes.

Research Questions: Finding an efficient way for stimulating students’ artistic creation and set up the ecological thinking in young generations’ mind is the goal of this research.

Purpose of the Study: In order to re-introduce photography as a creative medium for young generations, researchers try to inspire them with new pedagogy in the classroom with advanced social media applications in hope to encourage their creation and to evoke environmental consciousness.

Research Methods: This research is an Action Research to proceed an experiment and analyze the result by using the Grounded Theory to reveal the differences between before and after of their assignments. A general education course was selected in this study at “University M” in Taiwan. We instruct simple photography techniques for students who had not been exposed to professional training.

Findings: Traditional pedagogy can easily disinterest students from the course. Especially when they treated learning as a way to gain credits, then their passion for learning diminishes. However, once a new learning media incorporated in the class, the students responded very positively. Many students stated that they would continue to discover more after tutoring.

Conclusions: Result shows that incorporating art into the course offered advantages and possibilities for creativity development and application. Students who are familiarized to the virtual world can now live in the real world again, when providing a gateway for them. Though guidance with artistic photography, they can rediscover better subjects in the real world and worth to explore.

Key Words: Creative pedagogy, Curriculum incorporation, Creative photography

Associate Professor Dr Li-Hsun Peng, Taiwan, Province of China
PhD Student Sieng-Hou Chen, Taiwan, Province of China
Title of the Paper: Building Individualized Education Plans for Students with Special Educational Needs

Problem Statement: The development of an IEP for a given pupil with special educational needs is a manual, complex and time-consuming activity for all the school stakeholders.

Research Questions: Is it possible to facilitate the building of the IEP developing a web-based decision support system?

Purpose of the Study: Input relevant aspects of the profile of a pupil (e.g. observations about abilities and disabilities in student's functioning) into the system, and based on this content the system guides the users in defining the more appropriate academic/life goals for the pupil, suggesting also activities and educational materials.

Research Methods: Ontology-based application (Semantic Web). The system iteratively accesses the ontology during each session of construction of an IEP by dynamically querying the content of the ontology according to the functional diagnosis of the pupil for which the IEP has to be developed.

Findings: By themselves, the school special education team and the teachers observations would not be sufficient to address the complex needs of many students with special educational needs. However, implemented as part of the services that the IEP team develops, this tool can contribute to a systemic, complete and functional plan for student success.

Conclusions: We hope that our ePlanning/SOFIA research project / tool and other lessons learned may be beneficial in this way, for similar modelling initiatives, regarding the development of ontology-based application in practical case, in particular in the psycho-educational field.

Key Words: Individualized Education Plans Special Educational Needs

Master Graduated Sofia Cramerotti, Italy
Master Graduated Massimo Turrini, Italy
Associate Professor Dr Dario Ianes, Italy
Title of the Paper: The re-conceptualization of cooperative learning in an inquiry-oriented teaching

Problem Statement: We ask - is the current approach to teaching technical disciplines sufficient for the scope of knowledge and skills. Is the use of technology by teachers and pupils sufficient?

Research Questions: Is the current approach to teaching technical disciplines sufficiently effective for a range of knowledge and skills, Is the use of the capabilities of technology by teachers sufficient?

Purpose of the Study: The purpose of this study is to outline the answers to the questions and indicate the specifics of constructivism in the context of an inquiry-oriented teaching of technical disciplines. The study brings new views of co-operative learning to master the large areas of knowledge, knowledge and skills.

Research Methods: The theoretical perspective on learning methods with the use of analysis and synthesis of knowledge. The contribution brings the theoretical study in the field of cooperative learning and the context of inquiry-oriented teaching on the basis of recent knowledge.

Findings: When teacher training technically-oriented disciplines is necessary in their preparation, based synergy of professional and pedagogical-psychological knowledge. This preparation, when linked with creative experimental work, allows you to optimize the achievement of didactic knowledge. Fit to be considered by combining the experimental research work with cooperative learning, which allows the forming of the group, which contribute to higher performance.

Conclusions: The attempt to link the theoretical and practical part of teaching is necessarily associated with the use of modern tools and technology. A priority objective when doing so does not fundamentally change the content of teaching - this is a new innovative way of teaching. This change must take place gradually and is needed on how to educate teachers.

Key Words: Education cooperative learning research teaching constructivism

Associate Professor Dr Cestmir Serafin, Czech Republic
Title of the Paper: Functioning Of Basic School As Effective Way Of Socialization Of Rural Schoolchildren

Problem Statement: The scientific and methodological article examines the current state of small rural schools in the Republic of Kazakhstan.

Research Questions: Geographical features of a site of the Republic of Kazakhstan testify that its most part is made by the regional centers with the developed infrastructure and an education system.

Purpose of the Study: Research objective – to open features of functioning of basic school as effective way of socialization of school students of rural small schools of the Aktobe region.

Research Methods: Methodological basis for carrying out research are theoretical bases of pedagogical research, and also educational and educational concepts.

Findings: Results of research allowed to establish efficiency of creation of the resource center (basic school) - the organizations of the general secondary education. Results of investigation showed positive dynamics in mastering pupils necessary vital information, as well in instilling of sociocultural skills

Conclusions: Analysis of the work showed that resource centers would solve many problems of quality education in small rural schools. We noticed mutually cooperation of pedagogical staff of the resource centers of small schools that formed a basis for their creative self-realization amplifies

Key Words: school, students, teachers, parents.

Associate Professor Dr Bibigul Almurzayeva, Kazakhstan
Associate Professor Dr Orynkul Shunkeyeva, Kazakhstan
Associate Professor Dr Danna Naurzalina, Kazakhstan
Associate Professor Dr Altnay Zhaitapova, Kazakhstan
Karlygash Satubaldina, Kazakhstan
Shandoz Tulegenova, Kazakhstan
Title of the Paper: Conformity of Gifted Pupils during Application of Enriching Curriculum

Problem Statement: Conformity of gifted pupils in schools in the context of enriching curriculum.

Research Questions: Do the gifted pupils study under the influence of conformity?

Purpose of the Study: To find in what areas of enriching curriculum conformity exists.

Research Methods: Semantic differential, questionnaire.

Findings: Summarizing the conclusions of conformity of gifted pupils which is declared in the semantic differential.

Conclusions: Summarizing the conclusions of conformity of gifted pupils which is declared in the semantic differential.

Key Words: gifted pupils, enriching curriculum, conformity

Assistant Professor Dr Eva Machů, Czech Republic
Master Student Radka Kopřivová, Czech Republic
Assistant Professor Dr Ilona Kočvarová, Czech Republic
Title of the Paper: Analysis of fear in gifted children and its use in teaching practice
Problem Statement: Gifted children has specific content of fears and phobias, which may influence their education.
Research Questions: What is the specific content of fears and phobias of gifted children?
Purpose of the Study: Gifted children has specific content of fears and phobias, which may influence their education.
Research Methods: questionnaire
Findings: Quantification of content of fears and phobias of gifted children.
Conclusions: Influence of fears and phobias to education of gifted children.
Key Words: gifted children, fears, phobias

Associate Professor Dr Eva Machů, Czech Republic
Master Student Dominika Morysová, Czech Republic
**Title of the Paper:** Personality development as a quality marker for programmes of continuing education

**Problem Statement:** Personal competences such as self-reflection, empathy or conscientiousness are necessary for successful processes of counselling and therapy. Nevertheless, the development of these competences is usually not evaluated during counselling trainings.

**Research Questions:** How can personality development of trainees in counselling trainings be evaluated during the respective programmes and which evaluation methods are appropriate?

**Purpose of the Study:** The study provides methods for the evaluation of personality development during counselling trainings. Characteristics of counselling trainings such as small sample sizes, lack of motivation to complete elaborate questionnaires and sometimes limited methodological know-how of the training-providers are taken into consideration. A paradigmatic study shows how to evaluate personality changes.

**Research Methods:** In a first step specific personality traits supporting counselling processes are defined. The related competences should be developed during a counselling training. To evaluate the effects a pre- and post-measurement design was used. For both measurements, the trainees answered specific personality questionnaires and the changes were described by the reliable change index and cut-off-scores. Intended was a prototypic evaluation design.

**Findings:** The primary goal is a methodological solution for the evaluation of personality development during counselling trainings. The applied evaluation design leads to appropriate findings. The results show, which of the counselling-specific personal competences and traits increase during the training and which do not change. The findings enable the educational organisation to optimise a programme based on evidence.

**Conclusions:** The project demonstrates that it is possible to assess changes in personality during counselling trainings. Personality development is analysed in a methodological way and in the described results of changes. Providers and trainees get a feedback on the effects of the training. On the bases of such results also accurate selections of candidates can be realised in the future.

**Key Words:** Programme evaluation, development of competences

Assistant Professor Dr Drexler Arthur, Austria
Title of the Paper: Emotional and Social Needs of Integrated Disabled Students in Secondary School Environment

Problem Statement: The authors focused on the perception of emotional and social needs of pupils with physical disabilities who were individually integrated into a secondary school five years ago at the latest

Research Questions: How do graduates with physical disabilities reflect on their emotional and social needs in the secondary school environment?

Purpose of the Study: The research aim was to determine how graduates with physical disabilities reflect on their emotional and social needs and their fulfilment in a secondary school environment. Its purpose was also to reveal how the participants describe their position within the school class

Research Methods: With regard to the research objectives, the authors decided for a qualitative research strategy using semi-structured interviews. The research sample consisted of five graduates with congenital physical disabilities who were individually integrated into a standard secondary school in the course of their studies. The recorded interviews were transcribed and analysed in accordance with the principles of interpretative phenomenological analysis

Findings: The data showed that the participants associate their attendance of a standard secondary school with the initial feelings of distrust on the part of their classmates and even teachers, but also with constant effort to be of the same status with the peers. They also displayed the need to participate fully in the activities and decision-making processes in the classroom

Conclusions: The results showed that the emotional needs of the informants are mainly determined by their insufficiently saturated social needs. The graduates intensely experienced distrust of their classmates, but also certain initial reluctance of the teachers to accept their specific needs. This stemmed from the lack of interpersonal communication and cooperation and the lack of shared experiences in the school environment

Key Words: Physical Disability, Emotions, Relationships, Inclusion, IPA

PhD Student Magdalena Hanková, Czech Republic
Associate Professor Dr Soňa Vávrová, Czech Republic
Title of the Paper: The perception of teachers about potentialities and difficulties of the students.

Problem Statement: The impact of the new University's profile in the teaching-learning relationship, according to figures released by the Commission of the UPM in selection process from years 2008 to 2011.

Research Questions: Which are the teachers' perception about situations underlying the potentialities and difficulties of the student in the classroom?

Purpose of the Study: The study presented is the result of the research line "teacher training" of the group "Education, management and society" linked to the Centre of Education, Philosophy and Theology-CEFT, with support from Mackenzie Institute MACKPesquisa. The objective is to identify how the everyday reality of the student in the classroom.

Research Methods: It is characterized as exploratory research to identify the perception of 300 teachers of both sexes, without age restriction and that integrate the Faculty of different courses and stages of Universidade Presbiteriana Mackenzie - UPM, in relation to the constructs in study was operationalized from probes prepared in likert scale or agreement and analyzed by means of factor analysis.

Findings: The effects of using construct alcohol/drug positive impacts and significantly the difficulties in learning. The effects of alcohol/drug use affects positively and significantly the inappropriate behavior and explain the variability of this construct in 25.4% influenced negatively the potential of pupils the inappropriate behavior influenced the potential of Students which proved negative and significant.

Conclusions: It is necessary for teachers to seek other commitments in addition to organize and offer a set of knowledge that ensure students learning in scientific fields. It takes a commitment to cultural and social issues critically and autonomously and with the production of new knowledge, whereas the educational processes as integrated research activities.

Key Words: Higher education, student, teachers' perception.

Professor Dr, Mary Rosane Ceroni, Brasil
Professor Dr, Berenice Carpigiani, Brasil
Professor Dr, Ana Maria Porto Castanheira, Brasil
Professor Dr, Adilson Aderito da Silva, Brasil
Title of the Paper: Development of the indicators of learner competencies on the education curriculum

Problem Statement: To evaluate students’ competencies, based on the basic education core curriculum, is very important. So, reliable and quality performance indicators are needed.

Research Questions: What structure of Model key performance indicators of the group’s core curriculum for basic education should be?

Purpose of the Study: The purposes of this research were to develop and investigate the goodness of fit of the proposed model of learner’s key competencies based on the basic education core curriculum B.E.2551 to the empirical data.

Research Methods: The researcher collected the data by using the test to verify the indicators and the questionnaire method. Data was analyzed by descriptive statistics through SPSS and LISREL for confirmatory factor analysis.

Findings: The results of confirmatory factor analysis revealed that all of the 20 indicators are significant indicators covering 5 aspects: communication capacity consisting of 4 indicators, thinking capacity consisting of 5 indicators, problem-solving capacity consisting of 3 indicators, capacity for applying life skills consisting of 5 indicators and capacity for technological application consisting of 3 indicators.

Conclusions: The results of the confirmatory factor analysis of the indicators of learner’s key competencies revealed that the model research was conformability with the empirical data \((\chi^2 = 96.22, df = 114, p = 0.88, GFI = 0.96, AGFI = 0.93, RMR = 0.66)\).

Key Words: indicators, learner’s key competencies

PhD Student, Boonsom Srisakda, Thailand
Professor Dr, Siridej Sujiva, Thailand
Professor Dr, Shotiga Pasiphol, Thailand
**Title of the Paper:** Peer instruction through In-Service Training in Higher Education

**Problem Statement:** Higher education teachers have little pedagogical information to support their practice, therefore it is essential for Universities to promote formal opportunities for teachers’ reflection about their practices.

**Research Questions:** Is a peer instruction, interaction and study program of in-service teacher training, one week per semester, effective in promoting changes in teacher’s pedagogical practices?

**Purpose of the Study:** This study aims to analyze if a week of peer instruction among teachers is an efficient program, verifying its effectiveness on pedagogical practices of teachers that experienced the program. In doing so, it also aims to point out the impressions that teachers have, for improvement of the program implemented.

**Research Methods:** A case study. During three years, the University promoted conferences and workshops on teacher practice for the teachers of the under graduate and graduate programs. Focus was on peer instruction, with few outside and outstanding conference speakers on subjects related to teaching. After three years, teachers anonymously answered a questionnaire, which then received statistical analysis.

**Findings:** The results were interpreted with the theoretical support from Freire, Nóvoa and Marcelo Garcia. We found that more than half the teachers stated to have implemented changes in their daily practices, related to the strategies they used and to the results of their students’ learnings.

**Conclusions:** The study points out that peer interaction, study and instruction favors teachers’ reflection on their daily practice and facilitates the attitude necessary for implementing changes in their own routines. Involving teachers in their own continued education is so important as presenting them to innovative teaching methodologies.

**Key Words:** Higher education, teacher training, peer instruction

Assistant Professor Dr Marili Moreira da Silva Vieira, Brasil
Professor Dr Benedito Guimarães Aguiar Neto, Brasil
Title of the Paper: Componential Differences and Variant Developmental Patterns Exhibited in Partial Immersion Programmes

Problem Statement: In bilingual literature, few studies have examined concept formation (CF) processes by comparing total and partial immersion programmes (TIPs/PIPs) even lesser studies discuss developmental changes in them.

Research Questions: Regarding language–cognition relationship, how and to what extent do PIPs share similarities and differences with TIPs in CF processes and developmental aspects?

Purpose of the Study: The principal component analysis (PCA) previously conducted for the TIPs extracted variant components, which fractionated from convergent to divergent through the academic years. This study extends the PCA to five PIPs for investigating the language–cognition links and fractionation processes aiming to propose a new educational model.

Research Methods: The two statistics, i.e. descriptive analysis (DA) and PCA, are employed to explore individual differences and latent components in the PIPs. DA demonstrates variant inter-individual differences depending on the courses, whereas the PCA results exhibit differential components and unique developmental patterns, which may differ from those for the TIPs due to the ratio of the instructional languages.

Findings: The DA demonstrated large SDs for newly introduced science courses indicating varying individual differences. The PCA demonstrated differential components depending on the PIP and academic year, suggesting underlying language–cognition links. The results demonstrated a similar fractionation pattern in three of the PIPs however, in two PIPs, the extracted components, mediated by Japanese rather than English, revealed a different pattern.

Conclusions: Sharing common characteristics with TIPs, the PIPs findings imply that the instructional significance of CF process transcends time and educational systems. Predominantly, the componental diversification processes cannot be constrained within the independent and interdependent models in the present bilingual researches. Based on the statistical outcomes, an interactive/developmental model may be an alternative for the educational aspect.

Key Words: immersion programmes, differential components, developmental changes

Master Graduated Sachiko Asano, Japan
Title of the Paper: Class-teacher students’ guided autonomous learning: challenges and possibilities in music education

Problem Statement: Music studies in class-teacher education requires both face-to-face (contact) learning and autonomous training periods. It is a challenge to design how should the periods be implemented, especially guided.

Research Questions: How students’ autonomous training is guided and connected with face-to-face learning situations?

Purpose of the Study: There are only few courses in music as a subject both in general and class-teacher education. This study focuses on modelling an optimal alternation between teacher students’ contact and autonomous music learning periods including an appropriate guiding for both periods.

Research Methods: This case study carried out by four music educators in two universities is based on a constructive approach through supporting teacher students’ processes which enable them to teach music in comprehensive schools. The focus is on exploiting students’ guided autonomous and contact learning periods and parallel noticing the demands of music as a school subject.

Findings: Findings follow results in some previous studies. Music as a subject in the Finnish national core curriculum for basic education includes several areas which benefit from class-teacher students’ autonomous training. However, understanding music and teaching it need students’ and educators’ reflective, conceptual collaborative discussions based both on students’ experiences during their training periods and dialogue as a method.

Conclusions: There is delivered one model of instructions for class-teacher students’ learning spread between contact lessons and autonomous training periods. The subject is music, but core ideas of the model are applicable also in other subjects which require both training skills and understanding concepts essential in the phenomenon.

Key Words: Music, class-teacher education, autonomous learning, dialogue

PhD Graduate  Lenita  Hietanen, Finland
PhD Graduate  Inkeri  Ruokonen, Finland
Professor Dr  Heikki  Ruismäki, Finland
PhD Graduate  Jukka  Enbuska, Finland
Title of the Paper: Self-efficacy and Anxiety of National Examination Among High School Students

Problem Statement: Exam has become one source of anxiety among students. Some research has shown there are several factors that affect student anxiety before the exam, one of which is self-efficacy.

Research Questions: Formulation of the problem in this research is, "how is the role of self-efficacy in anxiety of high school students towards the National Examination?"

Purpose of the Study: This study aims to analyze correlation of self-efficacy and anxiety of National examination (Ujian Nasional) among high school students in Lhokseumawe, Aceh Province, Indonesia.

Research Methods: Measurement of examination anxiety was done by using Examination Anxiety Scale which developed by Putri and Qudsiy (2014) and students self-efficacy variable was measured using Morgan-Jinks Students Efficacy Scale (MJSES) which developed by Jinks and Morgan (1999). Cronbach’s Alpha coefficient of each scales are 0.804 for Examination Anxiety Scale and 0.797 for Indonesian version of MJSES.

Findings: Result of data analysis showed that there is significant negative correlation between self-efficacy and anxiety of National examination among students, with $r=0.200$ $p=0.022$ ($p<0.05$).

Conclusions: Based on this analysis, it can be concluded that there is a significant negative relationship between self-efficacy and anxiety ahead of the National Exam in high school students. It can be said that the higher self-efficacy owned by high school students, the less anxiety that felt before the National Examination.

Key Words: Anxiety of National Examination, Self-efficacy, Students

Master Graduated Hazhira Qudsyi, Indonesia
Meiliza Irma Putri, Indonesia
Title of the Paper: Dialogue possibilities in guided autonomous music studies in class-teacher education.

Problem Statement: Autonomous studying needs discussion between educators and students related to challenges of music learning. Different learning environments may create challenges in the implementation of dialogical perspectives.

Research Questions: What kind of issues dialogical perspective can reveal in different learning environments and how different learning environments will talk to each others?

Purpose of the Study: In current study music educators and class-teacher students consider a coalition of different music learning environments. The purpose is to explore more ways to benefit different learning environments in music studies in class-teacher education and facilitate students' meaningful ways to embrace music matters.

Research Methods: This qualitative case study is based on Burbules' (1993) theory of dialogue. The research sample consists of researcher's discussions with both some individual students and student groups during music lessons.

Findings: In general, students’ possibilities to benefit different learning environments are continuously widening. This may widen class-teacher students’ possibilities in autonomous learning, too.

Conclusions: It seems obvious that in class-teacher education different learning environments should be explored and exploited open-minded. The nature of educator’s guiding speech in coalition is remarkable.

Key Words: Music, dialogue, learning environments, class-teacher education

PhD Graduated Jukka Enbuska, Finland
PhD Graduated Lenita Hietanen, Finland
Master Graduated Vesa Tuisku, Finland
Title of the Paper: Self-Regulated Learning in Students of Helping Professions

Problem Statement: The paper deals with problematics of self-regulated learning in students of helping professions form the perspective of qualitative methodology.

Research Questions: How students of helping professions manage their process of learning?

Purpose of the Study: The research aim was to explore a situation of self-regulated learning via method of situational analysis. In this regard we try to map elements that influence the process of self-regulated learning: e.g. discursive construction of actors, human and non-human elements, major contested issues, and organizational elements.

Research Methods: For our research purpose we used a qualitative research strategy in the form of situational analysis developed by second generation of the grounded theory – especially by Adele E. Clarke. We obtained data for our analysis from the seven focused groups that lasted around seventy minutes each. The research sample consisted of 48 participants – university students of helping professions.

Findings: We present our main findings in the form of two situational map: messy, and ordered, which show a key elements that are part of the situation of self-regulated learning. Than we also present relational analysis that present relations between self-regulated learning in students of helping professions and other elements (e.g. their teachers, study program, faculty, etc.).

Conclusions: The results show that self-regulated learning is not reducible on cognitive determinants. From the perspective of qualitative methodology is also important subjective construcion of others elements that are part of the situation of learning and that are normaly neglected. We suppose that situational analysis is a good tool for a future exploration of the issue of self-regulated learning.

Key Words: Self-regulated learning, university students.

Assistant Professor Dr Jan Kalenda, Czech Republic
**Title of the Paper:** Psychological Development of Adolescents involved in a School Sport Leadership Programme (SSLP)

**Problem Statement:** SSLP was introduced to some low Socioeconomic-status schools in Melbourne, to increase students’ attainment. No research has been conducted identifying what impact the programme had on the students.

**Research Questions:** To what extent does SSLP influence students’ psychological development and what are the contributing factors to the potential programme’s impact on students’ psychological development?

**Purpose of the Study:** The aim of this study was to identify the impact the SSLP had on the students in secondary schools. The focus was to explore the skills and attainments the programme enabled the students to develop, as well as to investigate how the programme’s outcomes influenced students’ psychological well-being.

**Research Methods:** Three secondary schools involved in SSLP participated in the study. The sample of 36 participants consisted of three school principals, five teachers, 25 students and three parents. Data was collected through semi-structured interviews and focus groups and subsequently analysed using Thematic Analysis.

**Findings:** All participant groups reported to notice a significant change in the students’ development upon their completion of the programme, with a key theme identified as ‘Students’ Transformation’. They observed an increase in self-confidence, leadership, communication and organisational competencies, as well as an increased school engagement amongst students. The majority of participants observed improvements in students’ social and academic self-efficacy.

**Conclusions:** Our data suggest that the programme had a significant impact on the psychological development of students. However, the magnitude of the psychological change was influenced by the delivery mode employed by the school as well as teachers’ engagement with the programme. Being part of the regular curriculum and staffs’ encouraging enthusiasm resulted in greater psychological outcomes for the students.

**Key Words:** Leadership, Adolescents, School, Psychological Development, Sport

PhD Student Petra Plencnerova, Australia
Title of the Paper: Czech Teachers´ Attitudes To Contemporary School Curricular Reform: Current View

Problem Statement: The paper focuses on the issue: What are the current Czech teachers´ attitudes to the school curricular reform in 2015?

Research Questions: What are the current Czech teachers´ attitudes to the school curricular reform in 2015?

Purpose of the Study: The first part describes some of the most dominant documents as well as issues or aspects of educational change/s that were initiated in 2001 by the key White Paper (National Programme for Education Development). The latter part specifies 2015 survey, including both key methodological aspects and key empirical findings

Research Methods: questionnaire, SPSS

Findings: The paper provides an insight into the current view of teachers´ attitudes to the contemporary school curricular reform (2015). The main empirical findings are presented and interpreted at the level of types of secondary schools, employing CBAM model.

Conclusions: Teachers´ attitudes represent inner components of subjective evaluation substituting also key element of school culture.

Key Words: changes, Czech teachers, attitudes, pro-innovativeness, resistance

PhD Graduated Daniela Vrabcová, Czech Republic
Master Student Alena Pazlarová, Czech Republic
Title of the Paper: Developing Czech Teachers’ Attitudes To Contemporary School Curricular Reform: Comparison

Problem Statement: The paper focuses on the issue: To what extent have Czech teachers’ attitudes to the school curricular reform changed between years of 2007 and 2015?

Research Questions: To what extent have Czech teachers’ attitudes to the school curricular reform changed between years of 2007 and 2015?

Purpose of the Study: The first part describes some of the most dominant documents as well as issues or aspects of educational change/s, initiated in 2001 by the key White Paper (National Programme for Education Development). The latter part specifies and compares two surveys (2007, 2015).

Research Methods: questionnaire, SPSS, comparison, sample: secondary education teachers

Findings: The paper provides an insight into the comparative view of teachers’ attitudes at both stages of general implementation (2007) and reform modification (2015).

Conclusions: Teachers´ subjective evaluation representing the essence of Concerns Based Adoption Model (CBAM) can be employed as a methodological context as well as a source of tools to measure stages of concern at the level of individual human beings.

Key Words: Czech teachers, change stages, comparison

PhD Graduated Daniela Vrabcová, Czech Republic
Title of the Paper: Czech validation of the self-regulation and self-efficacy questionnaires for learning

Problem Statement: The authors focused on measuring self-regulation of behavior and self-efficacy for learning that can be defined as the belief student has of his own abilities in relation to learning.

Research Questions: The main research question is as follows: Are the general models representing student’s ability to self-regulate their behavior and self-efficacy for learning a reasonable representation of the data?

Purpose of the Study: The aim of the presented study was to verify if the Czech version of The Self-regulation Questionnaire (SRQ-CZ) and The Self-efficacy Questionnaire (SEQ), has satisfactory construct validity. The surveyed phenomenon is commonly measured abroad but in the Czech Republic it’s the first attempt of the construction of the instrument.

Research Methods: The self-report instrument SRQ-CZ and SEQ were administrated to gather data (N = 1.244). For the validation purpose exploratory (EFA) and confirmatory (CFA) factor analyses were used. Internal consistency of the questionnaire and the individual items was checked using Cronbach’s alpha (α).

Findings: The exploratory and confirmatory factor analysis yielded a four-factor model for SRQ-CZ with 21 items and a reliability of .85 The model is consisted of the following factors: Impulse Control, Goal Orientation, Self-direction and Decision Making. SEQ presents a one-factor model with 8 items and a reliability of .89. The total explained variance was 45% and 54%.

Conclusions: The analysis suggest that the general models representing self-regulation and self-efficacy for learning are a reasonable representation of the data.

Key Words: self-regulation adaptation of SRQ and SEQ

Jitka Jakešová, Czech Republic
Professor Dr Peter Gavora, Czech Republic
PhD Graduated Jan Kalenda, Czech Republic
Soňa Vávrová, Czech Republic
**Title of the Paper:** Rewards and punishments in the education of preschool children

**Problem Statement:** The authors are focused on measuring the attitudes of parents to traditional and alternative forms of rewards and punishments of pre-school children.

**Research Questions:** What are the attitudes of parents of pre-school children to the rewards and punishments and what are the main differences according to gender, age, education and number of children?

**Purpose of the Study:** Parents play a major role in developing the child’s personality. They have the opportunity to educate children from the earliest age, either using traditional methods – rewards and punishments, or the use of alternative methods in the form of natural consequences, feedback and appreciation.

**Research Methods:** Due to the specified research questions and aim of the study the quantitative research using exploratory interviewing technique was selected. For this purpose, an anonymous questionnaire for parents was created by authors and administrated to obtain data. The data are further analyzed on descriptive and causal level.

