

Concept Maps in Education

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In education process both teaching and learning are fundamental factors. One school of thought says that effective teachers can bring good results whereas other school of thought claims that success depends mostly upon the learners' effort and potential. There has been variety of teacher training strategies and at the same time there are different theories and strategies of learning. The current experimental study was conducted to explore the effectiveness of concept maps for pre-service program in Pakistan. Concept maps are graphical devices for arranging and linking information. These are utilized for creating connections between concepts in the form of connected boxes. One group Pre-test, Post-test design of experiment was utilized for the study. The course of "Teaching of General Science" was taught to 35 MA Education female students at International Islamic University Islamabad, for every concept the students were given the task to create their concept maps. The feedback was provided to them and they were given guidelines to re-design their concept maps. After administering the pre-test the students were taught the course for 8 weeks by assigning them to construct their Concept Maps and post-test was taking as a mid-term exam. The data were analyzed by using t-Test. There was significant difference in the mean scores of pre-test and post-test, which strengthens the notion that Concepts Maps promote effective learning in pre-service teacher education in the subject of Teaching of General Science. The results pave the way for the utilization of concept maps as an effective strategy for making students' learning effective at pre-service teacher education in Pakistan.

Servant Leadership and Teacher Job Satisfaction

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Servant leadership is one of the most important forms of leadership and some authors and experts even consider servant leaders to be among the best leaders. The purpose of this quantitative research study is to examine the relation between teachers' perceptions of their principals' servant leadership style and teacher job satisfaction. The target population of the study was teachers in the Al-Salama 2 district in Jeddah, Saudi Arabia. There are eight public schools in this district; all are similar with respect to the school buildings, curricula, number of teachers and students, and their socioeconomic status. Two separate survey instruments were used for this study: Liden et al.'s (2008) Servant Leadership Questionnaire (SLQ), which is a validated survey instrument that identifies seven dimensions of servant leadership characteristics. Mohrman et al.'s (1977) Mohrman-Cooke-Mohrman job satisfaction survey (MCMJSS) also was administered to measure the teachers' job satisfaction. The data was formatted using Qualtrics survey software and all data were analyzed in SPSS v. 24. The results from the data analysis indicated that teachers do perceive their school leaders' behavior reflects servant leadership characteristics and also showed a significant positive correlation between teachers'

perceptions of their principals' servant leadership and their job satisfaction. The findings of this study indicate that the positive correlation between servant leadership and job satisfaction exists in Saudi Arabia. This field of research can continue to examine if this relationship exists as an embedded part of specific cultures or if it is inherently true that those who lead through service contribute to a greater sense of job satisfaction despite any differences in job category, pay scales, or cultural differences. Moreover, the results were consistent with the theoretical framework with respect to servant leadership theory and job satisfaction, and with the results of previous research.

Learning Hyper Text Markup Language (HTML) Using Self-organized Learning Environments (SOLE) –an Implementation in Saudi Arabia

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The research aimed at examining whether Hyper Text Markup Language (HTML) can be learnt and implemented through using Self-Organized Learning Environment (SOLE) tools. A qualitative research approach consolidating both primary and secondary data was selected for this study to draw pertinent inferences. The study included several activities that comprise internet researching, information recording, and self-determining and promoting collective knowledge to identify the effectiveness of SOLE in learning HTML. The students under SOLE, can successfully learn HTML by observing the activities conducted by others, and retaining their learning for a prolonged period through enhancing their reading capabilities, along with sharing their knowledge. Thus, the implementation of SOLE in Saudi Arabia for facilitating learning HTML will ensure remarkable improvements in students' technological competencies and cognitive skills.