**Findings:** Research has shown that parents of pre-school children know the alternative forms of rewards and punishments and they try to implement them in their education. Under the hypothesis testing, it was found that gender influences the degree of parental consent to the use of rewards in the education of pre-school children and age affects the use of rewards.

**Conclusions:** By engaging with parents and developing their strong and equal partnerships with children can be achieved healthy development of the child’s personality. The research results extend previous findings about the attitudes of parents of preschool children to use rewards and punishments.

**Key Words:** rewards punishments preschool children parents questionnaire

Jitka Jakešová, Czech Republic
Silvie Slezáková, Czech Republic
Title of the Paper: Study of rater effects in PBL assessment using many-facet Rasch Model

Problem Statement: PBL assessment is popularly performed by assessing skills or actions arising during group processes with tutor-, peer- and self-raters. However, raters with differing statuses, may create effects.

Research Questions: Is there any rater effects in PBL assessment on tutor-, peer- and self-raters?

Purpose of the Study: The present study is focused on analyzing the rater effects on the aspect of severity-leniency in PBL across tutor-, peer-, and self-raters using MFRM.

Research Methods: The sample group consisted of three rater groups with 120 tutor-raters, 120 peer-raters and 120 self-raters. All raters used a PBL performance assessment form with a total of 19 items. Data analysis using bivariate Pearson correlation and MFRM.

Findings: The assessment scores for all three rater groups, namely, tutor-, peer- and self-raters, had no statistical correlations (p .05) when r ranged from 0.17 to 1.37. Rater effects analysis found that peer-raters were the most lenient raters while self-raters gave ratings closely to tutor-raters but with slightly more severity.

Conclusions: The correlation analysis between the ratings of PBL performance across tutor-, peer- and self-raters, no statistical correlations were found. Peer-raters gave the most ratings on average, followed by tutor- and self-raters. Furthermore, rater effects analysis concludes that peer-raters gave higher ratings (leniency) than tutor- and self-raters, and self-raters gave ratings closely to tutor-raters but with a slightly more severity.

Key Words: rater effects, PBL assessment, MFRM

PhD Student Sukolrat Ingchatcharoen, Thailand
Assistant Professor Dr. Kamonwan Tangdhanakanond, Thailand
Associate Professor Dr. Shotiga Pasiphol, Thailand
Title of the Paper: Ethical-moral courses of action and active citizenship in health students

Problem Statement: The practice of active citizenship, ethical-moral courses of action and civic, moral and ethics education are essentials for ethical decision making in health.

Research Questions: which are the health students ethical and moral manners?

Purpose of the Study: To determine if gender influences students’ ethical-moral course of action

Research Methods: Descriptive study with a non-probabilistic sample of 85 students enrolled in the 1st cycle of the health degree.

Findings: The 61.2% participants were found to say that action should take into account their moral principles subjectivism 44.7% consider the utilitarianism 55.3% think that “An action is ethically good” if “It is in accordance with morality” 45.9% believe that “values vary from society to society”. Males support their decision-making with the objectivism (Fischer = 0.010).

Conclusions: The results suggest that students’ ethical-moral education is required to promote an ethical-moral course of action in their professional practice. Thus, universities with their health courses should be at the forefront of this education, making their graduates interveners of a way of knowing and of being as well as promoters of the dignity of the citizen.

Key Words: action ethical moral

Professor Dr Madalena Cunha, Portugal
Professor Dr Ana Sofia Carvalho, Portugal
Professor Dr Rosa Martins, Portugal
Professor Dr Suzana André, Portugal
Professor Dr Carlos Albuquerque, Portugal
Professor Dr Maria do Céu Cunha, Portugal
**Title of the Paper:** Selected academic teacher personality traits, professional identity and motivation in physiotherapy students

**Problem Statement:** The functioning of physiotherapists in their professional roles is closely associated with education process: with specific knowledge and skills gained throughout the time of studying.

**Research Questions:** Is there a relationship between some academic teacher personality traits and one’s motivation to study among physiotherapy students?

**Purpose of the Study:** The purpose of the study was to analyze the relationship between the selected academic teacher personality traits and the degree of students' identification with their future medical profession on the one hand, and the level of motivation to study on the other hand in physiotherapy students.

**Research Methods:** In order to verify the purpose of research an independent research tool was developed which enabled students to evaluate: 1) the level of their identification with a chosen medical profession, 2) the level of influence of the selected academic teacher personality traits on forming the professional identity, 3) the level of motivation to study.

**Findings:** The level of identification with a medical profession was graded as high. The students' identification with a chosen profession has a relationship with certain academic teacher personality traits, such as being tolerant, friendly, patient and calm. The level of motivation to study has a relationship with such teacher's personality traits as: demanding, persistent, objective, friendly, patient self-controlled and punctual.

**Conclusions:** Presented results have shown that the students’ identification with their future profession is very important for physiotherapy students. Some academic teachers’ personality traits are associated with forming the professional identity as well as the level of motivation to study. Characteristics such as demanding, persistent, kind, objective, tolerant, friendly, patient, calm, self-controlled and punctual have the greatest significance for students.

**Key Words:** personality traits, professional identity, motivation, physiotherapy

PhD Graduated Mariusz Jaworski, Poland
PhD Graduated Miroslawa Adamus, Poland
Title of the Paper: Anxiety, depression and stress in patients with rheumatoid arthritis

Problem Statement: Rheumatic diseases carries a high physical, psychological and social impact, with relevant multi-dimensional assessment of psychosocial functioning of these rheumatic patients, reasons for carrying out the present study.

Research Questions: What is the prevalence of anxiety, depression and stress in patients with rheumatoid arthritis?

Purpose of the Study: This aimed to identify the prevalence of anxiety, depression and stress in people with rheumatoid arthritis. These have in our population worse quality of life indicators, when compared with the general population.

Research Methods: The study observational was conducted with 80 participants, 82.5% were female, aged between 21 and 80 years, with an average of 58.16 years. Was applied "Health Assessment Questionnaire" (Fries, 197, validated by Santos Reis, Rebelo, Days, Pink & Queiroz, 1996) "Anxiety Scale, Depression and Stress" (Lovibond and Lovibond, 1995, adapted by Ribeiro, Honored & Leal, 2004).

Findings: Moderate and high anxiety was found in 37.5% of the subjects and severe depressive symptoms in 35%, which are higher in women (♀ 40.9% ♂ 39.4%). Stress presented high in 42.5%. The anxiety and depression are higher in the females participants, with increased pain and superior functional impairment. Stress increases with the low income and worsening of health status.

Conclusions: Nursing care to these people should include interventions aimed at screening, referral and treatment of these clinical outbreaks. These nosological entities should also be considered when planning educational activities/training of future health professionals.

Key Words: Anxiety, Stress, Depression, Rheumatoid Arthritis.

Professor Dr Madalena Cunha, Portugal
Master Graduated Ana Rocha, Portugal
Professor Dr Suzana André, Portugal
Title of the Paper: Development of Evaluation Capacity -Building program for nurse teachers in students’ practicum

Problem Statement: The important problems in student nurse evaluation in practicum are rater effects, leniency, stringency, halo effect. One of the solutions is rater preparation. The studies in this population are scanty.

Research Questions: What the format of the evaluation capacity building program for nurse teacher should be? How could the program work on the rater effects?

Purpose of the Study: To develop the program of evaluation capacity building for nurse teachers. The development were composed of rubrics, video clips as performance task and the instruments to evaluate knowledge attitudes and skill on practicum evaluation and to study the effects of the program on rater effects.

Research Methods: The Multidisciplinary model of ECB was employed to develop the program. ICC(3,1) was used to investigate the inter rater reliability for rubrics, Rater agreement index: RAI, Item Difficulty: Pi, Sensitivity Index: Si and the Cronbach alpha were used to test the knowledge and attitudes questions and MFRM performe for rater effects on pilot study.

Findings: The results showed that obtaining the manual of training, the questionnaires of knowledge and attitude on practicum evaluation, the rubrics and the video clips as performance tasks for evaluation capacity building. Currently, the instrument for the program are tested on the validity and reliability and will be plan to study rater effects on a pilot study for next month.

Conclusions: The ECB program was developed. The program consisted of the content of basic knowledge on practicum evaluation, the attitude and knowledge questionnaires and the video clips and rubrics were the instruments to increase the practicum evaluation skill. The results of the validity and reliability of the instruments and the result of rater effect would be represented recently.

Key Words: ECB program, Nurse teachers, rater effects

PhD Student ntrachanee, kamonratananun, Thailand
Associate Professor Dr Siridej Sujiva, Thailand
Assistant Professor Dr Kamonwan Tangdhanakanond, Thailand
Title of the Paper: Contents of Digital Literacy from the Perspective of Teachers and Pupils

Problem Statement: This paper deals with the contents of digital literacy education on the primary and lower secondary schools from the perspective of teachers and pupils.

Research Questions: What is the contents of educational activities in terms of focus and relevance of educational activities for developing digital literacy from the perspective of teachers and pupils.

Purpose of the Study: The objective of the project was to recognize the current state, structure and orientation of digital competence development in pupils, i.e. building relevant levels of digital literacy and to analyze the concept and content of informatics educational activities at schools and the process of digital competence development.

Research Methods: As a basic empirical research method was used the questionnaire method to conduct the research in schools this was be achieved via a questionnaires with complex items. The questionnaires for teachers and students were designed to support manipulation of graphic elements. As adjunctive method were used the survey method, observation method, methods of engaging, and methods of interviewing teachers.

Findings: The primary benefit of the project results can be regarded as a contribution to the knowledge of the state and development of digital competence in pupils in terms of the role of elementary schools in building their digital literacy. The project results may also be valuable in terms of improved preparation aimed at digital competence development in children.

Conclusions: Through means of a relatively large explorative survey involving more than 1,000 schools the project enabled improved specification of curriculum, processes and organizational aspects of students’ digital competence development to determine the current state, structure and orientation used in building digital literacy in primary and lower secondary schools.

Key Words: school education, digital competence, digital literacy

Associate Professor Dr Vladimir Rambousek, Czech Republic
Assistant Professor Dr Jiri Stipek, Czech Republic
PhD Student Petra Vankova, Czech Republic
Title of the Paper: Reading Strategies Activated in Experimental Research

Problem Statement: In this study, we focus on fourth-grade primary schools learners from two schools who have mastered the technique of reading and are ready to improve their understanding of text.

Research Questions: It presents specific educational practices and deals with the consequences that lead to practical usage of this method.

Purpose of the Study: Get an idea of what is hidden beyond the text.

Research Methods: Familiarize the reader with the reasons for effective education using the Double-Entry Diary method, which originated in the Reading and Writing for Critical Thinking International Consortium.

Findings: Mastering of the technique of reading and improving understanding of text.

Conclusions: The research analysis indicates much strength in this teaching method.

Key Words: Double-entry Diary, Reading Literacy, Reading Strategies

PhD Student Jolana Ronkova, Czech Republic
Associate Professor Dr Radka Wildova, Czech Republic
Title of the Paper: Spatial Intelligence of University Students
Problem Statement: This paper deals with the spatial intelligence of university students.
Research Questions: What is the characteristics of spatial intelligence (mental rotation ability and mental cutting ability) of university students (Charles University in Prague, Faculty of Education).
Purpose of the Study: The objective of the study is an exploration of current state of mental rotation ability and mental cutting ability of university students and correlation with age, gender and study program of students.
Research Methods: As a basic method of the study was used a pair of standardized test of mental rotation ability and mental cutting ability. Test were administered during winter semester 2014 by academy stuff.
Findings: The primary outcomes of the survey is a description of current state of mental rotation ability and mental cutting ability of students across study years and studied subjects. The study will be followed next year with a research on influence of spatial visualization on working memory load.
Conclusions: The study was focused on students of Charles University in Prague, Faculty of Education. Due the large set of study programs of students the study offer interesting findings in correlations between mental rotation ability, mental cutting ability and studied program.
Key Words: mental rotation, mental cutting, spatial intelligence

Assistant Professor Dr Milos Prokysek, Czech Republic
Assistant Professor Dr Jiri Stipek, Czech Republic
Title of the Paper: Developing technological knowledge and programming skills of secondary schools students through robotics

Problem Statement: Many of pedagogical approaches that are mainly used in order to develop technological knowledge and programming skills of students at schools are mostly theoretically-oriented.

Research Questions: Could educational robotics projects fulfil the role of the tool that is developing technological knowledge and programming skills of students at secondary schools?

Purpose of the Study: The study aims at indentifying the potential and aspects of exploitation of educational robotics project in education at secondary schools in order to develop technological knowledge and programming skills of students of secondary schools in practically-oriented ways of education.

Research Methods: Focus of the work in research is based on the empirical qualitative methods. It is primarily action-oriented research, verifying the examined strategies, based on the analysis of the experimental learning model, associated with the observations and interviews with the research participants.

Findings: The outcomes of the research indicates that the use of educational robotics projects in secondary school education leads to increase the quality of educational process especially in the field of development of the technological knowledge and programming skills of students.

Conclusions: The results of the study verifies that educational robotics projects represent important pedagogical methodological tool that could be use as the alternative approach to the mostly theoretical-oriented methods in order to develop the technological knowledge and programming skills of students of secondary schools.

Key Words: educational robotics, education, ICT

Master Graduated Daniel Tochacek, Czech Republic
Assistant Professor Dr Jakub Lapes Czech Republic
PhD Graduated Viktor Fuglik, Czech Republic
**Title of the Paper:** Improving the Evaluation of Risk of Fall through Clinical Supervision: An Evidence

**Problem Statement:** Falls are adverse hospital events and occur frequently. Difficulties in the application of the Morse Fall Scale and in the falls prevention protocol were identified through previous research.

**Research Questions:** Which is the impact of the implementation of a clinical supervision (CS) model in the evaluation of the risk of fall by nurses?

**Purpose of the Study:** Risk evaluation is essential to prevent falls so, we carry out a research not only to improve nurses' skills to evaluate the risk of fall but also to improve patient safety and the quality of nursing care through the implementation of a clinical supervision model.

**Research Methods:** A quantitative, descriptive and correlational study was conducted. We had a convenience sample constituted by 132 patients who were hospitalized from the 19th of March until the 19th of May 2014. We collected data through several procedures such as the application of a questionnaire to assess the risk of fall and the parameterization defined in the nursing records system.

**Findings:** The Morse Fall Scale (MFS) was correctly applied in 69.2% and the risk of fall was monitored each 48 hours in 98.5% of the cases with the MFS while in the previous research (Lamas, 2012) only in 33.3% and 84.1% this happened respectively. We verified a higher suitability between the risk of fall and the implemented interventions.

**Conclusions:** Falls represent the 2nd accidental cause of death worldwide. It is crucial to develop strategies to prevent them and this can be done through the implementation of a CS model. With this study we pointed out the improvement in the assessment and monitoring of the risk of fall with the MFS and its relationship with the CS model implemented.

**Key Words:** Clinical Supervision Risk of fall Safety

Professor Dr Sandra Cruz, Portugal
Professor Dr Luís Carvalho, Portugal
Master Graduated Elsa Lopes, Portugal
Title of the Paper: Teachers assessing the effectiveness of values clarification techniques in moral education

Problem Statement: Corruption has been identified as a matter of national security for Romania. On the other hand, the general public is still alarmingly tolerant with such practices.

Research Questions: Do the values clarification techniques work better than the current moral education methods?

Purpose of the Study: The study aims to explore perceptions of teachers on the effectiveness of values clarification techniques versus traditional moral education methods currently used in Romanian education, after receiving training and applying the new techniques. It also aims to estimate motivation of teachers to participate in making moral education more effective.

Research Methods: Qualitative analysis of individual written reports has been used to identify teachers’ perceptions and judgments, motivation for improving moral education, as well as relevant comments and suggestions after selecting and using in classroom one of the five values clarification techniques they received training on.

Findings: Analysis identified what techniques teachers decided to use, the rationales underlying their decisions, the judgements they made on the effectiveness of techniques, problems they encountered in applying new techniques, feelings and motivation to use such techniques in the future.

Conclusions: Teachers understand that the current traditional moral education methods do not work. They are able to master values clarification techniques and successfully apply them in classroom. They value the training programs they took and are willing to acquire new information and skills on moral education. They are a real resource in implementing programs to make moral education more effective.

Key Words: Moral education, Values clarification, Secondary education

Professor Dr Petru, Romania
Associate Professor Dr Mihai Andronie, Romania
Title of the Paper: Experimental Study of the University Student’s Creativity development

Problem Statement: One of the major challenges of modern higher education is the students’ creativity development. Diagnostics and development of creativity and its related mental processes become of particular relevance.

Research Questions: The level of development of creativity of Al-Farabi Kazakh National University students. The predominant kind of motivation in respondents’ activity, creativity development techniques

Purpose of the Study: diagnostics of the level of development of creativity and the dominant motivation type in activity of students of Al-Farabi Kazakh National University

Research Methods: qualitative and quantitative analysis of the results psychological methods: test «Creativity» (N. Vishnyakova) and questionnaire A.A.Rean «Motivation for success and fear of failure» (MFSFF), mathematical statistical method of processing the material

Findings: There is a correlation between the level of creativity and the predominant motivation in the individual activities. In the majority of respondents the discrepancy between actual and ideal perceptions of their creativity, which indicates the willingness of study participants to improve their creative skills, is identified. There is a correlation between the level creativity and emotionality (emotional intelligence quotient).

Conclusions: The obtained results can be used in individual and group psychological work with students (for developing creative portraits of personality, in psychological training programs, educational workshops, development of elective courses). The need to develop and apply psycho-educational program aimed at removing barriers to individual creativity (cognitive and behavioral stereotypes) during the period of study at the University is identified.

Key Words: creativity, diagnostics, training, motivation

Associate Professor Dr Aigerim Mynbayeva, Kazakhstan
Master Graduated Anastassiya Vishnevskaya, Kazakhstan
PhD Graduated Zukhra Sadvakassova, Kazakhstan
Title of the Paper: Health Sense of Responsibility (HSR) as a factor in modifying health education

Problem Statement: Growing risk of chronic diseases among young people tends to explore a variety of factors that increase the effectiveness of their prevention measures. One of them is HSR.

Research Questions: What’s the level of HSR of adolescents and young adults (n=656) in two dimensions: active involvement in taking care of their own health (HSR-AI) and appropriate behaviour (HSR-AB)?

Purpose of the Study: The aim of the study is to assess the general level of Health Sense of Responsibility and its 2. dimensions - Active Involvement and Adequate Behaviour - in 3. different age groups (group1: 15 years - n=75, group 2: 19-20 years - n=202, group 3: 21-25 years, n=380)

Research Methods: In the paper, the Health Sense of Responsibility Scale (HSRS), developed by M. Adamus, is used. HSRS consists of 12 items and is used to measure total level of Health Sense of Responsibility (HSR). Two dimensions have been isolated within this scale: Active Involvement (HSR-AI) and Adequate Behaviour (HSR-AB). Cronbach’s alpha for HSR-T coefficient is 0.74.

Findings: Univariate ANOVA shows: the analyzed groups differ significantly in level of HSR. The highest belongs to participants aged 21-25 years, the lowest to adolescents aged 15 years. The groupsdiffer in terms of the HSR-AI - the highest values characterized young adults aged 21-25 years, and the lowest at age 15 there is no difference in the dimension HSR-AB.

Conclusions: Health Sense of Responsibility increases with age (among adolescents and young adults) and may be associated with behaviorus that protect against chronic diseases. This pattern has implications in terms of cognitive and pragmatically. It helps to develop knowledge regarding the sources of human health behaviours and to build effective health-related programs aimed at adolescents and young adults too.

Key Words: Health Sense of Responsibility (HSR)

PhD Graduated  Mirosława Adamus, Poland
PhD Graduated  Mariusz Jaworski, Poland
Title of the Paper: Adaptive Behaviour Assessment System: Indigenous Australian Adaptation Model (ABAS: IAAM)

Problem Statement: There is a lack of culturally appropriate measures of adaptive behaviour which reflect the true psycho-educational outcomes of Indigenous students in Australia’s Northern Territory.

Research Questions: To determine the educational value, cultural suitability and measurement properties of the ABAS: IAAM in assessing Indigenous students, and to evaluate its use by NT Education Advisors.

Purpose of the Study: To develop, trial and evaluate a cross-cultural adaptation of the Adaptive Behavior Assessment System-Second Edition Teacher Form for Indigenous Australian students’ ages 5-14 with a sample of students and educators from representative regions and schools in the NT. The adapted instrument will inform diagnoses, funding applications, and education plans.

Research Methods: A mixed-methods design implemented in multiple phases was used to collect data with analysis after each phase. The cross-cultural adaptation was performed according to the internationally recommended methodology. The measure was adapted using Rasch scaling and other methods then trialled with 120 Indigenous students of the NT. Psychometric properties of reliability and validity were investigated.

Findings: The level of agreement on the translation process between the translators initially and the review committee was high. The reliability and internal consistency of the translated instrument and of new data drawn from the ABAS:IAAM were excellent (Cronbach’s coefficient alpha (CA) was 0.90). The CA for each factor domain and the General Performance Composite was good (0.80).

Conclusions: The data showed that the cross-cultural adaptation was successful and the ABAS:IAAM demonstrated satisfactory psychometric properties for its use in the cultural context of the NT. The findings suggest that this instrument may be used to assess and improve the psycho-educational outcome of Indigenous students. The planned next stage of study will involve longitudinal follow-up with a larger sample.

Key Words: Cross-cultural adaptation Indigenous psychological testing

PhD Student Santie du Plessis, Australia
**Title of the Paper:** Instructive Lesson Plans for Creativity Design Education

**Problem Statement:** The purpose of this study was to explore the art teacher when they design lesson plans for educational art programs for children, and the influence on children inspired creativity.

**Research Questions:** When teachers design their lesson plans usually reference important works in art history, this process can allow teacher provide different perceptions of art and creativity discussing with children.

**Purpose of the Study:** When Teachers design the lesson plan, they need to present the art in a short amount of time without stimulating excessive, image disturbance, which may cause the child’s enthusiasm to weaken, and produce psychological resistance towards creativity.

**Research Methods:** This study collected qualitative analysis of cases in four areas: art history, art criticism, aesthetic principles and artistic creation. When designing the curriculum use the concept of “multiculturalism” to guide children about the principle of aesthetics, to stimulate children’s art appreciation ability. Teachers can express comments and perceptions of self boldly and thus inspire the creativity of children.

**Findings:** Teachers through the implementation of the lesson plans can inspire children's creative freedom by using multi-level visual teaching, teaching aids usage analysis, and artists to guide the analysis, and create self-contained personal works of art expressing their experience of life.

**Conclusions:** Art teachers through the process of designing lesson plans, should use art design creativity as a basis for children to learn, and can be added to increase artistic awareness for children and gradually inspire the creative abilities of children, and then use their abilities to beautify life.

**Key Words:** Visual Arts Children's art creativity education

Master Graduated Hui-Chun HU, Taiwan, Province of China
Title of the Paper: Psychical functions and processes with princeps role in learning

Problem Statement: Learning is a complex phenomenon that involves all psychical functions and processes on certain moments of time the implication of these components varies according to age and psycho-social climate

Research Questions: We bring in front the level of expertise of the teachers, parents, mentors, the dynamic of formal and informal groups as a variable of learning efficiency

Purpose of the Study: Mnezico-prosexeic functions are studied through direct link to practical exercises, highlighting the voluntary/involuntary reports, progressive memorization techniques, attention as a factor for motivational process and scholar success

Research Methods: We measured through several methods development indicators: psycho-metric determination socio-clinical determination defining the development structures: intellectual development stages (Piaget), psycho-motor development (Gessell), affective development (Freud), moral development (Colbert) formative determination that highlights the learning capacity without waiting for a certain manifestation to take place but seeing the individual potential evaluation (proximal development area)

Findings: Development factors are: genetics (phenotype maturation), stimulus adjustment, on time apparition, filter function on sensitive persons, elasticity of personality system. Environmental influence is a condition for learning. Starting from the process of accumulation of knowledge we can describe analytically the construction of intellect aspects - the capacity of dissociation, abstracting capacity, understanding, transfer, reasoning, classification.

Conclusions: All described attributes correspond to one personality dimension: intelligence

Key Words: Intelligence, learning, development stage, motivational aspects.

Assistant Professor Dr Trifu Simona Romania
Trifu Ionut, Romania
PhD Student Trifu Antonia Ioana, Romania
Title of the Paper: Indicators Development for Accreditation of Teacher Education Programs in Thailand

Problem Statement: This study investigated the perception of faculty members and public officers about the indicators for accreditation of teacher education programs

Research Questions: Which indicators should be examined in accreditation systems that are being increasingly used throughout the world for assuring quality of teacher education programs in Thailand?

Purpose of the Study: The purpose of this study was to designed and identify the indicators for accreditation of teacher education programs in Thailand.

Research Methods: Online survey questionnaire was used to collect the data which was described the important indicators using for accreditation of teacher education programs in Thailand.

Findings: The accreditation indicators of teacher education programs consisted of 5 domains, i.e., institutional context program, design program delivery, program outcomes and quality assurance.

Conclusions: This study is significant that it generated indicators for accreditation of teacher education programs in Thailand. Findings of this study could be used in accreditation of teacher education programs in Thailand in the future.

Key Words: Indicators, accreditation, teacher education program.

PhD Student Chanicha Chaiyaphumthanachok, Thailand
Assistant Professor Dr Kamonwan Tangdhanakanond, Thailand
Associate Professor Dr Siridej Sujiva, Thailand
Title of the Paper: Enhancement of Teacher Training: Key to Successful English Education in Japan

Problem Statement: Very little improvement has been noted in overall English ability among Japanese students despite a series of policy changes instituted by the Ministry of Education.

Research Questions: What is the key to a successful English education system in Japan?

Purpose of the Study: This paper examines these policy initiatives and describes how they were intended to be implemented as well as problems associated with them.

Research Methods: This paper gives a general description about changes in policies regarding English education. It argues that lack of qualified teachers leads to the failure in the implementation of effective teaching in English education and suggests that more attention should be paid to this issue.

Findings: The authors believe that the lack of qualified teachers is likely responsible for the current undesirable situation and the enhancement of training programs for teachers will function as the key to the solution of this problem.

Conclusions: Teacher training is the key to successful English education in Japan. Administrative support should be offered to projects which help the enhancement of teacher training.

Key Words: English education, teacher training, Japan.
Title of the Paper: Quality in obstetric care: benefits of father’s presence in the delivery room

Problem Statement: The opportunity for the couple to experience together the birth of their child is reflected in the quality of obstetric care during labor and birth, due to the meaning assigned

Research Questions: What are the benefits for the father, of his presence in the delivery room?

Purpose of the Study: To identify the benefits for the father, arising from his presence in the delivery room

Research Methods: Integrative literature review with research in PubMed, LILACS, SciELO, Institutional Repositories and Digital Libraries and EBSCO Host, and published between 2000 and 2014. Descriptors used: "Father", "Childbirth," "Father Involvement" and "Newborn", in English and Portuguese. Of the 105 initial texts only 22 met the inclusion criteria, and are therefore part of this study.

Findings: Categories on the benefits for the father resulting from his involvement during labor and birth: feeling as an active participant in labor Feeling that positive emotions and gratitude are being nurtured Increasing the awareness of the importance of his involvement in childbirth preparation feeling that there is a fostering of emotional ties Greater humanization of health care Encouragement of parenting

Conclusions: The father’s involvement during pregnancy and namely his presence during the delivery is beneficial not only to the mother but also to himself. The privilege to be able to share with his partner the birth of their child is reflected in the parental adjustment, but it also reflects the quality of the available obstetric care

Key Words: "Father", "Childbirth", "Father Involvement" e “Newborn”

Professor Dr Emília Carvalho Coutinho, Portugal
Master Student Joana Gomes Vilaça Cardoso, Portugal
Professor Dr João Carvalho Duarte, Portugal
PhD Student Vitória Castro, Portugal
Professor Dr Cláudia Balula Chaves, Portugal
Professor Dr Paula Alexandra Batista Nelas, Portugal
Title of the Paper: Analysis of frequent problems senior citizens face in ICT

Problem Statement: The aim of the project is to examine ICT topics and issues the senior citizens struggle with the most.

Research Questions: Which are the most frequent problems senior citizens face when using the computers, which situations in ICT do they solve most and which topics in ICT they considered meaningless?

Purpose of the Study: To examine topics in ICT in which senior citizens orientate the worst, to find out which problems senior citizens solve the most and in what manner. This will make it possible to work with the senior citizens and to choose the most suitable method of teaching.

Research Methods: Dialog method, case study, observation.

Findings: It can be difficult for senior citizens to use computers effectively due to fear of making mistakes, which is why they also fear using computers without supervision. Very often they don't have even the basic knowledge or experience and worry about embarrassing themselves. Due to these worries concerning ICT they very often learn less than possible without these concerns.

Conclusions: Many senior citizens are able to get over barriers connected with learning ICT at high age. They are able to get over other factors which very often negatively influence their interests in ICT. The optimal learning method is individual lessons. Most encountered problems are participants’ memory issues and inability to understand individual steps in solving complicated issues in ICT.

Key Words: Senior citizens, ICT, modern technologies, education

PhD Student Klara Rybenska, Czech Republic
Associate Professor Dr Pavel Vacek, Czech Republic
**Title of the Paper:** Organization of housework in heterosexual couples: systematic review of the literature

**Problem Statement:** We currently live in a society where men are increasingly involved in domestic activities yet women continue to be primarily responsible for their execution.

**Research Questions:** The organisation of housework in couples heterosexual varies in frequency and time based on sex?

**Purpose of the Study:** The aim of this paper is to assess the fairness of the division of housework between men and women, the frequency and time which men perform it, in accordance with sociodemographic variables

**Research Methods:** A systematic review of the literature from September to November 2013 was carried out. The study was conducted with .The principles proposed by the Cochrane Handbook were followed. A critical analysis was performed separately by two researchers.

**Findings:** A variable which most influences division of housework is income, and the one which most influences time spent on doing it is gender.

**Conclusions:** The division of housework between men and women is not equal, overloading the woman. Sex should therefore be considered in the planning of educational activities of children.

**Key Words:** Housework, gender, heterosexual couples.

Professor Dr Madalena Cunha, Portugal
Professor Dr Suzana André, Portugal
Professor Dr Graça Aparício, Portugal
Master Graduated Eduardo Santos
Celso Nunes, Portugal
Title of the Paper: How are achieved goals of a youth development programme interrelated?

Problem Statement: High goal coherence of a course has a positive effect on the participant’s competence development. However, studies on the goal coherence of the youth development programmes are scarce.

Research Questions: Are there associations in teachers’ learning between achieved goals of the youth development programme and their work engagement?

Purpose of the Study: The present study investigated the possible associations in teachers’ learning between the goals of a youth development programme, namely the Lions Quest (LQ). In addition, the possible associations between teachers’ learning outcomes during the LQ and their burnout and work engagement were explored.

Research Methods: The participants were 153 teachers who attended to the LQ teachers’ workshop. They filled in the questionnaire before and after the training. Learning variables were made by subtracting teachers’ pre-test scores from their post-test scores. Pearson Correlation was used to compare these variables with each other and with the participants’ pre-test scores of their perceived stress and work engagement.

Findings: Positive significant associations were found between the change in skills in promoting student’s social and emotional learning (SEL) and the changes in other LQ skills such as promoting student’s healthy lifestyle, teaching students to help and creating a safe learning environment. However, no associations between work engagement or burnout and learning outcomes were found.

Conclusions: LQ appeared to be a coherent programme whose goals are related to each other. The change in teachers’ competence in promoting students’ SEL seems to be associated with the changes of other perceived competences that were investigated. Our results of the lack of the association between experienced work engagement and learning are discussed.

Key Words: Lions Quest, social and emotional learning

PhD Graduated Markus Talvio, Finland
Master Graduated Minna Berg, Finland
Professor Dr Kirsti Lonka, Finland
Title of the Paper: The application of video in supporting students’ reflection in music instrument study

Problem Statement: The study applies the model of supporting reflection in the context of music instrument study and based on the main processes of reflection (describing, evaluating, relating, and meta reflection).

Research Questions: How does the students’ reflection quality change in using the model, how effective do they see the application of it to be from music instrument development point of view?

Purpose of the Study: The aim of the study is to find out for what extent does the application of the model support students’ reflection in music instrument study. The present research focuses on the first implementation of the model among students of music instrument studies.

Research Methods: The model for supporting reflection was applied by 11 students. Two focus group interviews were carried out to collect data on students’ experiences. Separate questions were asked related to every reflection task, as well as regarding the reflection model in general and possible areas for improvement. Data was analysed following the thematic analysis principles.

Findings: Students encounter problems with all processes of reflection and the developed support could facilitate overcoming these problems. The participants pointed out that the reflection assignments helped them to take a more objective view on their practice and helped to focus on specific goals and to target exact training needs as also noted in previous studies.

Conclusions: Research brought out that supporting reflection drives the students to take an active role in their music instrument study and give a deeper meaning to their studies.

Key Words: reflection, instrument study, constructivism, active learning

PhD Student Tuulike Kivestu, Estonia
PhD Graduated Äli Leijen, Estonia
PhD Student Kadri Steinbach, Estonia
Title of the Paper: Challenge of Co-Teaching in Inclusion Classroom Administrators, Parents and Teachers Overview

Problem Statement: In Malaysia, Co-teaching is a new approach of inclusive education. This study highlighted aspects of relationships in terms of acceptance, trust and cooperation of school administrators, parents and teachers.

Research Questions: Is any positive relationships between school administrator, parents and teachers in terms of acceptance, trust and cooperation of co-teaching implementation in inclusive setting?

Purpose of the Study: This study purposed of introducing a new method of inclusion implementation in Malaysia by performing a new approach 'Co-Teaching Model'. The original model of co-teaching was taken from the literature (Written permitted by founders) and authors has made a few modifications to fit the model to Malaysian education policy.

Research Methods: This is a quantitative research study by 278 respondents are involved. 300 checklist was distributed to the population 290 was returned and 278 was successfully answered by them. Respondents are carried out of 14 states in Malaysia and answered 7 scales Likert checklist. IBM-SPSS Version 20.0 and SEM-PLS 2.0 has been used.

Findings: It is a good statistical model has been developed by measured of validity and reliability of constructs, discriminant validity and the weight of the first order construct. By using SEM-PLS 2.0 a Structural Model has been successfully introduced. There are established relationships was approved by tested few of hypotheses includes of administrators, parents and teacher.

Conclusions: Co-teaching is a new approach in inclusive setting especially in Malaysia. School administrator, parents, and teacher are need to share their idea, perception and opinion to get a good education pedagogy implementation for the special education students. Factors of acceptance, trusts and cooperation are really the main key to success.

Key Words: Co-teaching, inclusion, acceptance, trust, cooperation

PhD Student Muhamad Khairul Anuar B. Hussin Hussin, Malaysia
Associate Professor Dr Abdul Rahim Hamdan, Malaysia
Title of the Paper: Intellectual disability in kindergarten: possibilities of development through pretend play

Problem Statement: Development of children with intellectual disabilities is one of the main challenges for implementing an Inclusive Pedagogy in mainstream school environment, demanding for deeper understanding of the phenomena.

Research Questions: We highlight the question on how children with intellectual disabilities engage in activities with peers through pretend play (Rucinska & Reijmers, 2014 2015), and its effects on their development.

Purpose of the Study: The purpose was to analyze specific video recording data that refers to interactional moments within play activities and seek to identify how the regulations and (co)regulations of behavior are constructed and carried out between peers, within the specific situation of having a child with intellectual deficit in the group.

Research Methods: The qualitative methodology chosen for data collection was based in the Network of Meanings (Rossetti-Ferreira, Amorim, Silva & Carvalho, 2004) theoretical and approach. Video recordings of interactions between peers in play activities were analyzed through a micro-genetic systematization (Goés, 2000), and field diary notes were considered complementary information, providing material for the deeper understanding of the phenomena in question.

Findings: Data revealed situations in which three important elements can be discussed: (1) reciprocity in the dynamics of regulating behavior (2) significant improvement of cognitive abilities related to pretend play activities in the child with intellectual disability and, (3) the disable child as a leader showing that cognitive aspects aren’t main reference for children to engage in joint attention\collective activities.

Conclusions: Results shows how children with disabilities sought for their peers’ attention\participation and could lead them in constructing play. Emotional experience guided the process of interaction, rather than verbal ability or adult’s mediation. The results also indicate the reciprocity in those interactions, opening spaces to discuss about the developmental benefits for all children and not only for the disable one.

Key Words: Intellectual disability, Peer interaction, Pretend

PhD Student Juliene Madureira Ferreira, Brasil
Professor Dr Kátia de Souza Amorim, Brasil
Professor Dr Marita Mäkinen, Finland
Title of the Paper: The Network of Meanings in Educational Psychology: theoretical and practical possibilities

Problem Statement: Discussions on the practice of educational psychologist in school has always been an issue in Brazilian educational scenario, leading us to develop innovated strategies based on valuable theoretical framework.

Research Questions: The present paper raises questions regarding the practice of educational psychologist inside/in the school context, presenting current challenges and professional roles regarding the human development and schooling process.

Purpose of the Study: To contribute to the practical knowledge in the specific area, presenting how Network of Meanings (Rossetti-Ferreira Amorim Silva & Carvalho, 2004) theoretical perspective can help professionals to structure their practices inside school spaces. Also, to raise questions regarding the technical role of psychologists and its knowledge inside school.

Research Methods: The study originates from the interconnection between the analysis of the systematized practice of five educational psychologists (Teachers Training School, Public University in Brazil), collected by observational procedures and field notes, and the theoretical perspective of the Network of Meanings as a methodological framework to understand human development and to structure action towards that development in school context.

Findings: The results shows that educational psychology, as a field of action, is involved in all the work levels that are carried in school space: pedagogical, administrative and political And that the multidimensional in which the theory treats the human development provided significant inputs to reflect about the whole educational role of educational psychologists inside school.

Conclusions: The Network of Meanings approach was recognized as an important framework to discuss, elaborate and implement educational psychology practices in school space. It allowed us to reflect about the goals towards human development in school teacher’s education\training and the inter-relations with developmental psychology knowledge social and professional role of psychologists inside school and, to propose innovations in professional practice.

Key Words: Educational Psychology Development Network of Meanings

PhD Student Juliene Madureira Ferreira, Brasil
Professor Dr Kátia de Souza Amorim, Brasil
Professor Dr Marita Mäkinen, Finland
PhD Student Gabriella G. Moura, Brasil
**Title of the Paper:** Epistemic Cognition and the Justification of Beliefs about Socio-scientific Issues  

**Problem Statement:** Established models of epistemic cognition focus on people’s belief about authority to justify knowledge claims. This conception is limited because there are potentially many other criteria to justify knowledge.

**Research Questions:** What criteria do individuals use when justifying their beliefs about socio-scientific issues such as climate change?

**Purpose of the Study:** By generating empirical evidence on the criteria which students use to justify knowledge claims, this study seeks to expand and enrich understanding of how students reason about socio-scientific issues. This will increase our capacity to facilitate the development of science literacy and critical thinking among students.

**Research Methods:** After reading a 500-word essay on global warming, 1st-semester university students were asked to: (1) judge the strength of the argument, and (2) suggest the kinds of information they would seek from the Internet to make more informed judgments. Content analysis procedures (including inter-rater reliability checks) were applied to identify criteria/reasons used to justify participants’ judgments/beliefs about the essays.

**Findings:** Four categories of justification criteria were identified: authority, evidence, prior belief, and “sensible explanations”. Authority included scientists, government, and news/media, while evidence included data quantity (duration, amount) and quality (accuracy, detail). Prior belief is knowledge about the issue, which often included misconceptions. “Sensible explanations” are plausible descriptions about relevant causal mechanisms. Participants used multiple criteria to justify their beliefs.

**Conclusions:** Individuals use multiple criteria to justify their beliefs about socio-scientific issues. These criteria included authority and empirical evidence, which are already part of models of epistemic cognition. Two others were prior belief and sensible explanation, which are often neglected by current models. Furthermore, the findings indicate that reference to authority does not necessarily reflect a naive/unproductive epistemic stance.

**Key Words:** Epistemic cognition, socio-scientific issue, justification, content-analysis
Title of the Paper: Interactive learning environments (ILEs) as effective tools for teaching social sciences

Problem Statement: Many ILEs have been developed to improve student learning in science, technology, engineering, and mathematics (STEM), but very few of them are focused on social sciences.

Research Questions: Schoolteachers could enhance learning in social science courses by using teaching tools that favor a methodological approach focused on the topics’ basic structure rather than on facts.

Purpose of the Study: An innovative social-based ILE built with a social constructivist approach is presented here. The pedagogical futures of this ILE are then analyzed. The effective impact of different instructional approaches inspired by social-based ILEs (SB-ILE) on student learning outcomes is also discussed.

Research Methods: The pedagogical future outcomes of the SB-ILE proposed here have been identified by comparing scholarly research in the field of ILEs, system dynamics in K-12 and learner-centered teaching. The technological structure of this SB-ILE have been built by adopting a system dynamics methodology, while its content has been derived from the implementation of a historical and documentary research method.

Findings: Both the causal loop diagram and the stock-flow simulation model demonstrate their effectiveness in illustrating the basic structure of the social topic to school students. The ILE and the related inquiry-based instructional approach seem to help students understand fundamental concepts more easily, thus making the topic more comprehensible and helping students place the social facts into a structured scheme.

Conclusions: A SB-ILE could contribute to overcoming certain critical aspects of social studies in school curricula, e.g. the fact that students tend to forget facts quickly. This assertion is coherent with Bruner’s (1963) proposition. Indeed he hypothesizes that students don’t memorize facts easily because no attempt is made to teach the basic structure of social subjects in traditional school curricula.

Key Words: Interactive Learning Environments - Social Sciences

Assistant Professor Dr Francesco Ceresia, Italy
Title of the Paper: Effectiveness of Teaching with Movies to Promote Positive Characteristics and Behaviors

Problem Statement: It is important to encourage the development of positive characteristics and behaviors, especially in young people as they move away from parental influence and begin making their own decisions.

Research Questions: “Can students' positive characteristics and behaviors be developed through a systematic movie-based teaching course?”

Purpose of the Study: The purpose of this study was to determine whether a systematic movie-based teaching course can promote positive characteristics (measured by Positive Orientation scale) and behaviors (measured by Personal Growth Initiative scale) of Thai students.

Research Methods: The sample was 156 undergraduate students of a public university in Thailand. The experimental groups consisted of 41 and 44 students in the first and second semester, and the control group consisted of 35 and 36 students. Both experimental groups enrolled the "teaching-with-movie" class, and viewed 11 movies during 15-weekly sessions. For the control groups, participants received no intervention.

Findings: Through a pretest, posttest control group quasi-experimental design, the two experimental groups showed a significant increase in positive characteristics and behaviors, while the control group showed no increase. Results of ANCOVA also showed that a systematic movie-based teaching course enhanced positive characteristics and behaviors, as the group variable predicted positive characteristics and behaviors at posttest while controlling for pretest.

Conclusions: Overall, the results of this study provide support that positive characteristics and behaviors can be enhanced through a systematic movie-based teaching course. The results of the present study suggest that movies are a powerful tool that should be included in the teaching plan - a relatively inexpensive and convenient, yet effective teaching method.

Key Words: teaching with movies, Thai students

Professor Dr Chuchai Smithikrai, Thailand
**Title of the Paper:** Local cultural heritage usage in music studies of South-Estonian basic schools.

**Problem Statement:** In what extent and how is local cultural heritage used in teaching music for grade 4-6 children as Estonian law sees this as mandatory part of basic school curricula?

**Research Questions:** How the local cultural heritage is used teaching music for grade 4-6 children and what types of local heritage are used?

**Purpose of the Study:** The aim of the study was to map out the experiences of music teachers using their local cultural heritage in teaching music for grade 4-6 children and to find out, how teachers define their local cultural heritage.

**Research Methods:** Survey was conducted among 55 music teachers and data was analysed using qualitative content analysis.

**Findings:** Teachers define the local cultural heritage quite similar to the theoretical sources. They estimate their knowledge about local heritage above medium level and use this knowledge in grade 4-6 music lessons quite widely, involving different types of heritage (songs, dances, customs, short stories).

**Conclusions:** Local cultural heritage is quite widely used in South-Estonian basic schools as part of the music lessons. Teachers are aware of their local traditions and see cultural heritage as an historic artifact, which is taught in same way. Cultural heritage is used in very different types of musical activities in the class.

Master Graduated Merle Kons, Estonia
PhD Student Kadri Steinbach, Estonia
PhD Student Tuulike Kivestu, Estonia
Title of the Paper: Measuring An Effectiveness Of Using Clickers In Higher Education For Learning

Problem Statement: There was a unsystematic approach to studying the effectiveness of using clickers in higher education the majority of the studies based on quantitative data.

Research Questions: How does clickers influence relationships in the educational context, and How does clickers influence the students’ experience in the educational environment?

Purpose of the Study: Basically, the study is aiming heavily analysing and studying the use of the clickers in Higher education specifically in Saudi Arabia. moreover, exploring the changes in the education environment (relationships, roles and students experience).

Research Methods: Case study approach was selected to conduct this study and to analyse the use of this technology at higher education. the research methods were chosen for this study are semi-structured questionnaires for 80 students, group interview for 21 students and semi-structured interview for 9 lecturers.

Findings: The findings shows more possibilities for students to participate and and interact in a lecturer with using clickers. lecturer has more ability to ask questions and give feedbacks. These possibilities for lecturers and students came through the rules of the clickers’ activity, which offer both of them roles to achieve their objects.

Conclusions: Clickers is a successful tool to improve relationships between lecturer and students, and students themselves by applying clickers’ rules to offer them roles to increase understanding. The has clickers increased understanding, interaction, attention, and instant feedback. These improvements have developed learning in Higher education comparing with the traditional lecture. Although, there some constraints, these constraints do not occur often.

Key Words: Clickers, Higher Education, Activity Theory

PhD Student Bandar Alzahrani, United Kingdom
**Title of the Paper:** Development of Multidimensional Construct Map of Student’s Responsible Citizenship

**Problem Statement:** A core principle of construct modeling is that assessment design should begin not with item creation, but with the development of a construct map.

**Research Questions:** How is a multidimensional construct map of responsible citizenship of lower secondary school students with high construct validity and reliability?

**Purpose of the Study:** The purposes of this research was to develop and investigate a multidimensional construct map of responsible citizenship of lower secondary school students with high construct validity and reliability.

**Research Methods:** Samples were 300 lower secondary school students in Thailand. Research instrument was a multidimensional responsible citizenship scale for lower secondary school students. Data were analyzed by using descriptive statistics, and multidimensional item response theory.

**Findings:** The multidimensional construct map of student’s responsible citizenship comprised of three dimensions, i.e., knowledge, skill and attitude. The knowledge dimension consisted of 4 levels (i.e., Definition, Description, Analysis, and Evaluation). The skill dimension consisted of 3 levels (i.e., Imitation, Participation, and Role Model). The attitude dimension consisted of 3 levels, respectively.

**Conclusions:** The multidimensional responsible citizenship scale consisted of three dimensions according to the construct map. The EAP reliability of scale were .954, .901, and .895, respectively, whereas the construct validity of scale were supported by responsible citizenship model of multidimensional approach (RCMMA). The RCMMA was better fit than that of the composite approach.

**Key Words:** Construct map, multidimensional scale, responsible citizenship

PhD Student Mesa Nuansri, Thailand
Assistant Professor Dr Kamonwan Tangdhanakanond, Thailand
Title of the Paper: Impact of answer column formats on a Japanese language comprehension test

Problem Statement: Many studies have found that item formats affect test-takers' response. However, studies that examine whether answer column formats affect test-takers' response are rarely investigated.

Research Questions: This study sets answer columns of two formats which were limiting answer length and non-limiting answer length, and compared item difficulty and item discrimination between these formats.

Purpose of the Study: The purpose of this study was to examine if the answer column formats on a Japanese language comprehension test affects junior high school students' response.

Research Methods: The test was administered to 543 students which was based on the high school admission test of Kanagawa prefecture. The three items having answer columns of two variations were used: (1) limiting answer length to less than 90 characters or non-limiting answer length (2) less than 45 characters or non-limiting (3) answer length to 7 characters or non-limiting.

Findings: First, it was found that less than 90 characters and non-limiting answer length do not affect the proportion of correct answers and discrimination. Second, non-limiting answer length led to a higher proportion of correct answers. However, discrimination was equal in both formats. Finally, 7 characters led to a higher proportion of correct answers but discrimination was almost equal.

Conclusions: Item (1) does not affect response because both formats have enough space to write the key contents. Item (2) with non-limiting answer column led to a high proportion of correct answers due to enough space to write the answer. Item (3) having specific number of characters led to a higher proportion of correct answers with a clue for answer.

Key Words: Reading test, Answer columns, Item analysis

PhD Graduated, Kazuhiro Yasunag, Japan
**Title of the Paper:** Teacher Responsibility in Distance Education  
**Problem Statement:** Characteristics of education, including distance education and comparison of the extent of teacher responsibility.  
**Research Questions:** Whether and how the scope and the content of teacher responsibility change in connection with the implementation of ICT into educational process.  
**Purpose of the Study:** The issue of teacher responsibility is addressed in declarative documents, codes of ethics, and legal regulations. This paper aims to capture different levels of responsibility and tendencies in perception of teacher responsibility in connection with the changing concept of education and with ICT use in distance education.  
**Research Methods:** The text primarily uses hermeneutic approach, the interpretation being based on a frequency analysis of motifs from students’ essays. Surveying teachers was used as a complementary method.  
**Findings:** Responsibility equal to or higher than the full-time teaching  
**Conclusions:** The results are based on a frequency analysis of motifs from essays written by students of pedagogical faculties in 2013 and 2015, and their interpretation. They are complemented with ideas which occurred in a survey carried out among teachers at the Pedagogical Faculty and the Faculty of Informatics and Management in 2013.  
**Key Words:** Responsibility, teacher, distance education, ICT.

PhD Graduated, Sarka Hubackova, Czech Republic
Title of the Paper: Evaluation of blended learning
Problem Statement: Evaluation of blended learning from the perspective of students and teachers.
Research Questions: Language learning through on-line courses.
Purpose of the Study: Determine the effectiveness of teaching.
Research Methods: Questionnaire, tests.
Findings: Blended learning is very effective.
Conclusions: Blended learning is more effective than elearning.
Key Words: Elearning, blended learning, foreign language.

PhD Graduated, Sarka Hubackova, Czech Republic
Title of the Paper: Turkish Folk Music Phonetic Notation System Datamatrix Properties: Urfa Region Sample.

Problem Statement: Usage of datamatrix technology in Turkish Folk Music Phonetic Notation System configured in the axis of International Phonetic Alphabet/IPA-Turkish Language Institution Transcription Signs/TLITS-Standard Turkey Turkish/STT at phonetic/morphology/vocabulary measures level.

Research Questions: Coding processes of data such as Turkish folk music literate/musical texts/voice records which are defined as a special/artistic performance type, by data matrix.

Purpose of the Study: Coding stages of subdatabases such as alphabet/piece of art/voice/dictionary which exist in the theoretical/executional infrastructure of Turkish Folk Music Phonetic Notation System Database/TFMPNS D.

Research Methods: Configuration in the axis of performance display theory among ethnology analysis models (all kinds of folkloric phrase/concept/element-folk speech in ethnology axis) and linguistic approaches in ethnomusicology (all kinds of ethnomusicological phrase/concept/element-folk speech in ethnomusicology axis).

Findings: Usage of datamatrix system which performs rapid/active connection function between physical and virtual reality in processes of musical education technology and material development as an alternative visual/auditory adaptation/conveyor tool.

Conclusions: Turkish Folk Music Phonetic Notation System Datamatrix Properties/TFMPNS DP and Turkish Folk Music Phonetic Notation System Datamatrix Archive/TFMPNS DA formation/development stages and the process of their conveying/adaptation to educational applications.

Key Words: Datamatrix system, properties, archive, Turkish Folk Music.

PhD Student, Gonca Demir, Turkey
Title of the Paper: Mentalese in Persons with Visual Impairment from a Qualitative Viewpoint

Problem Statement: The purpose of the paper is to provide an insight into the qualitative aspects of visual impairment. The main area of our research are perception, imagination and mental representations.

Research Questions: What is the form of mental representations in people with visual impairment?

Purpose of the Study: Mental representations in people with visual impairment are created with respect to biological, psychological and social changes. The visual impairment affects the form of mentalese of the persons and it changes with respect to the biological, mental and social aspects.

Research Methods: We used qualitative research, especially the descriptive design (description of the phenomenon) and the comparative design (comparison of data). – The term qualitative research with its subjectivity means the attitude into the subject. It does not mean the exact opposite of objectivity.

Findings: A comparison of two cases revealed characteristics which are individual in each case. However, it also showed the repetitive patterns in perception of persons with visual impairments. Their imagination depends on the etiology of visual impairment and its progression. Imagination is also dependent on psychological and social specifics.

Conclusions: Persons with visual impairment use mental representations in their everyday life for orientation and mobility, study, work, during their leisure time. The imagination potential of a child, adult or elderly person with visual impairment should be supported by an appropriate learning environment.

Key Words: Person with visual impairment, mental representation.

PhD Student, Hana Majerova, Czech Republic
Title of the Paper: What intercultural competencies do Italian primary teachers need?

Problem Statement: 9% of school pupils in Italy (802,844) come from a migrant background. The data reveal a deep-rooted disparity in these pupils' academic trajectory compared to that of indigenous students.

Research Questions: What representations of diversity are most familiar to teachers? Do teachers possess intercultural competencies that enable them to assist integration and learning in students from migrant backgrounds?

Purpose of the Study: Using “progressive qualitative data analysis”, the study seeks to explicate the most widespread conceptions of diversity/difference among teachers in Italy's state schools, in contexts where the presence of pupils of non-Italian origin is well established. The second-level research seeks to gather together competencies employed by teachers of multicultural classes.

Research Methods: Thirty primary teachers working in regions with high migrant populations were interviewed. Participation was entirely voluntary. Participants were required to have at least five years’ service, with multiple experiences working with multicultural classes. To improve representativeness, only one teacher from any one school was permitted. The data analysis methodology was based on grounded theory.

Findings: “Difference”, the analysis revealed, is understood in various ways: the expression of each person’s uniqueness, cultural difference, the prevalence of problems (special needs, learning difficulties, hyperactivity). The stories told revealed various competencies, which were grouped into two types: first-level intercultural competencies (already inherent to good teaching practice), and second-level intercultural competence required/acquired in multicultural classes.

Conclusions: Based on these data, the study paints a varied portrait of Italian primary teachers’ professional competence. This admittedly limited set of interviews suggests a heterogeneous reality, with some teachers having responded to a changing school population by acquiring new intercultural competencies, and others seemingly stuck with an outdated outlook.

Key Words: Primary teaching practice, Intercultural competence

Associate Professor Dr, Paola Dusi, Italy
Assistant Professor Dr, Monia Rodorigo, Spain
Pietro Andus Aristo, Italy
Title of the Paper: Differentiated Instruction for Special Need in Inclusion School: A Preliminary Study

Problem Statement: Teachers are less able to develop skills in applying differentiated instruction in teaching, less hard to appreciate diversity and consider justice for all.

Research Questions: How to develop and implement a valid and reliable instrument to determine the readiness, interests and learning profiles of special need students in inclusion school?

Purpose of the Study: This study aimed to identify significant factors related the implementation of differentiated instruction among students in inclusion schools.

Research Methods: The method used in this study was integrating between theoretical consideration based on the literature (Tomlinson, 2000) and empirical evidences from the interview with the teachers of inclusion school in Yogyakarta.

Findings: The need of assessment some dimensions both in teachers and students. In the teacher’s context the evaluation on the relevant competencies needed to ensure the successful process of teaching and learning in inclusion schools. The competencies evaluated among teachers contains three dimensions: (1) Readiness (2) Understanding on large difference of student's interest and (3) Student's learning profile.

Conclusions: The assessment needed among students was developed by observation form that will be used by teachers to evaluate their students. This form contained the evaluation of student’s readiness to receive differentiated instruction in learning process, the evaluations of student’s interests, and the evaluation of student’s learning style based on Gardner’s multiple intelligences theory.

Key Words: Differentiated instruction, special need, inclusion school.

Master Graduated, Mira Aliza Rachmawati, Indonesia
Master Graduated, Thobagus Muh Nu'man, Indonesia
Master Graduated, Nur Widi Asmara, Indonesia
Master Graduated, Susilo Wibisono, Indonesia
Title of the Paper: The Development of diagnostic test using the attribute hierarchy method

Problem Statement: Nowadays, to investigate students’ potentiality, any exam has to contain a lot of questions. Therefore, using attribution hierarchy model will be able to reduce the number of questions.

Research Questions: Which attributes are needed to be included in the diagnostic test and How much is the level of quality of the diagnostic test?

Purpose of the Study: This study was to develop a diagnostic test and to quantify its quality. The study will concentrate in students’ mathematical problem-solving skill. Moreover, the created diagnostic test will limit to the skill of solving adding and subtracting fractions questions only.

Research Methods: The diagnostic test will be developed based on the attribute hierarchy model. To quantify the level of ability of students, the Bayes’ Theorem was employed to determine the diagnostic score. Moreover, to quantifying the quality of the diagnostic test, 2-parameter item response model, content validity, Hoyt’s reliability, and inter-rater reliability are used.

Findings: The diagnostic test contained only 17 questions which are relatively low comparing to the current test. It is found that the difficulty parameter is between -2.14 and 1.06, the item discrimination parameter is 0.77 – 3.07, the content validity is 1.00, Hoyt’s reliability is 0.84 and the inter-rater reliability is 0.90.

Conclusions: The diagnostic test is not only simple but also complete. It contained only 17 questions but it can completely quantify students’ abilities including reading skill, interpretation skill and mathematical problem-solving skill. Based on the statistical parameters (difficulty parameter, item discrimination parameter, content validity, Hoyt’s reliability and inter-rater reliability), it is found that that the test is created appropriately.

Key Words: Diagnostic test, Attribute hierarchy method
Title of the Paper: Student’s Tutorial System Perception, Academic Self-Efficacy, and Creativity Effects on Self-Regulated Learning

Problem Statement: Tutorial system perception, academic self-efficacy, and creativity are assumed as factors influencing homeschooling students’ self-regulated learning

Research Questions: Do the tutorial system perception, academic self-efficacy, and creativity have effect simultaneously to homeschooling students’ self-regulated learning?

Purpose of the Study: The purpose of this study is to measure the direct and indirect effect from the model of tutorial system perception, academic self-efficacy, and creativity to homeschooling students’ self-regulated learning

Research Methods: The subjects are 205 homeschooling students in Jakarta. Tutorial system perception constructed from Eggen and Kauchack (2009) (α = 0.885), academic self-efficacy constructed from Bandura (1997) (α = 0.831), self-regulated learning constructed from Zimmerman (1996) (α = 0.862), and creativity measured by Figural Test from Torrence’s concept. Structural Equation Model is used to analyze the data

Findings: The empirical model has goodness of fit. The model could explain the influence of tutorial system perception, academic self-efficacy, and creativity to homeschooling students’ self-regulated learning. The other finding is only tutorial system perception and academic self-efficacy has direct effect to self-regulated learning, respectively. Tutorial system not only developing homeschooling students’ self-regulated learning but also increasing the academic self-efficacy

Conclusions: Tutorial system perception, academic self-efficacy, and creativity are important in shaping homeschooling students’ self-regulated learning

Key Words: Self-regulated learning, homeschooling students.

PhD Graduated, Seto Mulyadi, Indonesia
Professor Dr, AM, Heru Basuki, Indonesia
PhD Graduated, Wahyu Rahardjo, Indonesia
**Title of the Paper:** Identification Of Mental Types Kazakh Culture In The Context Of Euroasian Civilizations

**Problem Statement:** Identification of the Kazakh culture is carried out in the context of its interactions with nomadic, Muslim, Russian, Central Asian and East Asian civilizations.

**Research Questions:** Article is devoted to the place and role of Kazakh culture in the civilizational area of Eurasia.

**Purpose of the Study:** The purpose of this research is studying identification of mental types Kazakh culture in the context of Euroasian civilizations. Let’s consider the ratio of autochthonous and the introduction into the culture of Kazakhs. Kernel identification field Kazakhs and Turks in general is Islam.

**Research Methods:** Methods content analysis of texts shamanic music, hermeneutics, and comparative studies. Globalization gives a boost as the process of unification, and the process of diversification. At the same time it contributes to the cultural standardization, and an increase in cultural diversity

**Findings:** Before further developing into the basics of the Eurasian idea, let’s consider the currently popular theory - the doctrine of Samuel Huntington's clash of civilizations. Kazakhstan in its geo-cultural space is located between Confucian and Orthodox civilizations. It is known, however, that compared to some CIS countries, in Kazakhstan there is strong socio-political stability and harmony

**Conclusions:** For a successful and timely resolution of all the above problems today Central Asian countries need to speed up the long process of paradigm shift its civilization development: from sovereignty to the implementation of its own model of modernization. In this case, market reforms and democratization of the system of power relations.

**Key Words:** Identification, mentality, national psychology, nomadism, civilization

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Professor Dr, Bibigul Nusipjanova, Kazakhstan
Professor Dr, Gauhar Aldabergenova, Kazakhstan
Professor Dr, Aliya Alimzhanova, Kazakhstan
Professor Dr, Tursun Gabitov, Kazakhstan
Master Student, Aidana Mondasheva, Kazakhstan
Professor Dr, Gaukhar Aldambergenova, Kazakhstan
Title of the Paper: The relationship between emotional intelligence and some factors of personality and behavior

Problem Statement: Studies show that emotional intelligence is a reliable measurement of personal and professional success. It is important to understand the social and psychological factors which are connected to EI.

Research Questions: Is EI connected to self-perception and self-presentation? Is the level of EI important to inter-personal relationship quality? Can EI be associated with personality health?

Purpose of the Study: The aim of the research is to reveal the relationships between EI and various factors of personality / behaviour: locus of control, leadership, auto-irony, self-evaluation, strategies of conflict resolution, extraversion/introversion, empathy, mental and physical health, satisfaction with life.

Research Methods: An original EI-DARL V1 test (Lekavičienė, Antinienė, 2014) was used to assess EI the factors of personality / behaviour were measured by using scales whose psychometric characteristics were tested and are sufficient. Research participants were school children, students, unemployed and employed individuals, inmates of imprisonment institutions and other young people (N=1400, mean age (M) =19.7).

Findings: Regression analysis of empirical research data revealed many statistically significant results (p=0.000). EI and leadership β=0.39, internal locus of control β=0.21 laugh at themselves β=0.35; self-evaluation β=0.29 strategies of conflict resolution: competition β=0.18, cooperation β=0.27, introversion β=0.27, physical health β= -0.40, depression β=-0.44, restlessness β= -0.52, satisfaction with life β=0.29.

Conclusions: The relationship between personality self-evaluation and EI was established. Furthermore, a higher EI is related to the internal locus of control and flexibility to choose strategies of conflict resolution. Personalities with high EI are more extrovert than introvert they tend to laugh at themselves. Also, a significant correlation between the level of EI and satisfaction with life is revealed.

Key Words: Emotional intelligence, factors of personality/behavior.
Title of the Paper: The influence of some personal and demographical factors to empathy's trait

Problem Statement: Empathy facilitates effective inter-personal communication, positively affects individual choices and psychological functioning of a person, therefore, it is crucial to understand the factors which determine empathy.

Research Questions: What personal and demographic factors influence empathy how strong are these factors?

Purpose of the Study: The aim of the research is to find out some personal and demographical factors (such as gender, level of education, educational achievements, a choice to solve conflicts flexibly by using the strategies of cooperation, compromise, adjusting or avoiding, self-irony, externality, positive self-evaluation, etc.) that influence empathy of youth.

Research Methods: An original measurement technique whose indicators of psychometric quality are sufficient (for example, Cronbach’s alpha reaches 0.81) was used to research empathy. The target group – youth from 17 to 27 years of age, M=19.7, N=1400. Research participants were school children, students, unemployed and employed individuals, inmates of imprisonment institutions and other young people.

Findings: The means of Spearman's correlation coefficients revealed that empathy is related to self-irony (r=0.19, p≤0.001), externality (r=0.14 p≤0.05), positive self-evaluation (r=0.47 p≤0.001), leadership disposition (r=0.17 p≤0.05), general state of health (r=0.22 p≤0.001). Mann-Whitney and Kruskal-Wallis tests revealed that women are more emphatic than men, young people with higher education are more empathic than those with no or some education.

Conclusions: Research revealed that empathy is related to the personal-psychological traits: self-irony, externality, positive self-evaluation, leadership disposition, general state of health, etc. The research highlighted the differences of empathy in different genders and revealed that women are more empathic than men. The research participants with high educational achievements exhibit the highest level of empathy, etc.

Key Words: Empathy, personal factors, demographical factors.

Professor Dr, Rosita Lekaviciene, Lithuania
Professor Dr, Dalia Antiniene, Lithuania
Title of the Paper: Psychometric Properties of Teacher Self-efficacy Scale

Problem Statement: The main Problem in this study was the lack of reliable and valid instrument to assess teacher self-efficacy.

Research Questions: The research question in this study was: is teacher self-efficacy scale a valid and reliable scale for Iranian Sample?

Purpose of the Study: The purpose of this study was to exam the psychometric properties of teacher self-efficacy scale such as: construct validity, convergent validity, internal consistency, and interval reliability.

Research Methods: The sample consisted of 280 elementary and high school teachers (114 male and 166 female). Sampling method was multiple cluster sampling. All participants fill out teacher self-efficacy scale. Principle component factor analysis with varimax rotation was used to check factor structure of the teacher self-efficacy scale. Also Pearson correlation coefficient was used to exam convergent validity of the scale.

Findings: The results of principle factor analysis revealed that teacher self-efficacy scale consisted of four factors: instructional self-efficacy, self-efficacy to make positive classroom atmosphere, self-efficacy to involve other in school activity, and self-efficacy to make decision. Reliability coefficient for these factors were between .77 to .83. Alpha coefficient for the factors were between .77 to .85.

Conclusions: In sum, the results of this study showed that teacher self-efficacy scale is a reliable and valid scale for Iranian sample. Based on the results, the scale is an efficient instrument for research job.

Key Words: Self-efficacy, construct validity, psychometric properties.

PhD Student, Sosan Karbasi, Iran (Islamic Republic of)
Associate Professor Dr, Siamak Samani, Iran (Islamic Republic of)
Title of the Paper: Emotional awareness and school connectedness? : Preliminary study on Indonesian students.

Problem Statement: Can emotional awareness facilitate school connectedness?
Research Questions: Can emotional awareness facilitate school connectedness?
Purpose of the Study: To examine whether emotional awareness can facilitate school connectedness.

Research Methods: Three hundred seventy two junior high school students, ages 13-16, completed measures on school connectedness ($\alpha=0.773$ 17 items) and emotional awareness ($\alpha=0.704$ 16 items).

Findings: The result indicates that students’ general perception of their relationship to school can be explained by their capability of identifying their own and others’ emotions.

Conclusions: This study shows that the students’ general perception of their relationship to school can be explained by their capability of identifying their own and others’ emotions.

Key Words: School connectedness, Emotional awareness

PhD Student, Irwan Nuryana Kurniawan, Indonesia
Master Graduated, Wanadya Ayu Krishna Dewi, Indonesia
Title of the Paper: Computerized Adaptive Testing with Reflective Feedback: A Conceptual Framework

Problem Statement: The intention of this research is establishing the conceptual framework of computer adaptive testing with reflective feedback in information technology examination.

Research Questions: How conceptual framework of computer adaptive testing with reflective feedback for information technology examination should be?

Purpose of the Study: At the present time, CAT is widely used for admission such as GRE. CAT was accepted in many aspect of personnel selection. But algorithm needs to improve. The purpose of this study are conceptualize hybrid system with OMST and reflective feedback which is its new framework in CAT

Research Methods: In this paper use research and development technique. The CAT system can be use on line which is implemented by PHP language. And the algorithm OMST is implemented by a computer algorithm. After the test, there are two component reports. First is feedback, reports score from test, and second is feedforward, reports examinee how to improve for the future.

Findings: The new algorithm of computer adaptive testing with reflective feedback can derive from conceptual framework. The system can evaluate by professional heuristic evaluation and user is satisfaction of the human-computer interface.

Conclusions: Computer adaptive testing with on the fly assemble multistage technique can reduce over and under estimate ability of examinee. Moreover, it can reflect both feedback and feedforward simultaneously. The result from system can help examinee for improve themselves in the future.

Key Words: Computerized adaptive testing, reflective feedback.

PhD Student, Nhabhat Chaimongkol, Thailand
Associate Professor Dr, Shotiga Pasiphol, Thailand
Professor Dr, Sirichai Kanjanawasee, Thailand
Title of the Paper: Individual Differences in Psychology Undergraduates' Development of Research Methods Knowledge and Skills

Problem Statement: Not all psychology undergraduates benefit from participating in research methodology classes, with some students appearing to develop knowledge of research methods better than others and it’s not clear why.

Research Questions: Does students’ research methods knowledge become more similar to experts throughout their study and can differences in research methods knowledge and research skills be explained by individual differences?

Purpose of the Study: To determine how students' research methods knowledge develops over time and to ascertain the factors that may account for this development, this longitudinal study tracked how students' knowledge of research methods developed throughout their three-year undergraduate psychology degree, with the aim of determining the factors involved in this development.

Research Methods: Card sorting procedures measuring research methods terminology knowledge at four time-points across three years, were analysed using multidimensional scaling analysis to visually map knowledge structures and form knowledge indexes of structural knowledge of research methods. Individual differences were also measured using questionnaires and intellective measures. These indexes were then correlated with individual difference responses to explain variability in knowledge.

Findings: There was no significant improvement in students’ structural knowledge of research methods by the end of their first year, but there was by the end of their second year. This was not improved upon after their final year of study. Various metacognitive, and motivational variables were significant correlates of higher knowledge of research methods and research skills.

Conclusions: Knowledge of research methods terminology appears to be developed from the formal methodology training that ended for these students after their second year. This is not improved upon after completion of an independent research project in students’ final year. Improving metacognitive skills and increasing motivation for methodology classes may be linked to better development of knowledge and skills.

Key Words: Research methodology training, knowledge development, motivation.

PhD Student, Kieran Balloo, United Kingdom
Regina Pauli, United Kingdom
Professor Dr, Marcia Worrell, United Kingdom
Title of the Paper: Learning Attributes Of University Students: Kolb’s Nine-Region Versus Four-Region Learning Styles

Problem Statement: It is need to be aware of what attributes related to students’ perceptions and habits influence their learning styles.

Research Questions: “How important are the various learning and personal attributes of university students in predicting and classifying the learning styles?”

Purpose of the Study: The study investigates how different values of certain attributes influence the distribution of learning styles in the nine-region learning style framework and compares the Kolb’s four-region learning style and the nine-region learning style.

Research Methods: There were three sections in the used survey: 14 questions as background information, 12 questions as learning style inventory (Askar and Akkoyunlu 1991 Kolb 1985), and 50 questions as learning and study habits.

Findings: Study planning, active participation, and group studies are listed as the most desired learning activities. The main contribution of this study is showing that the Kolb’s four-region and the nine-region learning style can be explained through different attributes.

Conclusions: This study is valuable for discovering the relations of the students’ personal attributes, the students’ learning styles and perceptions about studying and learning.

Key Words: Kolb’ learning style inventory, learning.

Associate Professor Dr, Aytac Gogus, Turkey
Assistant Professor Dr, Gurdal Ertek, Kuwait
Title of the Paper: The impact of "self-knowledge" subject on social-psychological characteristics of pupils' identity

Problem Statement: Reforming of an educational system in Kazakhstan includes the variety of educational projects. First lady of Kazakhstan S.A.Nazarbayeva's project on moral-spiritually education "Self-knowledge" is actively implementing today.

Research Questions: The "Self-knowledge" subject could have an impact on social-psychological characteristics of pupils' identity, which requires using valuable aspects of education in professional development of future specialists.

Purpose of the Study: Studying the influence of "Self-knowledge" subject on social and psychological characteristics of pupils' identity.

Research Methods: Special methods were used in present study: 1. A questionnaire on civic consciousness. 2. Test for determination of communicative type of behavior of L. Michelson (adapted by Yu.Z.Gilbukha). 3. The test of self-updating (SAT) of A.V. Lazukin (adapted by N. F. Kalina) 4. Sishor's technique for group unity index.

Findings: The present study reflects several findings: pupils who studied "Self-knowledge" subject showed high rates in competence-based type of behavior and low indices in scales of dependent and aggressive types of behavior. They have higher level of consciousness and self-assessment, as well as high indices of group unity index.

Conclusions: The conducted research showed that the level of civic consciousness, love to the homeland, patriotism, competence-based type of behavior, the high level of consciousness and a self-assessment, the high level of group unity are more applicable for pupils who studied "Self-knowledge" subject. Thus, the subject "Self-knowledge" has influence on social and psychological characteristics of pupils' identity.

Key Words: Self-knowledge, competence, consciousness, self-assessment, unity.

Professor Dr, Olga Aimaganbetova, Kazakhstan
Associate Professor Dr, Aliya Tolegenova, Kazakhstan
Professor Dr, Gulzhikhan Nurysheva, Kazakhstan
Assistant Professor Dr, Akmaral Syrgakbaeva, Kazakhstan
Associate Professor Dr, Indira Dzhumagalieva, Kazakhstan
Associate Professor Dr, Elena Mussikhina, Kazakhstan
Title of the Paper: Trainee engagement in the Portuguese Navy

Problem Statement: Promoting engagement in training may shape the effects of organizational resources over performance and well-being, thus benefitting not only the individuals, but organizations as well.

Research Questions: How it is characterized the engagement and the self-concept of the military of trainees, how these variables relate to each other, and what factors influence them?

Purpose of the Study: The present study intends to analyse the engagement levels of trainees attending the Training Courses for Petty Officers 1st Class, as well as the differences in engagement regarding personal and context factors

Research Methods: The study methodology made use of the Utrecht Work Engagement Scale, (Schaufeli, Salanova, González-Romá & Bakker, 2002) and the Assessment Scale for Trainee Engagement in the Portuguese Navy (ASTE-PN) (Frade & Veiga, 2014). The sample was comprised of 149 trainees from the CFS of the Portuguese Navy. The data collected were analysed using SPSS software

Findings: The result analysis allowed the finding of relationships between trainee engagement and context and personal variables.

Conclusions: Self-concept emerged as a significant predictor of engagement revealing that the higher the self-concept, the higher engagement will be younger trainees with high satisfaction obtained higher levels of behavioral engagement trainees living off-base with high satisfaction levels scored higher levels of behavioral engagement and trainees living on-base with lower satisfaction scored higher levels of affective engagement.

Key Words: Training engagement, self-concept, military context.

PhD Student, Ana Frade, Portugal
Professor Dr, Feliciano Veiga, Portugal
**Title of the Paper:** Theory of mind and victimization: A Preliminary Study on Indonesian Students

**Problem Statement:** Adolescents who are victims of bullying from her/his friends is increasing along with the increasing bullying among adolescents

**Research Questions:** This study tested the hypothesis that theory of mind has negative correlation with victimization.

**Purpose of the Study:** This preliminary study examined the relationship between theory of mind and victimization in junior high school students.

**Research Methods:** The amount of subjects in this research are 372 junior high school students, ages 13-16, completed measures on theory of mind and victimization.

**Findings:** The result indicates that students' theory of mind is significantly associated with victimization. This research also discussed about gender as moderator variable.

**Conclusions:** The result indicates that students' theory of mind is significantly associated with victimization.

**Key Words:** Theory of Mind, victimization.

PhD Graduated, Hepi Wahyuningsih, Indonesia
Master Graduated, Resnia Novitasari, Indonesia
**Title of the Paper:** Strengthening of parenthood Developing a life skills questionnaire for Dutch parents (LSQ-P)

**Problem Statement:** Life skills of parents have a positive effect on the wellbeing of parents and development of children. Currently, no instrument is available to measure life skills of parents.

**Research Questions:** Can life skills as defined by the World Health Organization (2003) be measured in a sample of parents and can LSQ-P be used in social work practices?

**Purpose of the Study:** The purpose is to develop a questionnaire for parents to assess life skills: self-esteem, empathy, critical/creative thinking, social responsibility, interpersonal relationships, decision making, self-awareness, and self-management. This questionnaire has been developed for professionals who are working with parents and for building behavioural interventions stimulating the wellbeing of parents.

**Research Methods:** A pilot research using a translation of the Life Skills Scale (Erawan, 2010) was conducted. Construct validity and reliability by means of confirmatory factor analysis of nine scales were examined in a sample of 133 Dutch parents (n = 109 mothers, n = 24 fathers) and reliability of the scales in terms of Cronbach’s alpha was examined.

**Findings:** Evidence for construct validity of the scales was found. Reliability coefficients were satisfactory for the scales Critical thinking (α = .69), Social responsibility (α = .68), Interpersonal relationships (α = .68), Decision making (α = .71), Self-awareness (α = .70), Creative thinking (α = .68). Reliability coefficients were good for Empathy (α = .82) and Self-esteem (α = .85).

**Conclusions:** The LSQ-P can be used in social work practice as an assessment tool to measure strengths and weaknesses regarding life skills of parents. More attention for developing life skills of parents is necessary in order to increase their wellbeing. Implications for health promotion among parents are discussed. Suggestions for further research and development of the scales are outlined.

**Key Words:** Parenthood, Well-being, life skills, measurement instrument.

Professor Dr, Carolien Gravesteijn, Netherlands
Daphne Petterson, Netherlands
Associate Professor Dr, Jesse Roest, Netherlands
Title of the Paper: Teachers’ beliefs about socially disadvantaged pupils in the Czech Republic

Problem Statement: One of the significant factors influencing education of socially disadvantaged pupils is the teachers’ beliefs about the group of pupils. Teachers’ beliefs can influence teachers’ judgements and teaching approach.

Research Questions: The aim of this study is to determine if there is any relation between teachers’ beliefs of socially disadvantaged pupils and selected determinants.

Purpose of the Study: In the context of the sociocognitive theories the study presents the results of the survey which point out the impact of the selected determinants to teachers’ beliefs about socially disadvantaged pupils. We suppose that the determinants can significantly affect teachers’ beliefs about the group of pupils.

Research Methods: The research sample comprised 245 teachers who work at the educational level ISCED 1 and 2 in three regions of the Czech Republic. For the research was used variety of the questionnaire and Semantic differential (containing 12 scales with bipolar adjectives).

Findings: Within the survey it was found that teachers’ beliefs are influenced by the sociocultural context of the locality where the teachers work and and length of practice. It was also found that teachers’ beliefs about socially disadvantaged pupils are not influence by experience with education of socially disadvantaged pupils and positive perceptions of pupils’ diversity.

Conclusions: Presented study by using various research methods, tries to point out the significant determinants of education of socially disadvantage pupils. The focus of the research is the teachers’ beliefs of socially disadvantaged pupils, which might be according to our findings influenced by the socio-cultural context and length of practice.

Key Words: Socially disadvantaged pupils, teachers’ beliefs, attitudes.

Assistant Professor Dr, Anna Petr Safrankova, Czech Republic
Assistant Professor Dr, Karla Hrbackova, Czech Republic
Title of the Paper: Student factors affecting latent transition of mathematic achievement

Problem Statement: The problem lies in how one latent transition of mathematical achievement which is affected by student factors differs from another in each round of measurement.

Research Questions: Do student factors affect latent mathematic achievements and their transition when measured by the Latent Transition Analysis with a Mixture Item Response Theory Measurement Model (LTA-MRM)?

Purpose of the Study: This research aims to study latent mathematic achievements and their transition when measured by the LTA-MRM as well as the probability of such transition. In addition, the research aims to study student factors which affect latent students using the LTA-MRM.

Research Methods: In this study, LTA-MRM is applied in three rounds of measurement, with student factors, which are types and duration of activities, as independent variables and the results of latent transition as dependent variables. The analysis will be shown in the forms of 1) the transition probabilities of moving latent class and 2) the transition probabilities of staying latent class.

Findings: In each round of measurement, the effects of student factors on latent mathematic achievements and their transition when measured by the LTA-MRM vary, with student factors in the second round having the highest transition probabilities of moving latent class.

Conclusions: Student factors affect latent mathematic achievements and their transition in all three rounds of measurement. Furthermore, the results of the analysis of such transition when measured by the LTA-MRM yield some information about the grouping of students according to their latent abilities, the characteristics of each latent student group, and the model of latent transition of each student.

Key Words: Latent transition analysis, LTA-MRM.

PhD Student, Korawan Saengtrakul, Thailand
Professor Dr, Sirichai Kanjanawasee, Thailand
Professor Dr, Nonglak Wirachai, Thailand
Title of the Paper: A Development of The 3PL MMM-IRT Model for Identifying Latent Class

Problem Statement: While multilevel mixed-measurement IRT is crucial for identifying latent class, the two-parameter IRT Model used in previous studies is inadequate. The three-parameter is therefore suggested to improve such identification.

Research Questions: How can a three parameters multilevel mixed-measurement IRT model be applied to improve the identification, classification, and measurement of school latent class?

Purpose of the Study: This research aims to improve the effectiveness of the model for identifying latent class by proposing the three-parameter multilevel mixed-measurement IRT Model (3PL MMM-IRT Model). This study argues that the developed model does not only enhance efficiency of parameter estimation, but is also suitable for using in school context.

Research Methods: The proposed model was developed in Program R. Students’ scores from Thailand’s annual Ordinary National Educational Test were used. Four hundred and sixteen schools were randomly selected into this study. Students’ abilities were first estimated by 3pl-IRT model. Later, abilities of schools were calculated from their students’ abilities. Finally, school latent classes were reached by using latent class model.

Findings: The results indicated that the developed model improves the effectiveness of the classification and measurement of school latent class. The findings also enable schools and teachers to identify not only varied abilities but also strengths and weaknesses of their students, which are crucial for improving their teaching procedure and class management.

Conclusions: This study reveals that the inclusion of guessing parameters into the Multilevel Mixture IRT model helps to improve the effectiveness of such model. Furthermore, the developed model can be applied to classify school latent class based on students’ abilities, which contributes to increased teaching performance and effectiveness.

Key Words: 3pl-IRT, Latent Class Model, Multilevel Model

PhD Student, Pattaraporn Jensuttiwetchakul, Thailand
Professor Dr, Sirichai Kanjanawasee, Thailand
Assistant Professor Dr, Sungworn Ngudkratoke, Thailand
PhD Student, Pattaraporn Jensuttiwetchakul, Thailand
Title of the Paper: Spiritual Understanding Of Human Rights In Muslim Culture (“Ruh” -“Spirit”)

Problem Statement: In researches is exposed such global questions as the religious relation or prospects of people and real structure of the Universe.

Research Questions: As we know the problem of Ruh (shower) hidden in the Koran, research of this problem can lead us to some interesting ideas in questions of a human factor.

Purpose of the Study: The aim of this study is a comparative analysis of the concepts of "ruh" and "soul" in the context of Muslim culture as a fundamental research problems of Islamic philosophy.

Research Methods: During research we used such methods as unities, historical and logical, a hermeneutics which is widely applied in humanitarian knowledge. Also we used the content analysis of texts of the Koran and a hermeneutics.

Findings: The concept of Sufism, spirituality - is education in human morals and mind philosophy. In this regard, human qualities what will be, belief, views and purposefully to become integrated.

Conclusions: The spirit - is creation of God and it is essence of the person in Islam philosophy (Sufism). In Islamic culture that the person was reasonable and had worthy Independently, he has to acquire knowledge. Knowledge from delusion, it operates the person in this world.

Key Words: Islam, sufizm, person, soul, Koran.

Associate Professor Dr, Alyona Baltabayeva, Kazakhstan
Professor Dr, Tursun Gabitov, Kazakhstan
PhD Graduated, Akmaral Maldibek, Kazakhstan
Master Graduated, Saira Shamakhay, Kazakhstan
Title of the Paper: Development of blended learning model with virtual science laboratory for secondary students

Problem Statement: The integration of technology and blended learning process will help improve learner's efficiency in learning science by visualizing virtual experiments to students, who will be motivated to conduct experiments.

Research Questions: Can blended learning model with virtual science laboratory help improve student's analytical thinking skill in science classroom?

Purpose of the Study: 2.1 To develop the blended learning model with virtual science laboratory in order to enhance analytical thinking skills for secondary students. 2.2 To evaluation the appropriateness of the blended learning model with virtual science laboratory in order to enhance analytical thinking skills for secondary students.

Research Methods: The research process is divided into 2 phases: 1) the development of blended learning model using project-based learning via virtual science laboratory, and 2) the affirmation of blended learning model using project-based learning via virtual science laboratory. The research samples are five experts selected by purposive sampling. The experts will consider and assess the appropriateness of the model.

Findings: The research result shows that: 1. There are five modules in the model which are Student Module, Instructor Module, Blended Learning Module, Virtual Laboratory Module and Assessment Module. 2. The five experts assessed the instruction model, and pointed out that the developed instruction model is highly appropriate.

Conclusions: This shows that the developed instruction model can be used for enhancing analytical thinking skills and evaluation of ability in conducting science projects for secondary students. The model could lead students to understand sciences lessons easier and enable to do experiments in lesser time, and encourage them to create new further experiments with curiosity.

Key Words: Blended learning, virtual science laboratory.

PhD Student, Unchana Klentien, Thailand
PhD Graduated, Wannachai Wannasawade, Thailand
Title of the Paper: Error Analysis: A tool to improve English skills of undergraduate business students

Problem Statement: A need based English as a Second Language curriculum is not available to fulfill the language requirements of bachelor's of Business Administration students.

Research Questions: What are the most common ESL errors made by undergraduate business students in writing tasks, and how can they be identified and then taught in remedial classes?

Purpose of the Study: To design a specific language curriculum, to boost the creative writing vocabulary and to reduce the language handicap of English as a Second Language bachelor's of Business Administration students

Research Methods: The evaluation of the writing component in a four months' English course was conducted at Mohammad Ali Jinnah University Islamabad. The most prominent errors in written compositions were focused on during the first three months. The fourth month was used to focus only on these specific type of errors in remedial classes instead of wasting time on other errors.

Findings: The verb tense errors, mainly, the past and present, and their frequency were the focus of this research. The results revealed that in both tenses combined, the Second Language Influence errors were the most frequent, the First Language interference were the second most frequent, and the Transfer of Structure errors and the Overextension of Analogy errors were the least frequent errors.

Conclusions: This research will be used as the basis for the ESL curriculum design for the BBA students to equip them with relevant vocabulary tools. It would save valuable teaching time, and make the need based English writing course for BBA students more effective in the future. This research could be applied to similar bilingual settings in other business schools.

Key Words: ELT, ESP, error analysis, business undergraduates.

Assistant Professor Dr, Ameena Zafar, Pakistan
Title of the Paper: Self-Determination Approach to Understanding of Motivation in Students of Helping Professions

Problem Statement: Student motivation is an important part of the self-regulated learning process, yet not sufficient attention is paid to this issue at the tertiary level of education.

Research Questions: The research aims to discover the extent to which students’ motivation to learn is internalized, and also to determine the extent to which this motivation is domain-specific.

Purpose of the Study: If we find out what type of motivation prevails in the selected disciplines, we can choose appropriate methods in the preparation of helping profession students so that the students are able to motivate themselves to perceive the curriculum as important and useful in their future practice.

Research Methods: For research purposes, we chose a questionnaire method among 286 students of helping professions. When designing the questionnaire, we drew on verified research tools that we modified with respect to the Czech environment. The questionnaire contained 23 items divided according to the type of motivation, ranging from amotivation to internal motivation.

Findings: Motivation in students ranges from introjected to identified type of regulation. Motivation for learning is domain-specific in three types of external regulation and in intrinsic motivation. In a large number of the respondents no distinct type of motivation was detected. The more the students perceive their discipline as important and useful, the more internalized their motivation is.

Conclusions: In a large number of students, there are more motives encouraging their learning within a specific discipline, these are often in opposition. Intrinsic motivation as the predominant type of motivation occurs only sporadically in the research sample. Motivation is the key to success in one’s studies and it reflects in the professional quality of future graduates in helping professions.

Key Words: Motivation, self-determination, helping professions, domain specific.

Assistant Professor Dr, Eliska Suchankova, Czech Republic
Assistant Professor Dr, Karla Hrbackova, Czech Republic
Title of the Paper: Learning Disability Students' Reading Self-Concept: A Literature Review Study

Problem Statement: Recently, there has been a growing awareness in the role of self-concept in reading, mostly in how self-concept controls student reading and learning.

Research Questions: Do students who have learning disabilities have poor self-concept are?

Purpose of the Study: I hope this article in area of self-concept will support other researchers to combine self-concept their enduring programs of psychological study.

Research Methods: A Literature Review Study

Findings: This research does not directly address the issue of a developmental lag in development of a positive global self-concept it does demonstrate that awareness of one’s own disability can positively affect one’s perception of oneself. Self-concept refers to the collection of knowledge, ideas, attitudes and beliefs we have about ourselves. It is formed through interaction with our environment.

Conclusions: Psychologists are structuring research in perceptive the focus purpose of self-concept for students with disability. Self-concept is infused in classroom, take element in center functions in common contact. The complexity and active life of self-concept create them hard to study. The field would improvement expansively from an increase in practical, theoretically, and experimentally study making an allowance for self-concept.

Key Words: Learning disability, self-concept, reading, elementary school.

Assistant Professor Dr, Zeinab Mihandoost, Iran (Islamic Republic of)
Title of the Paper: Self-Regulation of Behaviour in Children in Natural and Institutional Environment

Problem Statement: One of the significant factors in preventing risk behaviour of an individual is self-regulation. The degree of self-regulation is affected significantly by the social environment the individual lives in.

Research Questions: The study aims is to analyse the process of self-regulation and to compare self-regulation in children and minors living in the institutionalised environment and those in the natural environment.

Purpose of the Study: Institutionalisation occurs over a period of time in children and youth living in institutions. We can frequently observe the symptoms of institutionalisation in these groups of children and adolescents, which is a major obstacle to their functional self-regulation of behaviour and to their return in the natural social environment.

Research Methods: The research sample comprised of 2,776 children and youth from the natural and institutionalised environment in the Czech Republic (children and minors living in total institutions such as correctional institutions for children and children’s homes). The Self-regulation Questionnaire (SRQ) used in the study contained 12 items aimed at 3 areas of self-regulation of behaviour: Affect, Awareness and Empowerment.

Findings: We found that self-regulation of behaviour is significantly lower in children from the institutional environment compared to children from the natural environment. In children from the natural environment there are obvious differences in self-regulation of emotions depending on the problem behavior. The perceived level of problem behaviour plays a role in regulating emotions in children from the institutional environment.

Conclusions: The low level of self-regulation is associated with higher rates of problem behaviour (how children think others evaluate their behaviour). These are most visible in the area of regulation of emotions. Children from the institutional environment exhibit a similar degree of self-regulation in the areas of awareness and empowerment regardless of how problematic their behaviour appears.

Key Words: Self-regulation, behaviour, children from institutional environment.
Title of the Paper: Multicultural Competence of Helping Profession Students: Cross-cultural Comparison between Europe and Africa

Problem Statement: The research study is focused on multicultural competence of helping profession students. We were interested in cross-cultural comparison between Czech (European) and Gambian (African) students.

Research Questions: Are there differences in multicultural competence between group of Czech and Gambian students?

Purpose of the Study: The main purpose was to discover level of multicultural competence of Czech and Gambian helping profession students to discover potential differences in multicultural components between these two groups to discover if there is an interactive effect of variable state and university on multicultural competence.

Research Methods: The sample was consisted of 516 helping profession students from Czech and Gambian universities. The research tool was Multicultural Competence Scale of Helping Profession Students (MCSHPS). MCSHPS is 20 items questionnaire contains five factors: multicultural knowledge, multicultural activity, multicultural awareness, understanding of terms and multicultural communication skills. MCSHPS shows general level and level of five factors of multicultural competence.

Findings: There are differences in general level of multicultural competence between Czech and Gambian students. Czech students have higher value of multicultural competence than Gambian students. Analysis of multicultural competence components shows that more important differences we can find among universities rather than between states. Two-way ANOVA shows significant interactive effect of state and university on multicultural competence.

Conclusions: Although we found out significant differences in general level of multicultural competence between Czech and Gambian students we consider differences among universities as more important. Factor university (R squared = 10 %) proved more important than factor state (R squared = 1%). Effect of university (e.g. teaching methods, motivation, teacher’s character etc.) is stronger than cultural determination.

Key Words: Multicultural competence, university students, cross-cultural comparison.

Assistant Professor Dr, Jakub Hladik, Czech Republic
Master Graduated, Langsajo Mustafa Jadama, Gambia
**Title of the Paper:** Professional proclivities and Profession Appeal Factors of Kazakhstani students of different majors

**Problem Statement:** Forming highly-qualified professionals is the strategic task of Kazakhstani Higher Education. In the process of professional growth, a problem of professional preferences and factors of professional motivation should be emphasized.

**Research Questions:** Do professional preferences of Kazakhstani students correspond to their chosen majors and what factors of professional motivation determine students’ academic success in the higher education?

**Purpose of the Study:** The aim was to determine to which extend professional preferences and factors of professional motivation stand out for Kazakhstani students of various majors. Teachers in Higher Education are required to know the peculiarities of the students' professional preferences and profession appeal factors in order to accomplish the individual educational process.

**Research Methods:** The students’ professional proclivities and their correspondence to the chosen major were examined based on Holland’s Theory of Career Choice. In order to assess the level of the motivational component for the future professional activities, “Learning professional appeal factors” methodology by V.A. Jadov was used. The Mann-Whitney U test was used to statistically compare the averages of examined indicators.

**Findings:** Students’ the most common Holland’s personality type is entrepreneurial: 33 – 63%. Ranking the type allows to put majors in the following order: Accounting, Assessment, Management, Finance. The most appealing factors of professional motivation: working with people, opportunity for self-development, tasks based on skills, social recognition, high salary. All majors have an average level of satisfaction by the profession.

**Conclusions:** The revealed professional preferences of Kazakhstani students correspond to those majors of economic profile, on which students are studying. Overall, the most common Holland’s personality types are entrepreneurial and social. Revealed relationship between proclivity for professional activity and chosen major is the prerequisite for the future successful professional activity for the majority of future professionals.

**Key Words:** Higher education, major, professional preferences, motivation.

Associate Professor Dr, Gainiya, Kazakhstan
**Title of the Paper:** Euthanasia and the needs of the terminally ill

**Problem Statement:** The aim is to look into the issue of euthanasia and its perception. What benefits can volunteers offer to improve the time spent by the hospice patients.

**Research Questions:** How does society perceive the issue of euthanasia?

**Purpose of the Study:** The issue of euthanasia is broad, gaining lots of both supporters and opponents. This paper describes the issue from the logotherapeutic perspective. The opinion of patients on what may ease the stay in hospice is also taken into account.

**Research Methods:** The main method used is the method of clinical cases, i.e. qualitative methodology, however, observations and conversations are effective methods as well. The method of conversation can only be utilized with communicative patients.

**Findings:** The issue of euthanasia is highly sensitive. Its supporters perceive it as a humane way to terminate human life. However, the clinical cases show that on condition the patients are provided good care, i.e. their biological, psychological, social as well as spiritual needs are saturated, they do not tend to think about euthanasia as an option.

**Conclusions:** The patients appreciate the comfortable atmosphere of the hospice. On condition the communication is satisfactory, they do not tend to think about euthanasia as an option. It is essential to cover all kinds of needs of the terminally ill. The calm hospice atmosphere benefits the patients, and they appreciate it very much on condition the communication is easily accessible.

**Key Words:** Euthanasia, volunteer, hospice, dying.

Assistant Professor Dr, Monika Ulrichová, Czech Republic
Title of the Paper: Psychometric properties of the Learning Potential Test

Problem Statement: The use of cognitive ability tests to help select highly performing students is becoming a standard in most major Czech universities. Such tests need to show good psychometric properties.

Research Questions: What are the psychometric properties of the Learning Potential Test?

Purpose of the Study: This study’s objective is to assess the psychometric properties of the Learning Potential Test and provide an insight into its structure.

Research Methods: The Cronbach’s alpha were computed to assess the internal consistency of the test. The structure of the items was explored by the factor analysis methods. The data from Spatial Ability subtest were further analyzed using latent class analysis.

Findings: Factor analysis indicated the anticipated structure of the test with two major factors - critical thinking/verbal reasoning abilities and numerical/spatial abilities. The latent class analysis revealed three classes of respondents which differed in the probability of successful item solving. The classes were interpreted with regards to the ability of solving the item using mental manipulation or using verbal-analytic thinking.

Conclusions: Since the role of admission tests in the process of selection new university students is crucial, it is essential to periodically reassess its psychometric characteristics to ensure that our test remain relevant and applicable.

Key Words: Psychometrics, admission test, educational testing.

Assistant Professor Dr, Helena Klimusová, Czech Republic
Assistant Professor Dr, Petr Květon, Czech Republic
**Title of the Paper:** Shaman music as state of mind of the nomad

**Problem Statement:** Shaman music makes sense to discuss such global questions as the relation religious or outlooks of people and real structure of the Universe.

**Research Questions:** Scientists estimated heritages of the Kazakh nomadic culture as the culture possessing both features of shamanism and Islam in its national form (Sufism).

**Purpose of the Study:** To consider shaman music as a way of expression of soul and mentality of the Euroasian nomad.

**Research Methods:** During research of a subject I used a method of unity, historical and logical, which widely applicable in humanitarian knowledge. In addition to methods it was used, such as the historical comparative analysis, a hermeneutics, transition from the summary to concrete, transition from the general to a detail.

**Findings:** The greater and stronger the shaman, the earlier the shamanic gift is apparent in him. This includes the gifts of prediction (clairvoyance), treatment of people and animals, harmonization of relationships between the world of the people and the illnesses, misfortunes and death lie in the mutual relations between the physical, material world and the nonmaterial world(s) of spirits.

**Conclusions:** Time by time people are forgetting not only the meaning of some separate ritual actions, objects, involved in the rite, but loosing the idea of the sacral meaning of the Nature and the Life in all. The sacral meaning is replaced in people’s mind with superstition, the habit, belief in sings, and then it is completely vanished.

**Key Words:** Shamanism, ritual, music, myth, nomadic.
Title of the Paper: Self-regulation in the context of coping in adolescence

Problem Statement: The presented study is focused on mapping the topics of intentional self-regulation and coping in a middle adolescence and selected contexts as gender differences and academic achievement.

Research Questions: In this area we were interested in the relationship of self-regulatory mechanisms and ways of spending free time too.

Purpose of the Study: The development of self-regulation in the context of coping, self-efficacy and self-esteem during adolescence.

Research Methods: The following methods were used: SOC Questionnaire – Academic area (Geldhof, Little, Hawley, 2012) – this is an adapted version of Baltes' SOC questionnaire (1997), created by the authors to measure SOC in adolescents and Children’s Coping Strategies Checklist-CCSC (Ayers et al., 1996).

Findings: We gathered data from 229 elementary school students (age between 13-15 M=14,7 sd=0,712 53,3% women and 46,7% men). Findings have confirm presumption about that mechanisms of selection, optimization, and compensation (SOC) start to differentiate in this developmental period. Comparing the academic and the social domain of self-regulation it turns out that the social one reaches higher levels.

Conclusions: A significant connection between self-regulation and active coping strategies was found. We have also find out higher levels of elective selection and optimization are associated with academic outcomes. Suggestions for following research as so as implications of our findings will be discussed.

Key Words: Self-regulation coping adolescence gender.

PhD Graduated, Iva Burešová, Czech Republic
Master Graduated, Kateřina Švecová, Czech Republic
Master Student, Sára Hutečková, Czech Republic
Master Student, Zuzana Fryrdichová, Czech Republic
Title of the Paper: The State of Teachers’ Educational Data Use in Thailand

Problem Statement: Teachers’ educational data use is important as it helps students’ learning development directionally, but most teachers do not use their data as a resource that helps to teach better.

Research Questions: 1) What was data existing in schools 2) How was state of teachers’ educational data use and 3) How was the level of teachers’ needs in educational data use?

Purpose of the Study: The purposes of this research were to study (1) educational data use existing in schools (2) state of teachers’ educational data use and (3) teachers’ needs in educational data use.

Research Methods: The research samples consisted of 250 elementary school teachers using sequential mixed method design. Data were analyzed using content analysis and descriptive statistics.

Findings: There were 11 types of educational data in Thai schools. The data existing in most schools was teachers’ teaching data, students’ learning proficiency data and students’ academic achievement data. Teachers had most needs in data analysis to develop knowledge and skill in data use.

Conclusions: The data existing in most schools was teachers’ teaching data and students’ learning proficiency data. Teachers also used such data to improve and develop students as much as possible. This finding were consistent with a study done by Bernhardt (2004) in which found that the type of these data is the most important aspect of the education system.

Key Words: Educational Data, data use, Thailand.

PhD Student, Kulratee Phanchalaem, Thailand
Associate Professor Dr, Siridej Sujiva, Thailand
Assistant Professor Dr, Kamonwan, Thailand
**Title of the Paper:** Adolescents' Self-concept Short Scale

**Problem Statement:** The adolescents’ self-concept has remained a powerful issue in educational context. The lack of assessment instruments, especially in shortened versions and with studied psychometric characteristics, has constituted a problem.

**Research Questions:** Does a small version of PHCSCS scale, reduced to 30 items, improve the psychometric qualities, as the internal consistency?

**Purpose of the Study:** This study presents the construction of “Adolescents’ Self-concept Short Scale”, using the Portuguese adaptation (Veiga and Domingues, 2012) of the Piers-Harris Children's Self-Concept Scale (Piers & Hertzberg, 2002).

**Research Methods:** The psychometric qualities, internal consistency and the external validity, were analyzed. The analysis allowed to find a short scale with 30 items that, exceeding the percentage of variance explained in total versions, has better levels of reliability. In the study of external validity, the results in the “Adolescents’ Self-concept Short Scale” appeared significantly related to the academic achievement.

**Findings:** The results permitted to find this short 30 itemed scale presents psychometric qualities and can be used in research and psychoeducational practice, to assess the multidimensional adolescents’ self-concept.

**Conclusions:** The future use of the “Adolescents’ Self-concept Short Scale” is considered and proposed. This scale may be a useful opportunity for psychologists, teachers and other education professionals.

**Key Words:** Adolescents’ Self-concept, scale assessment, validation.

Professor Dr, Feliciano Veiga
PhD Student, António Leite, Portugal
Title of the Paper: «EDUCATION REFORMING» PROJECT. INTRODUCTION (Implementation Of The Personality Forming Programs)

Problem Statement: The problems are: growth of psychoemotional defects 90 % of the received knowledge is useless such personal qualities as will, purposefulness, good mixing and are always necessary for everyone.

Research Questions: Model of the perfect future education the basis for the programs and techniques, the analogues, stages of realization of the perfect model (from simple steps to the difficult ones).

Purpose of the Study: The object is to develop the project for: Preventive maintenance, removal of vices and psychoemotional problems etc. Working out of programs that would help each person to get ready to the future life (knowledge should be useful). Education, Personality Forming should be focused on purposeful shaping of personal qualities.

Research Methods: 1. The analysis of solution of these tasks in our history (training of soldiers, knights, aristocrats). Definition of the similar features of such approaches. 2. Working out of innovative theories (the General Theory of Consciousness, the Theory of Personality Formation, etc.). 3. Working out of curriculums for the Personality Formation, their approbation and analysis of the received results.

Findings: Working out of the project. Working out of long-term programs for the Personality Formation (programs for the given project). High efficiency of these programs (more than 20 years of practical realization), proved by the results and recognition.

Conclusions: The task of Personality Formation in the history has always been solved by the appropriate curriculums. Solution of the mentioned problems is extremely important for the system of education and society. Shifting of priorities in today’s education to the Personality Formation is obviously necessary. The project and the present results allow to solve the corresponding tasks in full measure.

Key Words: Education reforming, personality formation, problems.

Professor Dr, Mikhail Mianiye (Diukarev), Ukraine
Title of the Paper: Assessing Students’ Engagement in School: Development and Validation of a Four-dimensional Scale

Problem Statement: Student engagement in school has been conceptualized through three dimensions: affective, behavioural, and cognitive. Recent evidence suggests that personal agency could be added as a fourth dimension.

Research Questions: Does the supposed four-dimensional scale present good psychometric qualities, such as internal consistency and external validity?

Purpose of the Study: To measure these dimensions of engagement in Portuguese schools, a new 20-items scale was developed, entitled Students’ Engagement in School Four-dimensional Scale, SES-4DS.

Research Methods: Its psychometric properties were examined with data from 685 sixth, seventh, ninth, and tenth graders. The analysis allowed to find a scale with 20 items that, with a high percentage of variance explained and good levels of reliability. In the study of external validity, the results in the SES-4DS appeared significantly related to the academic achievement.

Findings: The results permitted to find this scale presents psychometric qualities and can be used in research and psychoeducational practice, to assess the multidimensional students’ engagement in school. The future use of the SES-4DS is considered and proposed. This scale may be a useful opportunity for psychologists and teachers.

Conclusions: The results permitted to find this scale presents psychometric qualities and can be used in research and psychoeducational practice, to assess the multidimensional students’ engagement in school. The future use of the SES-4DS is considered and proposed.

Key Words: Student engagement, scale assessment, validation.

Professor Dr, Feliciano Veiga, Portugal
Title of the Paper: Semantic differential and its risks in the measurement of students attitudes

Problem Statement: Semantic differential and its risks in the measurement of intercultural differences in the attitudes of students to educational reality in the Czech Republic, Poland and the Slovak Republic.

Research Questions: Is it necessary to check the factor structure scales of semantic differential in researching intercultural differences in the attitudes of students?

Purpose of the Study: The paper describes possible risks and limitations that need to be considered in researching intercultural differences in the attitudes of students.

Research Methods: Semantic differential

Findings: According to a comparative research study focusing on the attitudes of students of Palacký University in Olomouc and the University of Rzeszow and Constantine the Philosopher University in Nitra to selected concepts of educational and social reality, the paper emphasises a necessity to verify the validity and reliability of the measuring tool.

Conclusions: It appears that mere use of linguistically equivalent adjectives in various scales of the semantic differential might not meet the required factor structure. Research emphasises a need to review the structure of the scales using a factor analysis.

Key Words: Semantic differential, factor analysis, intercultural differences.

Associate Professor Dr, Miroslav Chráska, Czech Republic
Assistant Professor Dr, Marie Chrásková, Czech Republic
**Title of the Paper:** Adaptation Rosenberg’s Self-esteem scale and EBEPS-A Self-esteem Subscale on Portuguese students.

**Problem Statement:** The purpose of this study is to analyze the psychometric properties of the Rosenberg’s Self-esteem scale and the EBEPS-A subscale of Self-esteem next to Portuguese students.

**Research Questions:** Q1 will be the psychometric qualities of the instruments of self-esteem measures be appropriate to portuguese students and Q2 what are the psychometric characteristics of the instruments?

**Purpose of the Study:** Research relating to the study of personal factors of students is currently of great importance especially the one that studies the manner in which they see themselves. To understand this issue two studies were developed for the psychometric validation of instruments relating to self-esteem.

**Research Methods:** S1 Rosenberg Self-Esteem Scale (Rosenberg, 1965) was applied to n588 students 70.7% female 29.3% male. Factor analysis of main components with Varimax rotation was made. S2 Wellness Psychosocial Scale EBEPS-A (Galinha, 2013) was applied to n 605 students 63.3% female 36.7% male. Factorial validation was performed analysis of main components being factor 2 Self-esteem 14 items

**Findings:** S1. Factor analysis confirmed previous studies with one factor. The results obtained are high saturations, a variance 28.38% and alpha = .88. S2. The subscale results point to a variance 4.53% and Cronbach alpha = .90.

**Conclusions:** The analyses allowed to validate these instruments and consequently their psychometric characteristics were appropriate. The instruments have proved to be useful in the study of self-esteem with students and may be used in future investigations.

**Key Words:** Self-esteem students Factor Analysis education.

Assistant Professor Dr, Tagarro Marta, Portugal
Associate Professor Dr, Galinha Sónia, Portugal
Associate Professor Dr, Veiga Feliciano, Portugal
Title of the Paper: Correlative study between emotions, wellbeing and personality traits at psychology students

Problem Statement: Often students encounter difficulties in the working groups, project preparation and scholar in session. Diener & Lucas (2008) studied how personality is related to the wellbeing and their effects.

Research Questions: How are related the emotions with the level of wellbeing and how are related the personality traits with the levels of wellbeing.

Purpose of the Study: To highlight possible correlations between the personality traits and the dimensions of wellbeing. To highlight possible correlations between the dimensions of wellbeing and the positive and negative emotions.

Research Methods: The participants are a number of 59 undergraduate students at psychology, age between 19 and 23 years old, Faculty of Psychology and Educational Sciences, University of Bucharest. The instruments are: Ryff’s Well Being Scale (Autonomy, Control, Personal Growth, Positive relationships, Purpose of life and Self-acceptance), Mest Adapted by Pitariu (2006) after Levine&Xu (2005) and Big Five Markers (IPPIP).

Findings: Applying SPSS 15 we tested the research hypotheses. Hence some of the hypotheses were confirmed. There are positive statistically significant correlations between positive emotions and extroversion ($r=0.461$ p 0.05), autonomy and mental control ($r=0.440$ p 0.05) and many other correlations that will be presented in the extensor paper.

Conclusions: Some of the personality traits correlate significantly with the emotions and dimensions of wellbeing showing integration into working groups, personal development, and the level of autonomy depend to the personality traits of the students. We recommend annual assessment on personality traits, wellbeing and recommending counseling sessions in order to optimize the level of wellbeing and adaptation to academic environment.

Key Words: Autonomy, control, opennes, agreability, personal-growth.
Title of the Paper: The influence specialization on pain perception, attachment and perceived stress at students

Problem Statement: Pain is inevitable and relatively frequent year source of distress from birth to old age (Hadjistavropoulos and Kenneth, 2004). Each specialization students brings a way of interacting in society

Research Questions: Does the academic specialization have influence in perceived stress, attachment and pain perception at undergraduate students?

Purpose of the Study: To find possible differences between students at psychology versus students at electronics regarding: pain perception, perceived stress and attachment.

Research Methods: Participants were a number of 70 students, 35 students at psychology, Faculty of Psychology and Educational Sciences, Bucharest University and 35 students at electronics, University Polytechnics, Bucharest. Instruments were: the pain perception questionnaire (Vienna Tests System, 2012), attachment scale and academic perceived stress scale. Independent variable: the academic specialization and dependent variables: pain perception, attachment and perceived stress.

Findings: Applying SPSS 15 we tested the research hypotheses. Hence we find out that the pain perception is higher at the students at psychology than the students at electronics (p<0.05). We continued applying a scale of pain intensity highlighting those students at psychology experience pain perception stronger as sensitivity than students at electronics.

Conclusions: The fact that no significant differences were obtained on the perception of stress and attachment reveals that students’ adaptation to academic environment is equally to both specializations. The fact that the perception of pain is felt strongly to students of psychology can be linked with the specialization subjects to empathize with situations and people.

Key Words: Pain perception, attachment, perceived stress, specialization.
Title of the Paper: Barriers behind Materializing Objectives and Competencies of Work and Technology Course

Problem Statement: Barriers behind materialization of objectives and competencies of work and technology lesson from perspective of work and technology teachers in Isfahan was the main objective of this study.

Research Questions: What is Barriers of objectives substantiation and competencies Job & Technology Course From the Perspective of High School Teachers?

Purpose of the Study: The purpose of this survey-descriptive research was survey of Barriers of objectives substantiation and competencies Job & Technology Course From the Perspective of High School Teachers

Research Methods: Survey-descriptive

Findings: Results of research indicate that degree of proportion of syllabus executed for work and technology lesson and also degree of proportion of workshop and software equipment of schools have been evaluated less than that of average level with the objectives and competencies of this course.

Conclusions: Hardware and software facilities required for schools is prepared appropriate for number of class students. As well as specialized information appropriate for the needs of education to improve the learning of students in improving the quality of education. There is significant statistical difference between viewpoints of men and women teachers on the above mentioned cases as well.

Key Words: Work and Technology Course, Barriers, Competency.
Title of the Paper: Parental adjustment to disability, stress indicators and the influence of social support

Problem Statement: This study intends to understand the differences in parental stress and social support among parents groups of children with different disabilities in the context of parental adjustment to disability.

Research Questions: There are significant differences in the results of stress and social support among parents groups of children with different disabilities, in order to improve intervention strategies with families?

Purpose of the Study: Parental adjustment to disability relates to the effectiveness with which families use the resources of their social network. We intend to analyze stress and social support differences among groups of parents of children with different disabilities and clarify relationships between the variables in order to suit family intervention strategies.

Research Methods: A comparative research of descriptive correlational nature was undertaken. The sample of convenience included 152 parents of children with different disabilities (82 with intellectual disability 37 with motor problems 33 with autism) supported by institutions the Viseu municipality. The gathering instruments were: Parenting Stress Index - Portuguese version (Abidin & Santos, 2003), Social Support Questionnaire and Parental Questionnaire.

Findings: The results revealed significant differences between groups of parents in the partial results of parental stress, specifically in the subscales Hyperactivity, Acceptance and Adaptation Flexibility (Child Domain), as well as subscale Paper Restriction (Parental Domain). With respect to social support, we found differences in the extent and availability of social support network.

Conclusions: Knowing the specific dimensions of parental functioning, as well as aspects of social support, allows us to design intervention strategies targeted to the family needs and resources, promoting the quality of the parenting exercise and a better parental adjustment to disability.

Key Words: Parental adjustment, stress, social support, disability

Professor Dr, Sara Felizardo, Portugal
Professor Dr, Esperança Ribeiro, Portugal
Professor Dr, Maria João Amante, Portugal
Title of the Paper: A first experience of flipped classroom in numerical analysis

Problem Statement: Flipped classroom is a pedagogical model that modifies the way that time is spent both in and outside the class, working with active learning, centered on the students.

Research Questions: Do students accept flipping the classroom?

Purpose of the Study: The purpose of this study is to determine the acceptability of the methodology of flipped class in a numerical analysis course, and the performance of students in evaluations about the issues treated by this methodology.

Research Methods: First, videos of a particular issue were developed with appropriate tools, so as to design the didactic proposal of a flipped class. Then the flipped classroom was implemented. After that, a survey was made so as to gather opinions of the students.

Findings: The experience showed a high degree of acceptance of students with respect to the methodology of the flipped class. Students were satisfied with the videos presented, and in general they preferred to work by their own in class, with the assistance of the faculty.

Conclusions: The methodology of the flipped class fits the predominant learning styles of the group of students. With the videos developed for this experience, together with the material offered on the websites of the subject, students have the necessary tools to achieve autonomy in the study of theory making possible to change the way of working in class.

Key Words: Flipped classroom, learning styles, numerical analysis.

Georgina Rodríguez, Argentina
Marta Caligaris, Argentina
Lorena Laugero, Argentina
**Title of the Paper:** Students at university have mobile technologies. Do they do m-learning?

**Problem Statement:** The fact that students at university have mobile technologies does not mean they use them for their academic activities.

**Research Questions:** Which academic activities do students do with their mobile devices and what guidance do they receive from their teachers at university?

**Purpose of the Study:** Some answers will be built from the theoretical framework and the data constructed. For example, issues such as the ability to organize time and learning activities, what students know about technology, which activities they do with them, what they have learnt about it in the context of school education.

**Research Methods:** The study is framed within the tradition that attempts to understand social phenomena. Construction data technics were selected so as to let students express their own assumptions and analyze their social practices: semi open surveys to students, semi-structured interviews to faculty and focus groups with students, which were then triangularized.

**Findings:** From the group of students with mobile technologies (almost all), 95% say they’ve learnt to use their devices alone or with friends. Only the 13% said they’ve used them by profesors´ guidance. However, they said that they’ve use them intensively by their own initiative, for example to watch videos related to their studies, when going from home to university.

**Conclusions:** Students use their mobile devices, beyond the absence of instructions from their teachers. Audiovisual language is young people’s favorite when searching information, but teachers don’t offer it as an option. Its use appears as an opportunity for promoting use of mobile technologies in college. Therefore, from this year we rearranged our investigation, focusing on the use of audiovisual resources.

**Key Words:** Mobile technologies, University, visual language.

Georgina Rodríguez, Argentina
Professor Dr, Spiegel Alejandro, Argentina
**Title of the Paper:** Media Literacy As An Effective Approach To Reduce Cyberspace's Damages

**Problem Statement:** Fundamental changes due to the emergence of ICT are considerable in different spheres of individual and social life. Media messages of globalization era are the most important contemporary challenges.

**Research Questions:** What is an effective approach in reducing the harm to the young generation of cyberspace?

**Purpose of the Study:** The aim of this study is to provide an effective approach in reducing damage to young people in virtual space.

**Research Methods:** Method of research is a non-systematic review and via the main keyword search in important and useful databases and literature study the researchers have been able to reach a solution in this area.

**Findings:** The findings of study have confirmed the media literacy and strengthen it as an effective approach in reducing injuries of virtual space for the younger generation. One of requirements of globalization is the need for education and training that will prepare the students to face unpredictable challenges of life.

**Conclusions:** All the walls of the houses are not exclusive and private framework of the citizens, but also it is a space for medium waves, that is why that media literacy education should be considered by the education system.

**Key Words:** Education of Media Literacy, Cyberspace

Assistant Professor Dr, Maryam Baratali, Iran (Islamic Republic of)
Master Student, Zohreh Karimi, Iran (Islamic Republic of)
Master Graduated, Hamed Ramezani Moghadam, Iran (Islamic Republic of)
Mohamad Dehghani, Iran (Islamic Republic of)
Title of the Paper: Who am I: Developing pre-service teacher identity in a digital world

Problem Statement: Pre-service teachers often do not see the connections between the social and digital media tools used in their personal lives and the relationship of these to their professional lives.

Research Questions: How do first year pre-service teachers use social and digital media in their personal and professional lives and is there a link between these tools and first year experience?

Purpose of the Study: To identify how students currently use social and digital media in their personal and professional lives to identify themselves online in order to promote a positive image. The study will also relate this to first year retention and experience at university through the tools that they use.

Research Methods: The study uses a mixed methods approach where both quantitative and qualitative data was collected over a two year period. Data instruments include semi-structured interviews and surveys (pre and post).

Findings: Students are aware of what a digital identity is, though do not often place sufficient emphasis on developing a positive digital identity. Students are connected in many ways with digital and social media being a significant part of their lives (90%) and these connections are important in developing a sense of belonging (50%)

Conclusions: Digital identity needs to be actively taught in higher education pre-service teacher courses and these tools associated with social and digital media need to be embraced by students and academics. With the sense of belonging being of significance in the results there is the potential to embrace this to develop a positive first year experience.

Key Words: Higher Education, Identity, Education, Digital Media

Professor Dr, Shaun Nykvist, Australia
Professor Dr, Michelle Mukherjee, Australia
**Title of the Paper:** Testing Measurement Invariance of Quality Rating Causal Models in Tutorial-Based Assessment

**Problem Statement:** Tutorial-based assessment by tutor-, peer- and self-raters, were considered to have significance in recommending guidelines for judging student ability. However, inconsistencies of ratings were usually encountered in practice.

**Research Questions:** Is this proposed causal model of quality rating in tutorial-based assessments demonstrate invariance of model form or parameters across tutor-, peer-, and self-raters?

**Purpose of the Study:** This study focused on testing the measurement invariance of a quality rating causal model in PBL across tutor-, peer-, and self-raters to compare similarity and differences in research model variables or parameters according to rater groups.

**Research Methods:** A total of 120 problem-based learning (PBL) groups were obtained from five public Thai universities. Each PBL group was composed of a tutor-, a peer-, and a self-rater. The measures consisted of a set of questionnaires for raters and a tutorial-based assessment form.

**Findings:** Measurement invariance analyses demonstrated invariance of model form across three rater groups, but the model was not invariance of factor loadings.

**Conclusions:** In conclusion, to produce quality ratings in tutorial-based assessment in PBL by tutors, peers and students, rater context factors consisting of rater's motivation, accountability, conscientiousness, rater goals and ability for rating should be developed.

**Key Words:** Quality rating causal model, tutorial-based assessment

PhD Student, Sukolrat Ingchatcharoen, Thailand
Assistant Professor Dr, Kamonwan Tangdhanakanond, Thailand
Associate Professor Dr, Shotiga Pasiphol, Thailand
Title of the Paper: Development Of Evaluation Standards For Professional Experiential Training Of Student Teachers

Problem Statement: Evaluation for professional experiential training of student teachers to achieve professional growth and sustainability requires development of robust and high-quality evaluation standards, indicators and criterias.

Research Questions: What are evaluation standards, indicators and criteria for professional experiential training of student teachers and what are the characteristics of the evaluation form?

Purpose of the Study: To develop evaluation standards, indicators and criteria, and an evaluation form for professional experiential training of student teachers.

Research Methods: This research examines and incorporates related concepts, theories and studies as follows: 1) professional standards and indicators for Thai teachers, 2) professional standards and indicators for international teachers, 3) 21st Century Skills, 4) concepts of formative assessment, and 5) concepts of professional learning communities. An evaluation form is then developed and validated.

Findings: The evaluation standards for professional experiential training of student teachers consist of 3 standards: 1) teaching competency, 2) classroom action research competency, and 3) self-development for professional advancement, with a total of 32 indicators. An evaluation form is generated using 4-level rubric for each indicator and 8-level criteria for evaluation. The content validity of the evaluation form is confirmed.

Conclusions: The evaluation standards and indicators for professional experiential training consist of 3 standards and 32 indicators. In addition, for the assessment of each indicator, the evaluation form uses 4 levels of rubric score, which can be applied by student teachers and supervisor/mentor teachers in conducting professional experiential training.

Key Words: Evaluation Standard, professional experiential training.

PhD Student, Watcharaporn Khuanwang, Thailand
Professor Dr, Nuttaporn Lawthong, Thailand
Associate Professor Dr, Siripaarn Suwanmonkha, Thailand
Title of the Paper: Developing User Interface Design Application for Children with Autism

Problem Statement: Inventing and designing a touchscreen-assistive application for children with autism is a delicate process as the researcher need to understand the fundamental need and wants of this special group.

Research Questions: Designing technologies for this special group is always challenge where the life worlds and lived experience are far removed from the experience of typical individual.

Purpose of the Study: The application is focusing on basic numeracy and calculation to support teaching and learning. User interface design has been used as a baseline in establishing the TaLNA apps. It is a complement from traditional approaches such as call cards and cue cards which being applied at the touchscreen devices.

Research Methods: Participatory design process which has been conducted with children with autism earlier in the study has led towards the invention of touchscreen-assistive learning numeracy apps (TaLNA).

Findings: The TaLNA apps is believe assist parents, teachers, and instructors to train and educate the children with autism while growing their engagement and interest in learning.

Conclusions: It is a hope with the establishment of this application, they will be able to learn, memorise and recognise the numbers through the animated and interactive learning application. Thus, this research paper discusses the user interface design process of forming TaLNA in assisting the teaching of basic calculations to children with autism.

Key Words: Autism, Touchscreen Apps, User Interface, Numeracy

PhD Graduated, Muhamad Fairus Kamaruzaman, Malaysia
PhD Graduated, Harrinni Md Nor, Malaysia
Professor Dr, Mustaffa Halabi Azahari, Malaysia
Title of the Paper: The Work of the School Psychologist with Underachieving Children

Problem Statement: In the mid XX century teachers left most underachieving students in the second year. Now problem becomes hidden. The compulsory education led to passing underachieving students from class to class

Research Questions: Modeling of the school psychologist working with underachieving children. Difficulties and failure causes diagnosis and the student personality development according to individual program developed by psychologist and teachers in conjunction

Purpose of the Study: Development of the system of school psychologist work with children with a hidden underachieving, revealing the causes and designing development programmes

Research Methods: Diagnostic tools: diagnostic technique of self-esteem by Dembo-Rubinstein (modification of A. M. Prihozhan) the test "Express diagnostics of level of self-esteem" (Fetiskin N. P. etc.) questionnaire for identifying school motivation by N. G.Luskanova. Methods of analysis, synthesis and modeling, observations, conversations with teachers and headmasters, registration, scaling

Findings: The study involved 109 Almaty 5th classes pupils. 30.2% of students have a hidden failure. From self-assessment diagnostics by Dembo-Rubinstein 5th classes underachieving pupils estimate their learning abilities low and do not seek to improve their performance, have low level of aspirations. Students focus on satisfaction of not properly cognitive, educational but communicative and emotional needs in the school

Conclusions: System of school psychologist work with children with hidden failure, diagnostic and training developing program for underachieving students were developed. They are aimed at raising students' learning motivation and aspiration level. The children could look at themselves from the other side, analyze their own personality characteristics and individual features. Consulting with headmasters and subject teachers of underachieving children was performed

Key Words: Diagnosis of underachievement, pupil, school psychologist

Associate Professor Dr, Aigerim Mynbayeva, Kazakhstan
Associate Professor Dr, Zukhra Sadvakassova, Kazakhstan
Master Student, Aselkhan Batanova, Kazakhstan
Associate Professor Dr, Bakhytkul Akshalova, Kazakhstan
Title of the Paper: What Works or What's Worked? Evidence for Education in the UK

Problem Statement: The quality of evidence within different educational approaches can be variable and schools need to make the right choices.

Research Questions: What is the big picture of the Sutton Trust-EEF Toolkit?

Purpose of the Study: To provide schools with evidence from education research to help them make informed decisions about spending to support learning and the learning of disadvantaged pupils in particular.

Research Methods: The Toolkit comprises of systematic reviews, meta-analyses or experimental studies having specific inclusion and exclusion criteria. Our emphasis is on identifying comparative messages from research. We use the effect size to represent how well an approach has worked or not translated in months' progress.

Findings: The Sutton Trust-EEF Toolkit is an ongoing project. It currently comprises 34 topics (ongoing updates/additions) with a range of effectiveness from -1 to +8 months' progress on attainment. Findings are focused on children’s academic performance such as reading or maths. It is interesting to further explore the pattern that effect sizes exhibit.

Conclusions: The Toolkit does not provide definitive claims of ‘what works’ but attempts to give a best estimate of what has worked. We believe that educational research can help schools get better value from their spending. Overall we think that the messages in the Toolkit are encouraging for teachers.

Key Words: Attainment, effect size, educational interventions

PhD Graduated, Maria Katsipataki, United Kingdom
Professor Dr, Steve Higgins, United Kingdom
Title of the Paper: Psychometric Properties of the Study Process Questionnaire

Problem Statement: Lack of a valid instrument to assess academic behavior for Iranian students is the main problem in this study.

Research Questions: Is study process questionnaire a valid and reliable instrument for Iranian sample.

Purpose of the Study: The main purpose of the study was to exam the psychometric properties of the revised study process questionnaire (R-SPQ)

Research Methods: The sample consisted of 120 college students. The sampling method was cluster sampling. To exam the factor structure of the revised study process questionnaire, principle factor analysis was run. Also alpha coefficient was used to check the internal consistency of the revised study process questionnaire.

Findings: The results of the principle factor analysis showed that two factors solution is the best factor structure for the revised study process questionnaire. Alpha coefficient for these two factors was .89 and .78.

Conclusions: In sum, the results revealed that the revised study process questionnaire is a reliable and valid instrument for Iranian sample. Also the results showed that the questionnaire is a valid instrument for research job.

Key Words: Study process, Factor analysis, Psychometric Properties

Assistant Professor Dr, Nadereh Sohrabi, Iran (Islamic Republic of)
Title of the Paper: Conceptual Structures, Conceptual Abilities And Productivity Of Cognitive Functioning: The Ontological Approach

Problem Statement: The main disadvantage of functional approach is that it does not allow us to move from the descriptive analysis to the understanding of the holistic ontological nature of intelligence.

Research Questions: The main issue of our research was to discover the nature of mental formations which from inside determine the essence of intelligence.

Purpose of the Study: 1 study: The goal was to study of the organization of everyday concepts “Soil” and “Illness” and their relation to the productivity of cognitive functioning. 2 study: The goal was to study of the organization of scientific concept “Substance” and its relation to the productivity of cognitive functioning.

Research Methods: 1 study: Conceptual structures (verbal component, visual component and sensory-emotional component) cognitive functions (verbal creativity Guilford task, nonverbal creativity Torrance technique, conceptual thinking «Conceptual thinking» technique, field dependence/field independence (EFT), impulsivity/reflectivity (MFFT), intelligence (SPM)). 2 study: Conceptual structures (GreatChemist test) cognitive functions (Creativity (TTCT), Intelligence (WISC, SPM), academic achievement scores (chemistry, math, physics), special chemical abilities (memory, intuition, thinking)).

Findings: 1. The higher is the level of conceptual structures, the higher is the probability of generating creative (but not rare!) ideas. 2. Significant relationship between non-verbal indicators of creativity, intelligence and conceptual abilities are revealed. 3. The higher is the level of conceptual structures, the higher is the level of field independence and reflectivity.

Conclusions: Research design consisted of two independent studies. Nevertheless, the similar results was obtained: the higher is the level of conceptual structures, the higher is the level of conceptual thinking, creativity, intelligence, competence and successfulness in professional activity. Based on results obtained, we believe that the ontological approach to psychological research can make a worthy alternative to the functional approach.

Key Words: Concepts, thinking, intelligence, creativity, cognitive styles

Associate Professor Dr, Elena V. Volkova, Russian Federation
Marina A. Kholodnaya, Russian Federation
Title of the Paper: Broad categorizer and language modelling in relation to selected expressive factors

Problem Statement: In our case, it is a simulation of global processing of language information by a broad categorizer during the social problem solving.

Research Questions: How does a broad categorizer process and model language information during the situation with social power?

Purpose of the Study: The aim of this paper is to investigate an interaction between cognition and emotion in the process of language modelling in the presence of social power.

Research Methods: Association rules analysis

Findings: The broad categorizer does not create the language models of expressive factors during the social proximity/distance without social power. In contrary to the situation with social power.

Conclusions: The results indicate that the broad categorizer uses compliments, pre-sequences, politeness factors and their combination in the situation with social distance and power. On the other hand, in the situation with social proximity and power, s/he uses the language models with politeness factors, intensificators and post-sequences/supporting details.

Key Words: Broad categorizer, language modelling, expressive factors

Associate Professor Dr, Eva Stranovská, Slovakia (Slovak Republic)
Associate Professor, Dr Daša Munková, Slovakia (Slovak Republic)
Associate Professor Dr, Michal Munk, Slovakia (Slovak Republic)
Title of the Paper: The influence of “narrow” categorizers’ emotion on language processing

Problem Statement: The paper focuses on language processing and its production depending on emotions, particularly on expressive factors of “narrow” categorizer.

Research Questions: How do the emotions of the “narrow” categorizer affect the selection of expressive factors in the request formation (L1) in the social situations (social distance/proximity with/without social power)?

Purpose of the Study: The aim of this research is to find how the emotions of the “narrow” categorizer affect the selection of expressive factors in the request formation (L1) in the social situations (social distance/proximity with/without social power).

Research Methods: Association rules analysis

Findings: The results indicate a low extent of emotional factors’ selection and their combinations by “narrow” categorizers during the request formation in mother tongue.

Conclusions: The research confirmed our assumption that emotions of the “narrow” categorizer affect the language processing and request formation in dependence on social situation.

Key Words: Emotion, narrow categorizer, language processing, request.

Associate Professor Dr, Daša Munková, Slovensko (Slovak Republic)

Associate Professor Dr, Eva Stranovská, Slovakia (Slovak Republic)
Title of the Paper: Digital barriers in educating students with visual impairment

Problem Statement: Successful inclusion of the visually impaired students is significantly influenced by digital barriers in their educational environment.

Research Questions: Are there any significant differences between accessibility of electronic information on university websites in the Czech and Slovak Republic?

Purpose of the Study: The aim of the paper is to examine the development of digital barriers in the university environment in 2010 - 2015. Selected conclusions of the research carried out have been subsequently compared while monitoring individual specifics and differences between the occurrence of digital barriers in the Czech and Slovak Republic.

Research Methods: Qualitative and quantitative analysis was chosen as the key method, applied to 114 university websites, based on the WCAG 2.0 international concept.

Findings: We have found out that the trend in development of digital barriers in the Czech and Slovak Republic is gradually deteriorating. At the same time, we ascertained that there are no statistically significant differences in the e-Accessibility level between the Czech and Slovak Republic.

Conclusions: The areas of digital barriers and e-Accessibility belong among the urgent issues in today's practice For students with visual impairment, the occurrence of digital barriers reflects negatively in the quality of their university studies A good practice would be to build the electronic environment in compliance with the universal design requirements, adjusted to the specific needs of all students.

Key Words: Digital barriers, university, visual impairment.

Assistant Professor Dr, Vojtech Regec, Czech Republic
Title of the Paper: Self-regulation in the context of coping in adolescence

Problem Statement: The presented study is focused on mapping the topics of intentional self-regulation and coping in a middle adolescence and selected contexts as gender differences and academic achievement.

Research Questions: In this area we were interested in the relationship of self-regulatory mechanisms and ways of spending free time too.

Purpose of the Study: The development of self-regulation in the context of coping, self-efficacy and self-esteem during adolescence.

Research Methods: The following methods were used: SOC Questionnaire – Academic area (Geldhof, Little, Hawley, 2012) – this is an adapted version of Baltes’ SOC questionnaire (1997), created by the authors to measure SOC in adolescents and Children’s Coping Strategies Checklist-CCSC (Ayers et al., 1996).

Findings: We gathered data from 229 elementary school students (age between 13-15 M=14,7 sd=0,712 53,3% women and 46,7% men). Findings have confirm presumption about that mechanisms of selection, optimization and compensation (SOC) start to differentiate in this developmental period. Comparing the academic and the social domain of self-regulation it turns out that the social one reaches higher levels.

Conclusions: A significant connection between self-regulation and active coping strategies was found. We have also find out higher levels of elective selection and optimization are associated with academic outcomes. Suggestions for following research as so as implications of our findings will be discussed.

Key Words: Self-regulation, coping, adolescence, gender

Master Graduated, Sára Hutečková, Czech Republic
Master Student, Zuzana Frydrychová, Czech Republic
Title of the Paper: Effects of Education and Attitude on Essential Learning Outcomes

Problem Statement: Encouraging and supporting essential learning outcomes, a foundation for further developing the skills, competencies, and dispositions in youth, required approaches that addressed the several of factors.

Research Questions: What factors and mechanisms had contributed to essential learning outcomes for each student groups who had different backgrounds?

Purpose of the Study: This study examined the effectiveness of the secondary education, attitude toward life, effect to essential learning outcomes among a sample of U.S. youth who grow up in urban as compared to non-urban groups.

Research Methods: Data came from Monitoring the Future, nationally representative survey of 12th grade student in the 2013. We used mediation analysis to test whether the effect of the secondary education on essential learning outcomes mediated by the attitude toward life of students and perform measurement invariance across different groups.

Findings: The results empirically supported that education effected on both attitude toward life and essential learning outcomes, relationship between attitude toward life and essential learning outcomes, the effects of education on essential learning outcomes were partial mediated by the attitude toward life of students, and configural invariance between groups.

Conclusions: In order to achieve the essential learning outcome, there were different aspects or factors needed for different group of students. For urban students, the education was the most important. But for non-urban students, the attitude played more a crucial role.

Key Words: Attitude, essential learning outcomes, urban student

PhD Student, Chaiyut Kleebbu, Thailand
PhD Graduated, Thomrat Siriparp, Thailand
Title of the Paper: Influence of research training environment on research interest in graduate students

Problem Statement: Research training environment (RTE) has long standing in the psychological field, which improved the research interest in students, yet the study of RTE in the educational field still limited.

Research Questions: Was the RTE model with the research training environment and research interest mediated by research outcome expectations and research self-efficacy fitted to the data well?

Purpose of the Study: The present study were 1) to develop and validate a causal model of RTE and 2) to test the mediating effects of research outcome expectations and research self-efficacy between research training environment and research interest.

Research Methods: The questionnaire were translated and adapted from previous studies. Samples of the study consisted of 138 graduate students in the faculty of education, a national research university of Thailand. Structural equation modeling with maximum likelihood estimation was used to validate the research training environment model. Various tests were employed to examine the indirect effects in the model.

Findings: The model was fitted to the data well (chi square = 24.292, df = 19, p = 0.185, CFI = 0.989, TLI = 0.978, RMR = 0.042, RMSEA = 0.045). Indirect effect testings indicated that research self-efficacy and research outcome expectations mediated the relationship between the research training environment and research interest.

Conclusions: Even though the research training environment has no direct effect on research interest, it still is an important factor in the way of developing an interest of graduate students in the educational field as well as psychological related field. Besides, research training environment is such a practical factor that appropriate intervention can be developed.

Key Words: Research training environment, mediating effects, education.

PhD Student, Sutthisan Chumwichan, Thailand
PhD Graduated, Thomrat Siriparp, Thailand
Title of the Paper: English Language Teaching in Japan - How to Make it Fruitful

Problem Statement: The efforts in promoting the effectiveness of English Language Teaching (ELT) have shown much less productive results than expected due to existing problems within the English educational system.

Research Questions: What are the potential solutions to this problem that native teachers are not functioning as they should in the teaching process.

Purpose of the Study: This paper examines the situation of English Language Teaching in Japan, investigates the crucial problems which reduce teaching effectiveness and puts forward some potential solutions.

Research Methods: This study is based on teaching previous studies, experience of the authors and interviews to language teachers. Three crucial problems are discussed in detail: excessively strong focus on grammar in entrance examinations, lack of sufficient training for Japanese teachers and lack of trust in the working ability of native teachers.

Findings: Native teachers are not given enough chances to get involved in the teaching design process. Although the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) began promoting the use of Communicative Language Teaching (CLT) in the English classroom, native speakers of English are not fully trusted when they are invited to participate in language education in Japanese schools.

Conclusions: The basic structure of the English language education system needs to be reestablished in order to better fulfill the goal of communicative language teaching. Testing of communicative competence should be enhanced in entrance examinations. Japanese teachers should receive substantial training before giving instructions to students and native teachers should get involved in the process of curriculum design.

Key Words: Communicative Language Teaching, Japan

Professor Dr, Rong Zhang, Japan
Professor Dr, Dale Steele, Japan
Title of the Paper: Applying Accompany Model for the Cultural Development of Bunun and Siraya Tribes

Problem Statement: Taiwanese aboriginal cultures have been lightly valued. This study attempts to use Accompany Model to help the aborigines of Bunun and Siraya tribes to develop their cultural identity.

Research Questions: Establish the design system through education to develop the local aborigines’ traditional craft art, and to advance how the tribes learn and grow up together with creative workshops.

Purpose of the Study: The traditional culture of aborigines is important historical assets of Taiwan. It also implies special meaning and value in the path of exploring native history of Taiwan. Bearing a tremendous research interest in Taiwan’s Visual Culture, we have witnessed Taiwan’s unique cultural diversity and its national resilience.

Research Methods: We hope to adopt the Post-Colonialism, Cultural Identity, and Narratology theories to reach a deeper interaction by “accompany” with aborigines. It not only builds theirs self-identity, but also understands their culture by In-depth Interview and Long-term Participation.

Findings: We have practiced several design projects for Bunun tribe, and volunteered to participate creative activities for Siraya tribe in recent years. We deeply perceive the growing need to generate a deeper intercultural knowledge in response to the aboriginal cultural and creative industry. It is our hope to preserve their cultural elements to the young generation and to the public.

Conclusions: Overall, this research through literature review and current status of investigation and enforcement focus to link design, story and culture integration. We hope the explanations will help the aborigines in Taiwan recognize and value their multicultural heritage. In conclusion the cultivation of a new aborigine identity will attain ethnic harmony locally and globally.

Key Words: Workshop, Story marketing, Brand Shaping, Co-Design

Associate Professor Dr, Li-Hsun Peng, Taiwan, Province of China
PhD Student, Chi-Yu Pan, Taiwan, Province of China
**Title of the Paper:** Lateral Preferences In Autistic Children With Severe Language Impairment

**Problem Statement:** To investigate lateral preferences in children with autism in order to verify the hypothesis that the abnormal cerebral lateralization is typical for autistic individuals with severe language impairment.

**Research Questions:** The hypothesis was that the abnormal cerebral lateralization is typical for autistic individuals with severe impairment of language development and functioning.

**Purpose of the Study:** The objective of this study was to investigate lateral preferences in 17 children with diagnosis “autism”, all with severely disordered language development (7 girls, Mean age=9.8 years), and a control group, consisting of 17 healthy children (7 girls, Mean age=8.10)

**Research Methods:** Handedness, eyedness, earedness and footedness were assessed by performance tests with the aim of comparing the type, degree and stability of these lateral preferences.

**Findings:** The results showed that the group with autism demonstrated atypical patterns of hemispheric dominance for all investigated modalities, except the footedness, namely, handedness, eyedness and earedness.

**Conclusions:** These findings are in line with results of previous studies and support the assumption that the atypical pattern of cerebral laterality is linked with the co-morbid specific language disorder and not with the autism itself.

**Key Words:** Lateral preference, autism, cerebral lateralization

Associate Professor Dr, Ivanka Asenova, Bulgaria
Title of the Paper: Correctional Programmes In The Penitentiary Institution

Problem Statement: The maintaining of minimum 6 correctional programmes in every Bulgarian prison is accompanied by significant organizational, staff and methodological difficulties.

Research Questions: We assume that the applying of correctional programmes in penitentiary institution depends on the style of its management and the mechanisms of supervision and training.

Purpose of the Study: Establishing the relationship between effective applying of correctional programmes, management of institutions, supervising its activities and training its staff.

Research Methods: Survey, interview and content analysis

Findings: Results showed the main weaknesses in the applying of correctional programmes, of their management, supervision and innovation.

Conclusions: Quality of the realized correctional programmes is directly related to the management of the penitentiary institution and its mechanisms of supervision and training.

Key Words: Correction programme, penitentiary institution, prisoner.

Associate Professor Dr, Emil Madzharov, Bulgaria
**Title of the Paper:** Application of the Speech Recognition Technology in Language Education

**Problem Statement:** As technology advances and innovative communication products emerge, the interaction between people, globally, changes. Therefore, technology plays a major role in influencing both language and culture.

**Research Questions:** How can the emerging technologies associated with the speech-to-text and text-to-speech features of the smart phones and tablets help with the language education?

**Purpose of the Study:** The purpose of this paper is to answer the question of how the speech recognition technology available on the smartphones and tablets can support language learning.

**Research Methods:** The very latest and advanced features of the smartphones such as the speech recognition capabilities were utilised in experimenting language learning. The languages included French, German, Italian, Japanese and Mandarin. In all cases, the established learning concepts such as learning by guidance were considered.

**Findings:** This paper has demonstrated how the latest technologies such as speech recognition can be utilised to produce effective educational materials for immersive language education.

**Conclusions:** Technology enables a learner to simulate the learning by guidance approach in the absence of the tutor or the opportunity of being in the actual environment.

**Key Words:** Language, Learning by Guidance, Speech Recognition

Associate Professor Dr, Mehryar Nooriafshar, Australia
Darius Nooriafshar, Australia
Title of the Paper: Measuring gratitude scales of adolescents in China
Problem Statement: Only-child generations in China are widely perceived as self-centred and lacking in gratefulness. From 2005 onwards, the Chinese government has launched massive nationwide gratitude campaigns in schools.
Research Questions: What are gratitude scales of adolescents in China like?
Purpose of the Study: This paper aims to measure the gratitude scales of school students in China and examine whether moral reasoning promoted by these campaigns has made the claimed impact on Chinese children.
Research Methods: The study adopts the quantitative method by using the GQ-6 questionnaire. 600 school students from Year 7 to Year 9 aged from 12 to 15 are recruited, i.e. 200 from each of the three grades.
Findings: The findings indicate that the gratitude scales of Chinese adolescents are moderately low.
Conclusions: Moral reasoning in government gratitude campaigns did not make the impact as proclaimed.
Key Words: Gratitude, moral reasoning, Chinese adolescents,

PhD Graduated, Shi LI, Australia
**Title of the Paper:** Metalinguistic Ability and Interest in Language: A Case Study of Japanese Students  
**Problem Statement:** Interest in language is assumed to play an important role in language learning. However, some are ready to get interested in language and others are not.  
**Research Questions:** What type of students tend to get interested in language, and what linguistic aspects make students get interested in language?  
**Purpose of the Study:** This study aims to investigate the relationship between metalinguistic ability and interest in language itself instead of language simply as a communication tool. Getting interest in language is assumed to require metalinguistic ability, that is, the ability to think about and reflect upon the nature and functions of language.  
**Research Methods:** Participants were 207 Japanese high school students. They took a metalinguistic ability test consisting of ambiguity detection and grammatical relation perception tasks. Additionally, they answered a questionnaire aimed to measure the extent of their interest in the metalinguistic tasks and described what aspects of the metalinguistic tasks they got interested in.  
**Findings:** Metalinguistic score was significantly correlated with interest in the metalinguistic tasks. Also, students who got higher scores of the test tended to give more concrete comments for the tasks. For example, they showed stronger curiosity about ambiguous expression and their internalized linguistic knowledge, and referred to how important for daily communication being aware of language are.  
**Conclusions:** Our findings suggest that people with high metalinguistic ability show interest in reflecting upon and analyzing language expressions. Students can be made interested in language by noticing specific linguistic aspects: functions in daily communication and representations for their internalized linguistic knowledge. Our research shows training for enhancing metalinguistic ability potentially helps to lift interest in language learning.  
**Key Words:** Metalinguistic ability, interest, language learning

PhD Student, Mika Igarashi, Japan  
Satoshi Morita, Japan
Title of the Paper: Personality development as a quality marker for programmes of continuing education

Problem Statement: Personal competences such as self-reflection, empathy or conscientiousness are necessary for successful processes of counselling and therapy. Nevertheless, the development of these competences is usually not evaluated during counselling trainings.

Research Questions: How can personality development of trainees in counselling trainings be evaluated during the respective programmes and which evaluation methods are appropriate?

Purpose of the Study: The study provides methods for the evaluation of personality development during counselling trainings. Characteristics of counselling trainings such as small sample sizes, lack of motivation to complete elaborate questionnaires and sometimes limited methodological know-how of the training-providers are taken into consideration. A paradigmatic study shows how to evaluate personality changes.

Research Methods: In a first step specific personality traits supporting counselling processes are defined. The related competences should be developed during a counselling training. To evaluate the effects a pre- and post-measurement design was used. For both measurements, the trainees answered specific personality questionnaires and the changes were described by the reliable change index and cut-off-scores. Intended was a prototypic evaluation design.

Findings: The primary goal is a methodological solution for the evaluation of personality development during counselling trainings. The applied evaluation design leads to appropriate findings. The results show, which of the counselling-specific personal competences and traits increase during the training and which do not change. The findings enable the educational organisation to optimise a programme based on evidence.

Conclusions: The project demonstrates that it is possible to assess changes in personality during counselling trainings. Personality development is analysed in a methodological way and in the described results of changes. Providers and trainees get a feedback on the effects of the training. On the bases of such results also accurate selections of candidates can be realised in the future.

Key Words: Programme evaluation, development of competences.
Title of the Paper: Dialogue possibilities in guided autonomous music studies in class-teacher education.

Problem Statement: Autonomous studying needs discussion between educators and students related to challenges of music learning. Different learning environments may create challenges in the implementation of dialogical perspectives.

Research Questions: What kind of issues dialogical perspective can reveal in different learning environments and how different learning environments will talk to each others?

Purpose of the Study: In current study music educators and class-teacher students consider a coalition of different music learning environments. The purpose is to explore more ways to benefit different learning environments in music studies in class-teacher education and facilitate students’ meaningful sway to embrace music matters.

Research Methods: This qualitative case study is based on Burbules' (1993) theory of dialogue. The research sample consists of researcher’s discussions with both some individual students and student groups during music lessons.

Findings: In general, students’ possibilities to benefit different learning environments are continuously widening. This may widen class-teacher students’ possibilities in autonomous learning, too.

Conclusions: It seems obvious that in class-teacher education different learning environments should be explored and exploited open-minded. The nature of educator’s guiding speech in coalition is remarkable.

Key Words: Music, dialogue, learning environments, class-teacher education

PhD Graduated, Jukka Enbuska, Finland
PhD Graduated, Lenita Hietanen, Finland
Master Graduated, Vesa Tuisku, Finland
Title of the Paper: Psychological Development of Adolescents involved in a School Sport Leadership Programme (SSLP)

Problem Statement: SSLP was introduced to some low Socioeconomic-status schools in Melbourne, to increase students’ attainment. No research has been conducted identifying what impact the programme had on the students.

Research Questions: To what extent does SSLP influence students' psychological development and what are the contributing factors to the potential programme's impact on students' psychological development?

Purpose of the Study: The aim of this study was to identify the impact the SSLP had on the students in secondary schools. The focus was to explore the skills and attainments the programme enabled the students to develop, as well as to investigate how the programme’s outcomes influenced students’ psychological well-being.

Research Methods: Three secondary schools involved in SSLP participated in the study. The sample of 36 participants consisted of three school principals, five teachers, 25 students and three parents. Data was collected through semi-structured interviews and focus groups and subsequently analysed using Thematic Analysis.

Findings: All participant groups reported to notice a significant change in the students’ development upon their completion of the programme, with a key theme identified as 'Students’ Transformation'. They observed an increase in self-confidence, leadership, communication and organisational competencies, as well as an increased school engagement amongst students. The majority of participants observed improvements in students’ social and academic self-efficacy.

Conclusions: Our data suggest that the programme had a significant impact on the psychological development of students. However, the magnitude of the psychological change was influenced by the delivery mode employed by the school as well as teachers’ engagement with the programme. Being part of the regular curriculum and staffs’ encouraging enthusiasm resulted in greater psychological outcomes for the students.

Key Words: Leadership, Adolescents, School, Psychological Development, Sport

PhD Student, Petra Plencnerova, Australia
Title of the Paper: Study of rater effects in PBL assessment using many-facet Rasch Model

Problem Statement: PBL assessment is popularly performed by assessing skills or actions arising during group processes with tutor-, peer- and self-raters. However, raters with differing statuses, may create effects.

Research Questions: Is there any rater effects in PBL assessment on tutor-, peer- and self-raters?

Purpose of the Study: The present study is focused on analyzing the rater effects on the aspect of severity-leniency in PBL across tutor-, peer-, and self-raters using MFRM.

Research Methods: The sample group consisted of three rater groups with 120 tutor-raters, 120 peer-raters and 120 self-raters. All raters used a PBL performance assessment form with a total of 19 items. Data analysis using bivariate Pearson correlation and MFRM.

Findings: The assessment scores for all three rater groups, namely, tutor-, peer- and self-raters, had no statistical correlations (p .05) when r ranged from 0.17 to 1.37. Rater effects analysis found that peer-raters were the most lenient raters while self-raters gave ratings closely to tutor-raters but with slightly more severity.

Conclusions: The correlation analysis between the ratings of PBL performance across tutor-, peer- and self-raters, no statistical correlations were found. Peer-raters gave the most ratings on average, followed by tutor- and self-raters. Furthermore, rater effects analysis concludes that peer-raters gave higher ratings (leniency) than tutor- and self-raters, and self-raters gave ratings closely to tutor-raters but with a slightly more severity.

Key Words: Rater effects, PBL assessment, MFRM.

PhD Student, Sukolrat Ingchatcharoen, Thailand
Assistant Professor Dr, Kamonwan Tangdhanakanond, Thailand
Associate Professor Dr, Shotiga Pasiphol, Thailand
Title of the Paper: Selected academic teacher personality traits, professional identity and motivation in physiotherapy students

Problem Statement: The functioning of physiotherapists in their professional roles is closely associated with education process: with specific knowledge and skills gained throughout the time of studying.

Research Questions: Is there a relationship between some academic teacher personality traits and one’s motivation to study among physiotherapy students?

Purpose of the Study: The purpose of the study was to analyze the relationship between the selected academic teacher personality traits and the degree of students' identification with their future medical profession on the one hand, and the level of motivation to study on the other hand in physiotherapy students.

Research Methods: In order to verify the purpose of research an independent research tool was developed which enabled students to evaluate: 1) the level of their identification with a chosen medical profession, 2) the level of influence of the selected academic teacher personality traits on forming the professional identity, 3) the level of motivation to study.

Findings: The level of identification with a medical profession was graded as high. The students' identification with a chosen profession has a relationship with certain academic teacher personality traits, such as being tolerant, friendly, patient and calm. The level of motivation to study has a relationship with such teacher's personality traits as: demanding, persistent, objective, friendly, patient self-controlled and punctual.

Conclusions: Presented results have shown that the students' identification with their future profession is very important for physiotherapy students. Some academic teachers' personality traits are associated with forming the professional identity as well as the level of motivation to study. Characteristics such as demanding, persistent, kind, objective, tolerant, friendly, patient, calm, self-controlled and punctual have the greatest significance for students.

Key Words: Personality traits, professional identity, motivation, physiotherapy.

PhD Graduated, Mariusz Jaworski, Poland
PhD Graduated, Miroslawa Adamus, Poland
Title of the Paper: Health Sense of Responsibility (HSR) as a factor in modifying health education

Problem Statement: Growing risk of chronic diseases among young people tends to explore a variety of factors that increase the effectiveness of their prevention measures. One of them is HSR.

Research Questions: What's the level of HSR of adolescents and young adults (n=656) in two dimensions: active involvement in taking care of their own health (HSR-AI) and appropriate behaviour (HSR-AB)?

Purpose of the Study: The aim of the study is to assess the general level of Health Sense of Responsibility and its 2. dimensions - Active Involvement and Adequate Behaviour - in 3. different age groups (group1: 15 years - n=75, group 2: 19-20 years - n=202, group 3: 21-25 years, n=380)

Research Methods: In the paper, the Health Sense of Responsibility Scale (HSRS), developed by M. Adamus, is used. HSRS consists of 12 items and is used to measure total level of Health Sense of Responsibility (HSR). Two dimensions have been isolated within this scale: Active Involvement (HSR-AI) and Adequate Behaviour (HSR-AB). Cronbach’s alpha for HSR-T coefficient is 0.74.

Findings: Univariate ANOVA shows: the analyzed groups differ significantly in level of HSR. The highest belongs to participants aged 21-25 years, the lowest to adolescents aged 15 years. The groups differ in terms of the HSR-AI - the highest values characterized young adults aged 21-25 years, and the lowest at age 15 there is no difference in the dimension HSR-AB.

Conclusions: Health Sense of Responsibility increases with age (among adolescents and young adults) and may be associated with behaviors that protect against chronic diseases. This pattern has implications in terms of cognitive and pragmatically. It helps to develop knowledge regarding the sources of human health behaviours and to build effective health-related programs aimed at adolescents and young adults too.

Key Words: Health Sense of Responsibility (HSR)

PhD Graduated, Mirosława Adamus, Poland
PhD Graduated, Mariusz Jaworski, Poland
Title of the Paper: Instructive Lesson Plans for Creativity Design Education

Problem Statement: The purpose of this study was to explore the art teacher when they design lesson plans for educational art programs for children, and the influence on children inspired creativity.

Research Questions: When teachers design their lesson plans usually reference important works in art history, this process can allow teacher provide different perceptions of art and creativity discussing with children.

Purpose of the Study: When Teachers design the lesson plan, they need to present the art in a short amount of time without stimulating excessive, image disturbance, which may cause the child’s enthusiasm to weaken, and produce psychological resistance towards creativity.

Research Methods: This study collected qualitative analysis of cases in four areas: art history, art criticism, aesthetic principles, and artistic creation. When designing the curriculum use the concept of "multiculturalism" to guide children about the principle of aesthetics, to stimulate children's art appreciation ability. Teachers can express comments and perceptions of self boldly and thus inspire the creativity of children.

Findings: Teachers through the implementation of the lesson plans can inspire children's creative freedom by using multi-level visual teaching, teaching aids usage analysis, and artists to guide the analysis, and create self-contained personal works of art expressing their experience of life.

Conclusions: Art teachers through the process of designing lesson plans, should use art design creativity as a basis for children to learn, and can be added to increase artistic awareness for children and gradually inspire the creative abilities of children, and then use their abilities to beautify life.

Key Words: Visual Arts Children's art creativity education

Master Graduated, Hui-Chun HU, Taiwan, Province of China
Title of the Paper: Organization of housework in heterosexual couples: systematic review of the literature

Problem Statement: We currently live in a society where men are increasingly involved in domestic activities yet women continue to be primarily responsible for their execution.

Research Questions: The organisation of housework in couples heterosexual varies in frequency and time based on sex?

Purpose of the Study: The aim of this paper is to assess the fairness of the division of housework between men and women, the frequency and time which men perform it, in accordance with sociodemographic variables.

Research Methods: A systematic review of the literature from September to November 2013 was carried out. The study was conducted with .The principles proposed by the Cochrane Handbook were followed. A critical analysis was performed separately by two researchers.

Findings: A variable which most influences division of housework is income, and the one which most influences time spent on doing it is gender.

Conclusions: The division of housework between men and women is not equal, overloading the woman. Sex should therefore be considered in the planning of educational activities of children.

Key Words: Housework, gender, heterosexual couples.

Professor Dr, Madalena Cunha, Portugal
Professor Dr, Suzana André, Portugal
Professor Dr, Graça Aparício, Portugal
Master Graduated, Eduardo Celso Nunes, Portugal
Students of 23 CLE, Portugal
**Title of the Paper:** How are achieved goals of a youth development programme interrelated?

**Problem Statement:** High goal coherence of a course has a positive effect on the participant’s competence development. However, studies on the goal coherence of the youth development programmes are scarce.

**Research Questions:** Are there associations in teachers’ learning between achieved goals of the youth development programme and there associations between teachers’ learning of the youth development programme and their work engagement?

**Purpose of the Study:** The present study investigated the possible associations in teachers’ learning between the goals of a youth development programme, namely the Lions Quest (LQ). In addition, the possible associations between teachers’ learning outcomes during the LQ and their burnout and work engagement were explored.

**Research Methods:** The participants were 153 teachers who attended to the LQ teachers’ workshop. They filled in the questionnaire before and after the training. Learning variables were made by subtracting teachers’ pre-test scores from their post-test scores. Pearson Correlation was used to compare these variables with each other and with the participants’ pre-test scores of their perceived stress and work engagement.

**Findings:** Positive significant associations were found between the change in skills in promoting student’s social and emotional learning (SEL) and the changes in other LQ skills such as promoting student’s healthy lifestyle, teaching students to help and creating a safe learning environment. However, no associations between work engagement or burnout and learning outcomes were found.

**Conclusions:** LQ appeared to be a coherent programme whose goals are related to each other. The change in teachers’ competence in promoting students’ SEL seems to be associated with the changes of other perceived competences that were investigated. Our results of the lack of the association between experienced work engagement and learning are discussed.

**Key Words:** Lions Quest, social and emotional learning

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**Authors:**
PhD Graduated, Markus Talvio, Finland  
Master Graduated, Minna Berg, Finland  
Professor Dr, Kirsti Lonka, Finland
Title of the Paper: The application of video in supporting students’ reflection in music instrument study

Problem Statement: The study applies the model of supporting reflection in the context of music instrument study and based on the main processes of reflection (describing, evaluating, relating, and meta reflection).

Research Questions: How does the students’ reflection quality change in using the model, how effective do they see the application of it to be from music instrument development point of view?

Purpose of the Study: The aim of the study is to find out for what extent does the application of the model support students’ reflection in music instrument study. The present research focuses on the first implementation of the model among students of music instrument studies.

Research Methods: The model for supporting reflection was applied by 11 students. Two focus group interviews were carried out to collect data on students’ experiences. Separate questions were asked related to every reflection task, as well as regarding the reflection model in general and possible areas for improvement. Data was analysed following the thematic analysis principles.

Findings: Students encounter problems with all processes of reflection and the developed support could facilitate overcoming these problems. The participants pointed out that the reflection assignments helped them to take a more objective view on their practice and helped to focus on specific goals and to target exact training needs as also noted in previous studies.

Conclusions: Research brought out that supporting reflection drives the students to take an active role in their music instrument study and give a deeper meaning to their studies.

Key Words: Reflection, instrument study, constructivism, active learning.

PhD Student, Tuulike Kivestu, Estonia
PhD Graduated, Áli Leijen, Estonia
PhD Student, Kadri Steinbach, Estonia
**Title of the Paper:** Epistemic Cognition and the Justification of Beliefs about Socio-scientific Issues

**Problem Statement:** Established models of epistemic cognition focus on people’s belief about authority to justify knowledge claims. This conception is limited because there are potentially many other criteria to justify knowledge.

**Research Questions:** What criteria do individuals use when justifying their beliefs about socio-scientific issues such as climate change?

**Purpose of the Study:** By generating empirical evidence on the criteria which students use to justify knowledge claims, this study seeks to expand and enrich understanding of how students reason about socio-scientific issues. This will increase our capacity to facilitate the development of science literacy and critical thinking among students.

**Research Methods:** After reading a 500-word essay on global warming, 1st-semester university students were asked to: (1) judge the strength of the argument, and (2) suggest the kinds of information they would seek from the Internet to make more informed judgments. Content analysis procedures (including inter-rater reliability checks) were applied to identify criteria/reasons used to justify participants’ judgments/beliefs about the essays.

**Findings:** Four categories of justification criteria were identified: authority, evidence, prior belief, and “sensible explanations”. Authority included scientists, government, and news/media, while evidence included data quantity (duration, amount) and quality (accuracy, detail). Prior belief is knowledge about the issue, which often included misconceptions. “Sensible explanations” are plausible descriptions about relevant causal mechanisms. Participants used multiple criteria to justify their beliefs.

**Conclusions:** Individuals use multiple criteria to justify their beliefs about socio-scientific issues. These criteria included authority and empirical evidence, which are already part of models of epistemic cognition. Two others were prior belief and sensible explanation, which are often neglected by current models. Furthermore, the findings indicate that reference to authority does not necessarily reflect a naive/unproductive epistemic stance.

**Key Words:** Epistemic cognition, socio-scientific issue, justification, content-analysis

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PhD Graduated, Anindito Aditomo, Indonesia
Master Graduated, Mery Chrisyanti, Indonesia
**Title of the Paper:** Measuring An Effectiveness Of Using Clickers In Higher Education For Learning

**Problem Statement:** There was a unsystematic approach to studying the effectiveness of using clickers in higher education the majority of the studies based on quantitative data.

**Research Questions:** How does clickers influence relationships in the educational context, and How does clickers influence the students’ experience in the educational environment?

**Purpose of the Study:** Basically, the study is aiming heavily analysing and studying the use of the clickers in Higher education specifically in Saudi Arabia. Moreover, exploring the changes in the education environment (relationships, roles and students experience).

**Research Methods:** Case study approach was selected to conduct this study and to analyse the use of this technology at higher education. the research methods were chosen for this study are semi-structured questionnaires for 80 students, group interview for 21 students and semi-structured interview for 9 lecturers.

**Findings:** The findings shows more possibilities for students to participate and and interact in a lecturer with using clickers. Lecturer has more ability to ask questions and give feedbacks. These possibilities for lecturers and students came through the rules of the clickers’ activity, which offer both of them roles to achieve their objects.

**Conclusions:** Clickers is a successful tool to improve relationships between lecturer and students, and students themselves by applying clickers’ rules to offer them roles to increase understanding. The clickers have increased understanding, interaction, attention, and instant feedback. These improvements have developed learning in Higher education comparing with the traditional lecture. Although, there are some constraints, these constraints do not occur often.

**Key Words:** Clickers, Higher Education, Activity Theory

PhD Student, Bandar Alzahrani, United Kingdom
Title of the Paper: Impact of answer column formats on a Japanese language comprehension test

Problem Statement: Many studies have found that item formats affect test-takers’ response. However, studies that examine whether answer column formats affect test-takers’ response are rarely investigated.

Research Questions: This study sets answer columns of two formats which were limiting answer length and non-limiting answer length, and compared item difficulty and item discrimination between these formats.

Purpose of the Study: The purpose of this study was to examine if the answer column formats on a Japanese language comprehension test affects junior high school students’ response.

Research Methods: The test was administered to 543 students which was based on the high school admission test of Kanagawa prefecture. The three items having answer columns of two variations were used: (1) limiting answer length to less than 90 characters or non-limiting answer length (2) less than 45 characters or non-limiting (3) answer length to 7 characters or non-limiting.

Findings: First, it was found that less than 90 characters and non-limiting answer length do not affect the proportion of correct answers and discrimination. Second, non-limiting answer length led to a higher proportion of correct answers. However, discrimination was equal in both formats. Finally, 7 characters led to a higher proportion of correct answers but discrimination was almost equal.

Conclusions: Item (1) does not affect response because both formats have enough space to write the key contents. Item (2) with non-limiting answer column led to a high proportion of correct answers due to enough space to write the answer. Item (3) having specific number of characters led to a higher proportion of correct answers with a clue for answer.

Key Words: Reading test, Answer columns, Item analysis.

PhD Graduated, Kazuhiro Yasunaga, Japan
Title of the Paper: Student’s Tutorial System Perception, Academic Self-Efficacy, and Creativity Effects on Self-Regulated Learning

Problem Statement: Tutorial system perception, academic self-efficacy, and creativity are assumed as factors influencing homeschooling students’ self-regulated learning

Research Questions: Do the tutorial system perception, academic self-efficacy, and creativity have effect simultaneously to homeschooling students’ self-regulated learning?

Purpose of the Study: The purpose of this study is to measure the direct and indirect effect from the model of tutorial system perception, academic self-efficacy, and creativity to homeschooling students’ self-regulated learning

Research Methods: The subjects are 205 homeschooling students in Jakarta. Tutorial system perception constructed from Eggen and Kauchack (2009) (α = 0.885), academic self-efficacy constructed from Bandura (1997) (α = 0.831), self-regulated learning constructed from Zimmerman (1996) (α = 0.862), and creativity measured by Figural Test from Torrence’s concept. Structural Equation Model is used to analyze the data

Findings: The empirical model has goodness of fit. The model could explain the influence of tutorial system perception, academic self-efficacy, and creativity to homeschooling students’ self-regulated learning. The other finding is only tutorial system perception and academic self-efficacy has direct effect to self-regulated learning, respectively. Tutorial system not only developing homeschooling students’ self-regulated learning but also increasing the academic self-efficacy

Conclusions: Tutorial system perception, academic self-efficacy, and creativity are important in shaping homeschooling students’ self-regulated learning

Key Words: Self-regulated learning, Homeschooling students

PhD Graduated, Seto Mulyadi, Indonesia
Professor Dr, AM, Heru Basuki, Indonesia
PhD Graduated, Wahyu Rahardjo, Indonesia
Title of the Paper: The relationship between emotional intelligence and some factors of personality and behavior

Problem Statement: Studies show that emotional intelligence is a reliable measurement of personal and professional success. It is important to understand the social and psychological factors which are connected to EI.

Research Questions: Is EI connected to self-perception and self-presentation Is the level of EI important to inter-personal relationship quality Can EI be associated with personality health?

Purpose of the Study: The aim of the research is to reveal the relationships between EI and various factors of personality / behaviour: locus of control, leadership, auto-irony, self-evaluation, strategies of conflict resolution, extraversion/introversion, empathy, mental and physical health, satisfaction with life.

Research Methods: An original EI-DARL V1 test (Lekavičienė, Antinienė, 2014) was used to assess EI the factors of personality / behaviour were measured by using scales whose psychometric characteristics were tested and are sufficient. Research participants were school children, students, unemployed and employed individuals, inmates of imprisonment institutions and other young people (N=1400, mean age (M) =19.7).

Findings: Regression analysis of empirical research data revealed many statistically significant results (p=0.000). EI and leadership β=0.39, internal locus of control β=0.21 laugh at themselves β=0.35 self-evaluation β=0.29 strategies of conflict resolution: competition β=0.18, cooperation β=0.27, introversion β= -0.27, physical health β= -0.40, depresssive β= -0.44, restlessness β= -0.52, satisfaction with life β=0.29.

Conclusions: The relationship between personality self-evaluation and EI was established. Furthermore, a higher EI is related to the internal locus of control and flexibility to choose strategies of conflict resolution. Personalities with high EI are more extrovert than introvert they tend to laugh at themselves. Also, a significant correlation between the level of EI and satisfaction with life is revealed.

Key Words: Emotional intelligence, factors of personality/ behaviour

Professor Dr, Dalia Antiniene, Lithuania
Title of the Paper: Scripting Techniques As Rumination In Children With Dyscalculia Inhibition Type
Problem Statement: It’s important to understand the source of problem of dyscalculia inhibition type in neuropsychology perspective in order to find effective intervention.
Research Questions: What the source problem of dyscalculia inhibition type in neuropsychology perspective and what intervention strategy that effective to overcome dyscalculia inhibition type
Purpose of the Study: To find the source problem of dyscalculia inhibition type children in neuropsychology perspective and explain about how to make strategy for mathematic learning disability. Because this problem is temporary and not permanent as genetic and biological factors. Thus it is important to determine effective intervention.
Research Methods: Research was conducted with WISC (III) to measure 48 children with the dyscalculia with inhibition type. Analysis of quantitative data using statistical regression analysis to observe affect cognitive function was greater in dyscalculia children.
Findings: Dyscalculia children with inhibition type have semantic visual problem but still have a good visual spatial scripting ability from WISC (III) result. This result can be suggestion for use scripting strategy so can increasing self awareness. The scripting technique is repeating exercise the same mathematics task so can improve familiar for task.
Conclusions: Self-awareness is part of the Directive executive function with role of psychological control such as passion that causes feelings of pleasure (positive mood). That will increase dopamine hormone and self awareness that need to inhibition in prefrontal cortex processing. Scripting techniques can be trained such as visual associations (mnemonic) and visual-spatial (sketch-pad). Its help semantic visual capabilities in long-term memory
Key Words: Dyscalculia, Scripting, Dopamine, Rumination, Awareness, Inhibition

PhD Graduated, Supra Wimbarti, Indonesia
PhD Student, Melani Arnaldi, Indonesia
Title of the Paper: Special needs support in Swedish preschool

Problem Statement: This study investigates special educational needs coordinators’ (SENCOs) conceptions of their own professional role as in relation to tutoring preschool teacher and other staff in some Swedish preschool.

Research Questions: The role of SENCOs in preschool.

Purpose of the Study: The specific aim of this study and analysis was to investigate how SENCOs defines their role and what sort of support they deal with due to what preschool teachers ask for in relation to children in need of extra support.

Research Methods: A qualitative phenomenographic design was used and focuses on SENCOs role and support in relation to aspects of what, how and why. Written semi-structured interviews were handed out to 29 students in one program for SENCOs and to 21 SENCOs in 5 different municipalities.

Findings: The results indicate SENCOs conceptions about their role as tutors is described as a very complex work with different assignments. It seems to be consensus about how their role fits into the support preschool asks for. Support preschool asks for are more competence helping children to develop in a good way no matter what the problem might be.

Conclusions: Their role is to tutor mostly on the organization and group level. It is unusual to give direct support to a single child except for 3 SENCOs that are employed to give support both in pre- and primary school. Theses SENCOs gives support direct to children due to different needs. Prevent failure is the most important work.

Key Words: Special education, preschool, SENCOs

Assistant Professor Dr, Ann-Katrin Svaerd, Sweden
Title of the Paper: Changing policy, legislation and its effects on pedagogic leadership in China

Problem Statement: The relationship between school development and the changing policy become critical in new circumstances, adding to the complexity of school leadership.

Research Questions: Under the current circumstances, how are the development status of pedagogic leadership and which aspects of pedagogic leadership are significantly affected by changing policy and legislation?

Purpose of the Study: Based on investigating the theories surrounding pedagogical leadership, the main purpose of this study explores the development status of pedagogic leadership under current policies and the affective aspects of pedagogic leadership.

Research Methods: Semi-structured interview is used in this study, 30 head teachers from Sichuan Province participated in this study.

Findings: Results show that the current policy in China is supportive to the development of pedagogic leadership, and four dimensions of pedagogic leadership are significantly affected by changing policies.

Conclusions: Despite the policy-implementation processes of education do not always make efforts for schools’ development, the picture that emerges is beginning to show the distinct concept of Chinese education policies. However, there still are many gaps to access high quality pedagogic leadership in China, the need now is pay more attention to considering its effective and sustained development.

Key Words: Policy, pedagogic leadership, effects, China

PhD Student, Danping Peng, China
Assistant Professor Dr, Jana Poláčová Vašťatková, Czech Republic
Title of the Paper: Parents’ Cognitive Guidance in Infancy and Toddlerhood Predicts Children’s Pre-Mathematical Skills

Problem Statement: Children vary greatly in their pre-mathematical skills already at preschool age but we know relatively little about the earliest social predictors of these individual differences.

Research Questions: The major research question is how mothers’ sensitivity in responding in infancy and fathers’ sensitivity responding in toddlerhood contribute to the development of children’s pre-mathematical skills.

Purpose of the Study: The aim of this longitudinal study on 50 Finnish families is to examine the effects of both parents’ cognitive guidance and emotional support during play interactions on children’s spatial and numerical development from early to late preschool age.

Research Methods: Parents’ cognitive guidance and emotional support were coded from the videotaped dyadic play interactions at ages 10 and 20. Children's performance on spatial and number tasks was tested at ages 30 and 40. The predictive relationships between mothers’ and fathers’ sensitivity in responding and children’s pre-mathematical skills were examined with path analyses.

Findings: Preliminary results show that mothers’ cognitive guidance at 10 predicted children’s performance on spatial and numerical tasks at 30 as well as numerical tasks at 40, whereas fathers’ cognitive guidance at 20 predicted children’s performance on spatial and numerical tasks at 40. Moreover, fathers’ emotional support predicted children’s spatial skills at 40.

Conclusions: The findings highlight how early educational processes in the home environment influence children’s pre-mathematical development. Both mother’s and father’s sensitivity in responding to their child’s cognitive needs during play interactions has an important role for children’s later spatial and numerical development.

Key Words: Parent-child interaction, preschoolers, mathematics.

PhD Student, Anne Sorariutta, Finland
Professor Dr, Maarit Silvén, Finland
Title of the Paper: Transmission of Attachment (In) Security in Finnish Families: A Thirteen-Year Follow-up

Problem Statement: According to Bowlby (1973), feelings of security are transmitted from one generation to another. Thus far, the empirical support for the contribution of both parents is surprisingly scarce.

Research Questions: The research question was if mothers’ and fathers’ experiences with their parents influence parenting, and, thereby, developmental outcomes of their own children’s attachment security in mid-adolescence.

Purpose of the Study: The aim of the longitudinal study was to examine whether both parents’ attachment representations predict how secure the children perceive their relationship with each parent and peers. We used data from a thirteen-year follow-up of the Turku Longitudinal Study II on attachment relationships in Finnish families (N = 41).

Research Methods: The parents completed the Adult Attachment Interview (AAI Main, 1996) during the child’s first year of life. At 13 years, the children filled out the Inventory of Parent and Peer Attachment (IPPA Armsden, & Greenberg, 1987). In line with the recently proposed continuous approach, two dimensions were used as predictors of how secure the adolescents perceived their attachment relationship.

Findings: Preliminary path analyses demonstrated that children of more autonomous mothers and fathers perceived their relationship to each parent as more secure in mid-adolescence. Similarly, children of mothers and fathers who had experienced more favorable childhood relationships rated their relationship with each parent as more secure. The parental dimensions were poor predictors of the adolescents’ peer attachment.

Conclusions: The findings on Finnish families highlight the significance of both parents in mid-adolescence. This evidence expands previous findings of the same children in preadolescence (Kouvo, Voeten, & Silvén, 2015). The unique effects of the State-of-Mind (autonomous versus dismissing) and the Experience (loving versus rejecting) dimensions might be attributed to an age- and/or culture-specific organization of attachment relationships.

Key Words: Transmission of attachment security, adolescents, parents.

Professor Dr, Maarit Silvén, Finland
Title of the Paper: EEG Study Of Emotional Intelligence Among Adolescents

Problem Statement: Much has been studied about Emotional Intelligence (EI), and it's impact on human behavior. However, psychophysiological basis of EI and it's interconnection with progress in studying process is still actual.

Research Questions: EI components reflects the ability to regulate the emotions. Ability to regulate the emotions and to be involved emotionally is effective strategy of achievements in educational process.

Purpose of the Study: EEG study of EI among adolescents and it's interrelation with their achievements in educational process.

Research Methods: 1) TMMS questionnaire for EI 2) EEG - electroencephalography Neuron Spectrum-1 3) DSSQ - Dundee Stress State Questionnaire by G. Matthews (before and after EEG)

Findings: Present study showed that the reappraisal strategy of emotional regulation (by J. Gross, 2001), during educational task is significantly correlated with the scales of TMMS questionnaire (attention to emotion-0.185** and repair-0.237**), which reflects in left frontal gamma rhythm activation. In addition, theta rhythm well known as "emotional rhythm" has positive correlation with repair scale - 0.239**.

Conclusions: The effective emotional regulation strategy during educational process could lead the adolescents for better progress in their studies by using the emotions as major source of information. EI could be a predictor of success in perception and mastering the educational information, which supported by activity of left frontal gamma rhythm and theta rhythm oscillations.

Key Words: Emotional Intelligence, educational process, emotional rhythms

Associate Professor Dr, Aliya Tolegenova, Kazakhstan
Professor Dr, Olga Aimaganbetova, Kazakhstan
Associate Professor Dr, Danna Naurzalina, Kazakhstan
Associate Professor Dr, Maira Kunanbayeva, Kazakhstan
Assistant Professor Dr, Manzura Zholdassova, Kazakhstan
Associate Professor Dr, Akhmet Aimaganbetov, Kazakhstan
Title of the Paper: Approaching students’ perspective on supportive and restraining factors in academic learning

Problem Statement: Due to changes in society, universities are challenged to reassess learning. Understanding current factors influencing academic learning from a student’s perspective may be the key to develop new didactics.

Research Questions: Which current factors influence academic learning from students’ perspectives?

Purpose of the Study: The study at hand provides insight in the way students perceive their study-habits and the perceived supportive and restraining factors of their learning. Results can be used to evolve academic teaching and learning to further foster knowledge at universities.

Research Methods: A questionnaire consisting of open questions on academic learning was composed. The questions on supportive and restraining factors of learning as answered by 131 participants, were content-analyzed with the help of the AtlasTI.V.7 software.

Findings: Supportive factors: interest, time, motivation, quality of sleep and time pressure. Restraining factors: stress, personal problems, lack of structure, distraction (e.g. internet) and overchallenging. Qualitative analysis of the answers depict the following groups of factors: I. Configuration of learning content II. Physiological and psychological balance III. Self-regulation

Conclusions: In order to successfully develop academic didactics based on the current needs of students, learning capabilities are to be stimulated by properly configuring the learning content, supporting physiological and psychological balance and by facilitating self-regulation.

Key Words: Current academic learning, students’ perspective, didactics

PhD Student, Miriam Thye, Germany
Diethard Tauschel, Germany
Title of the Paper: How to foster learning and self-regulation in the entry-phase of academic studies

Problem Statement: Learning is an essential, life-long developable competence. Entering academic studies is a situation of radical change (McLean 2009) and requires transformation of learning.

Research Questions: How can learning and self-regulating competencies be fostered in the entry-phase of academic studies? – a mixed-method analysis of a “Learning to Learn” seminar

Purpose of the Study: A “Learning to Learn” seminar was developed and conducted. It addresses physiological, psychological and spiritual fields that are known to relevantly contribute to learning improvement as well as learning techniques.

Research Methods: N=138 students of different faculties (N=88 medical) participated in this required elective during 2011 to 2014. A mixed-method evaluation of the seminar consisting of a 6-point scale general evaluation and qualitative content analysis of several open questions was conducted.

Findings: A mixed-method evaluation of medical students demonstrated rating of the seminar with 1,5 (1 – very good, 6 – unsatisfactory). Qualitative content analysis of responses (N=23 69% female) to the question "Why are you (not) satisfied?" showed the codecategories "metacognition" (e.g. awareness), "cognition" (e.g. learning methods), "motivation, emotion" (e.g. joy), and "volition" (e.g. handling).

Conclusions: Students found the seminar beneficial to develop their learning competencies. The “Learning to Learn” seminar might deliver a useful and transferable concept to support students in their transformation of learning while entering their studies. Training of students’ learning competencies during the phase of entering university showed beneficial for self-regulated learning in students’ self-evaluation.

Key Words: Self-regulation, "learning to learn" seminar, entry-phase.

PhD Student, Miriam Thye, Germany
Diethard Tauschel, Germany
**Title of the Paper:** Educational strategies that promote the inclusion of children with Autism Disorders

**Problem Statement:** The present study intends to understand the inclusive strategies and the educational articulation between teachers and parents of children with Autism Spectrum Disorders.

**Research Questions:** To what extent do teachers and parents of children with autism use inclusive educational strategies, in an articulated manner, to improve the children participation in their life contexts?

**Purpose of the Study:** The study aims to know the perceptions of teachers and parents of children with autism about developmental dimensions and educational practices, thinking in the articulation between these educators.

**Research Methods:** A qualitative research of descriptive and exploratory nature was undertaken. The convenience sample included 10 educators (4 parents 6 teachers) of children with autism who attended schools of the 1st Cycle of Basic Education from the Viseu municipality. For data collection, semi-structured interviews were held (covering issues related to child development, needs and resources of families and educational practices).

**Findings:** The results reveal that the areas of major and minor articulation are respectively behavioral and communication. This latter and the school learning are greatest concern areas. The most used strategies are: peer mediation, task analysis, modeling, reinforcement and image. Improvements are needed in the informal network and in the parents training on behavioral strategies and communication systems.

**Conclusions:** Issues relating to learning, development and school/social success of children with autism are core reasons for the partnership and collaboration between family and school. In this context, the articulation between strategies used by parents and teachers is relevant, in order to increase the students with autism participation in their family and educational context and therefore their social inclusion.

**Key Words:** Inclusion, autism, articulation, educational strategies

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Professor Dr, Sara Felizardo, Portugal  
Master Graduated, Ana Isabel Silva, Portugal  
Professor Dr, Ana Paula, Portugal
**Title of the Paper:** Benefits of a Customized Program to Grow Caregiver Resilience and Well-Being

**Problem Statement:** This program enabled ‘animal caregivers’ to systematically develop resilience, social/emotional skills, and to embed proactive strategies that addressed the self-defeating habits and mindset that commonly lead to stress/burnout.

**Research Questions:** What benefits were found in building an intervention program that focused on resilience strategies to combat Compassion Fatigue/Burnout and what learning outcomes were found for participants, teams, and organization?

**Purpose of the Study:** Animal caregivers are at higher risk for Compassion Fatigue/Burnout than other caregiving profession. This paper explored the viability of an innovative learning environment based on resilience skills by implementing the proposed intervention strategy, recording the effectiveness of the approach, and recording and determining the learning outcomes of the participants.

**Research Methods:** A Canadian Animal-Care Organization Staff (n=20) participated. Since resilience focuses on learning adaptability, a longitudinal approach was implemented. A cycle of Pre/Post Testing, (including MHS-EQ2.0, PROQOL), was conducted over 3.5 years. Data analyzed used a mixed-method design. Qualitative content analysis such as self/other reflection, interviews, group-work, psycho-educational learning, and Coaching, CBT, Positive-Psychology paradigms were applied.

**Findings:** This intervention demonstrated that a resilience-based framework, implemented in a systematic framework over time, produced a positive shift in mindset, coping strategies, solution-focused thinking, less conflict, increased collaboration, and accountability. Mapping the qualitative results such as interviews/reflection exercises demonstrated a significant shift in self-care and mindset. Learning outcomes were noted. The cycle of reflection still continues.

**Conclusions:** During this intervention, accountability for self-care improved (both individually and in teams), resilience skills were learned effectively and the well-being of the participants improved. A larger data set was collected to confirm and generalize the results. This approach demonstrated a strong potential of transfer-ability to other types of caregivers who are facing similar challenges.

**Key Words:** Compassion-Fatigue, Intervention, Coach-Mentoring, Resilience, Stress, Organizational-Psychology

PhD Graduated, Patricia Lee Comley, Canada  
Professor Dr, Kirsti Lonka, Finland
Title of the Paper: High School Students’ Sense of School Belonging and Depressive Symptoms

Problem Statement: Students’ depressive symptoms always increase during adolescence.

Research Questions: How does students’ sense of school belonging contribute to their depressive symptoms?

Purpose of the Study: In the present study, we seek to examine the relationship between students’ sense of school belonging and depressive symptoms.

Research Methods: 567 Chinese high school students participated in present study, we measured their sense of school belonging and depressive symptoms over the first high school term in a multi-occasion longitudinal design.

Findings: Hierarchical Linear Modeling indicated that the students' depressive symptoms increased over the high school transition period. Furthermore, the initial status and changes in students’ sense of school belonging negatively predicted the change rate of the students’ depressive symptoms.

Conclusions: The findings suggest that a high level and an increase in a student’s sense of school belonging may prevent the negative effects of school transition on his/her depressive symptoms.

Key Words: Sense of school belonging Depressive symptoms

Associate Professor Dr, Yangyang Liu, China
Title of the Paper: Level of Shyness among the Public and Private Schools Adolescents (13-18 years)

Problem Statement: To investigate the role of schooling systems in formation of shyness among adolescents.

Research Questions: Do different schooling systems develop shyness among students?

Purpose of the Study: To study the level of shyness among public and private schools adolescents. To find the relationship between shyness and schooling system. To draw recommendation to handle shyness among adolescents.

Research Methods: Natural Group Design study was done. Through random sampling, 120 adolescents aged 13-18 years were selected from Islamabad i.e. 60 from public schools and 60 from private schools. It was hypothesized that level of shyness among the adolescents of private and public school is different. To measure the level of shyness, the McCroskey Shyness scale was administered.

Findings: The reliability coefficient of Scale was 0.82. Data analyzed by t-test for independent samples using SPSS, version 20. The mean level of shyness of public school adolescents is 36.14 standard deviation 5.91 and private schools adolescents is 36.83 standard deviation 6.59. The P-value (p = .68) does not lie at 0.05 level of significance.

Conclusions: The study proved that different schooling systems could not the cause of shyness among the adolescents. Both private and public schools adolescents equally scored moderate and high level of shyness on scale. A shy adolescent have problem in participating classroom activities.

Key Words: Shyness, Adolescents, schooling system.

PhD Student, Ayesha Manzoor, Sweden
PhD Graduated, Kiran Ahmed, Pakistan
Title of the Paper: Gender and Race Differences in Math in Elementary School in USA

Problem Statement: Racial and gender gaps are persistent in the USA educational system despite efforts and policy implementation to reverse this trend.

Research Questions: At what point during elementary school racial and gender differences appear. When racial and gender gaps become significant and how they evolve in elementary school

Purpose of the Study: Provide evidence on the trajectory of gender disparities in math during elementary school to understand how such disparities evolve. Likewise, we explore differences by race given the lack of evidence on educational outcomes in elementary school of minority children, despite its importance for educational policy formulation.


Methods: We decompose gender and racial gaps using the Ñopo decomposition, which allows a better estimation since comparisons are made with children with the same characteristics reducing misspecification due to outliers.

Findings: Results show that racial gaps are larger, but gender gaps broaden more rapidly. Between kindergarten and fifth grade, racial gaps increase 25% whereas gender gaps increase 124% from first to fifth grade. Socioeconomic characteristics are significant in explaining racial differences, but explain little of gender gaps. As children progress in elementary school, socioeconomic factors have less explanatory power.

Conclusions: Socioeconomic, cultural and school-level characteristics play an important role in explaining racial gaps. However, there is increasing unexplained variation as children progress in school, indicating that the factors included in our model have less explanatory power at the end of elementary school and they do not have the same relevance in in racial and gender issues.

Key Words: Racial-gender gaps, elementary-school, gap decomposition

Assistant Professor Dr, Lina Martinez, Colombia
Master Student, Natalia Serna, Colombia
Title of the Paper: Combining Positive Psychology and ACT for an early-intervention school program: An RCT

Problem Statement: Young people have the highest level of mental disorders of any age group - which effects their ability to learn and engage in activities and relationships

Research Questions: Can a school-based program that combines positive psychology with acceptance and commitment therapy be effective at addressing emerging symptoms of mental illness and increase wellbeing?

Purpose of the Study: Evaluate the effectiveness of Strong Minds, an innovative program that combines acceptance and commitment therapy with positive psychology in a randomised controlled trial. Investigate the effectiveness of Strong Minds at reducing symptoms of mental illness and improving wellbeing.

Research Methods: The program has been evaluated with a 12-month randomised controlled trial in a sample of 267 high school students. Control group received an attention-control condition consisting of the regular wellbeing classes. The Strong Minds group received a total of 8 hours of workshops delivered bi-weekly. Parent, teacher and self-report measures were obtained at baseline, post-intervention, 6- and 12-months.

Findings: The results suggest that students with pre-existing symptoms of depression and stress reported significant reductions at the conclusion of the program. The effect sizes for the differences between the control and Strong Minds groups were medium to large and clinically meaningful. Furthermore, younger students reported significant improvements of wellbeing.

Conclusions: The findings suggest that the combination of acceptance and commitment therapy with positive psychology leads to improvements in mental health amongst high school students. Future research would benefit from examining this approach in a large-scale multi-school study.

Key Words: Adolescents, mental health, positive psychology, ACT.

PhD Student, Rowan Burckhardt, Australia
Associate Professor Dr, Vijaya Manicavasagar, Australia
Title of the Paper: The Effects of Playing Fashion Games on Moslem Children’s Values

Problem Statement: Fashion game, one most played games among Indonesian Moslem children, present clothes violated to Moslem values. Islam obliged Moslem wearing hijab, but children enjoy wearing sheath in the games.

Research Questions: Is there any effect of playing dress and fashion games intensity on Moslem children’s fashion attitudes and values distraction?

Purpose of the Study: This research identifies the consequence of playing dress and fashion online games on Moslem children fashion values.

Research Methods: We conducted a survey to 221 Moslem children age seven to twelve years-old using verbal and non-verbal methods.

Findings: The playing intensity turns out to have a positive effect on attitudes and value distraction. However the influence is rather small for value distraction.

Conclusions: The finding showed the significance of the game play intensity on children fashion attitudes and Moslem fashion values distraction.

Key Words: Fashion and dress game, Moslem children.

Master Graduated, Nurist Surayya, Indonesia
Master Graduated, Djoko Setyabudi, Indonesia
Title of the Paper: Locating the intercultural ‘self’ in teachers’ reflective practice

Problem Statement: Reflective practice remains vital in education, yet the means for personal and practical application of its conceptual value remains an ongoing challenge for educators and institutions.

Research Questions: What is the conceptual position of the intercultural self in current theory on reflective practice in education and how does it translate into action for teachers and institutions?

Purpose of the Study: Personal reflection is key to (re-) vitalizing the self. Correspondingly, reflective practice underpins ongoing teacher learning and professional growth. The current aims are to locate the intercultural self in existing theory on reflective practice in education and to identify and practically connect this conceptual understanding for individuals and institutions.

Research Methods: The investigation utilized a traditional literature review which includes an overview of conceptual theories, methods and models related to reflective research. To address the need for finding actionable methods for ‘reflection-in-practice’, the investigation relied on qualitative studies that included ethnographies, phenomenological, narrative and case studies.

Findings: Evidence for reflective practice abound in certain areas of educational theory. The notion of the intercultural self as an isolable construct in the targeted literature indicates a lack of focused and enduring attention. Although conceptually well-supported, the translation of theory to action and the methods involved therein remains vague, causing confusion or lack of adoption among teachers and institutions.

Conclusions: A conceptual home for reflective practice in education is well-positioned and although intellectually beneficial, the pathways from theory to a (re-) vitalization of the self of a teacher remains obscured. It would benefit from being clearly described and aligned with a practical methodology, thus increasing its practical utility and enhancing the chances of success at personal and institutional levels.

Key Words: Reflective practice teacher education, self intercultural.

Master Graduated, Peter Roux, Japan
Title of the Paper: The Role of University College in Higher Education: The Case of UAEU

Problem Statement: Remedial / foundation programs, student success programs, and general education courses are areas of challenge to higher education institutions.

Research Questions: What is the role of university college in providing students with foundation / remedial courses, familiarizing students with university life, and offering the general education courses?

Purpose of the Study: The study aims at exploring and testing the role of university college in enhancing higher education.

Research Methods: A SWOT analysis is conducted to find out areas of strength and weaknesses in the role of university college. Also opportunities for the success of university college and the threats it might face are presented. Brainstorming and focus group discussion will be the main source for data and information.

Findings: University college at UAEU has an important role to play in students’ academic life and success. This role begins from day one when students go through orientation and continues through the foundation program, the student academic success program, and the general education program.

Conclusions: The paper concludes with several recommendations to improve the performance of the three programs under university college at UAEU.

Key Words: University College Higher Education

Associate Professor Dr, Mohammed Aboelenein, United Arab Emirates
Title of the Paper: Leadership of Women at University STEM Departments

Problem Statement: Even though the statistics of women in higher education at STEM departments is high, their leadership in the departments is low because they are strongly discouraged in participation.

Research Questions: Hence, how the universities’ strategies can be changed to encourage the participation of women as leaders at STEM departments is systematically questioned by making the comparative study at different Turkish universities.

Purpose of the Study: The goals are to understand the three different universities’ experiences related to the women’s leadership in STEM Departments. Although the statistics of women in studying at STEM Departments is increasing, the inclusion of women as leaders in the higher education management is analyzed by studying the reasons and hidden agenda.

Research Methods: In the study, a phenomenological analysis is used by collecting data related to the experiences and perceptions of the women as well as men, directly and indirectly playing important roles at the universities. The ten subjects were defined by the participants related to the reasons and hidden agenda of discouraging women’s leadership at STEM Departments of the universities, particularly in engineering departments.

Findings: This NVivo analysis showed the women’s leadership at STEM Departments was low since as the participants mentioned the conservative policies affected the university administration, particularly those of the state universities. Even though the leaders who had actively responsible in STEM Departments did not see any discouragement for the women, most of them had declared they were not supported, assigned, or elected as leaders.

Conclusions: So, the findings show that the women’s leadership was not so strong as expected. More critically, their leadership statistics was decreasing comparing to past years though their number was increasing as students. Their career path had been changing in studying STEM, but not in their work environments, especially at the university management due to neo-conservative policies, which created segregation.

Key Words: Leadership, Women, University, STEM, STEM Departments.

Assistant Professor Dr, Gamze Sart, Turkey
Title of the Paper: Effects of Emotional Intelligence on Improving Resiliency

Problem Statement: The resiliency is seen as one of the most important skills in the 21st century since the meaning of resiliency is solving problems, being aware of strengths and assets, while managing emotions.

Research Questions: For that reason, how improving the resiliency skills of the youth by empowering Emotional Intelligence (EI) is investigated by making the comparative study at different Turkish universities.

Purpose of the Study: In this research, the effects of developing EI, particularly the leadership and empathy as interpersonal and intrapersonal skills, on improving resiliency were seriously examined. Since the skills of resilience were solving problems, being aware of strengths and assets while managing emotions, empowering the youth's EI was directly affecting their achievements habits.

Research Methods: In the research, a phenomenological analysis was preferred by collecting the data of the perceptions of the young researchers (43), who were involved in innovation-based activities. After collecting the data according to the concepts of EI, the skills in resiliency were analyzed in NVivo 10. The results were also studied in terms of gender differences and STEM fields.

Findings: The results showed the women were more successful in developing the skills of resiliency than those of men since they were much better in empowering EI, particularly in their leadership skills and empathy. Since most of the innovation and research-based activities were directly related to need analyzes of the problems, the EI skills helped the participants in the skills of resiliency.

Conclusions: In conclusion, EI played important and crucial roles in developing the skills of resiliency, particularly in controlling emotions and solving any kind of problems. Additionally, while the participants' interpersonal and intrapersonal intelligence levels had significantly increased, one of the resiliency skills, being aware of strengths and assets, had improved as well. So, the achievement habits of the participants had empowered.

Key Words: Emotional Intelligence, resiliency, leadership, empathy, interpersonal-intrapersonal intelligence.

Assistant Professor Dr, Gamze Sart, Turkey
Title of the Paper: Psychological Features Associated with Health in Higher Education Students

Problem Statement: The social and human sciences have enormously contributed to the study of health of populations as well as to the risk factors and individual resilience that are associated to them

Research Questions: Will certain psychological variables determine the health status in higher education students?

Purpose of the Study: To verify if some psychological characteristics (Self-Esteem, Locus of Control, Internal Sense of Coherence) are associated to health( lifestyle, health state, general health perception) in higher education students.

Research Methods: The sample was made up by 548 students, men and women, who were attending Nursing School (n= 322) and other graduations without any health studies- Management, Languages, Secretarial and Administration (n=226). The protocol the quantitative study (descriptive-correlational), included: Inventory "My Lifestyle", Scale "State of Health" Sense of Coherence Questionnaire Self-Esteem Clinical Inventory Self-Esteem Physical Inventory and Locus of Control Questionnaire

Findings: There is an association, statistically significant between health variables and psychological variables, in the expected sense. Also, the results suggest that the Internal Sense of Coherence factors - understanding(ß= .336) and generalised significance(ß= .294)- are, in interaction with General Health Perception, predictors in a positive and highly significant way, for Health State, specifically in Nursing School Students

Conclusions: We believe this study points to a growing need of a bigger participation of psychologists (along with other health professionals) in the development of programs related to public health. Apart from an involvement in primary health care it will also be important for these professionals to participate in differentiated care.

Key Words: Self-esteem, locus of control, health, students.

Professor Dr, Madalena Cunha, Portugal
Professor Dr, Carlos Albuquerque, Portugal
Professor Dr, Rosa Martins, Portugal
Professor Dr, Antonio Madureira, Portugal
Professor Dr, Isabel Bica, Portugal
Master Graduated, Cristina Albuquerque, Portugal
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