Analysis of Principals' Perceptions Regarding Districts as Agents for Change and Reform Initiatives! A Case from One Province in South Africa

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School districts are viewed as locus of government reform initiative and agents for change. Their instrumental role in ensuring delivery of quality basic education has over the years been increasing as well as their responsibilities over schools. In this paper we analyse and discuss some school principals' perceptions regarding their districts as agents for change and new reform initiatives. Using semi-structured interviews, eighteen principals from both primary and secondary schools and district officials were interviewed. All the interviews were audio recorded and later transcribed; and the data coding and analysis was informed by the iterative. The findings of the study revealed mixed responses, as the majority of principals believed that their district officials were not well knowledgeable about the new reforms and introduced changes. Principals were of the view that their district officials were not empowered, and that some officials' level of education left much to be desired. They accused them as being clueless

about their job descriptions and therefore unable to assist schools. These principals believed that district officials were not in the habit of reading and acquainting themselves with all the new reforms. Yet, despite these complaints some principals spoke well of their officials, as they viewed them as agents of change. However, they acknowledged that these officials were a minority as many were unhelpful and not real agents of change. We argue and conclude that the success of any new reform initiatives and change require vision and district effective leadership. However, without a clear direction and confidence from the districts some schools are unlikely to implement the reforms and pursue whatever change that has been introduced

Study on Gender Inequality in Vietnamese Integrated STEM Education Textbooks

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STEM Education has been a hot topic recently in Vietnam. On May 4, 2017, Prime Minister of Vietnam issued Directive 16 on tackling challenges posed by the fourth industrial revolution, including solutions on enhancing STEM education in secondary and high school curricula. It is a common thinking that the boys are often interested in the four STEM (Science, Technology, Engineering and Mathematics) subjects than the girls, but that fact has some subjective causes. During the last 5 years, many pilot projects for applying the STEM Education Approach have been carried out, including compiling new textbooks. This study explores the gender inequality in the current textbooks of the integrated STEM Education in Vietnam, from compilers to articles, images and characters; and then proposes measurements to solve the problems. Study results show that, of the 187 authors who wrote 45 textbooks, there are 145 male and 42 female authors. In written articles, male characters account for 67% of the total number of characters described, compared to only 33% of the female characters in the secondary education textbooks, and within the textbooks for high education, the male characters account for even a bigger percentage – 81%. With more than 8,000 images that appear in the textbooks only 24% are female, and the difference in the frequency between male and female tends to increase at higher education levels. And more seriously, all of 66 famous scientists mentioned in articles and images in 45 current textbooks are men. In order to build a real gender-equal society, the leaders of the Integrated STEM Education Program as well as authors, compilers of the textbooks should pay appropriate attentions to gender equality.

Role of PERMA and Perceived Stress in Students' Life Satisfaction

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Life satisfaction is the widely accepted concept among student community. Parents, teachers and mentors all emphasize to improving quality learning experiences so that a student can achieve over all learning experiences. Too much academic burden and expectations of

significant others may lead to perceived stress among student's also, it effects the overall wellbeing. It especially becomes area of concern for students appearing for board examinations. The present study attempts to investigate the role of perceived stress and wellbeing in overall life satisfaction of student. A 2x2 factorial design was used for selecting a sample of 200 students, out of which 100 were selected from secondary and 100 from senior secondary levels of education, among each group equal data was collected from both the genders using stratified random sampling method. For measuring perceived stress tool developed by Sheldon Cohen (1994), for wellbeing PERMA profiler designed by Butler and Kern (2015) and for measuring students' life satisfaction scale by Huebner, 1991 were used. Appropriate statistics will be used for analysis of data and results will be discussed.

The Emerging Concern for Indigenous Language Education in Public Education in Canada

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An emergent imperative in public school priorities across Canada in recent years is that of indigenous education. An important part of this imperative, as articulated by indigenous peoples and educational authorities, is that of indigenous language programming. In response, some public school districts have initiated such programmes. This presentation will report on a study is investigating how public school districts in Canada are responding to the educational imperatives associated with indigenous language programming. Objectives of this study are to: a) investigate public school involvement in indigenous language programming in primary and secondary public school districts; b) explore language in the contexts of disciplinary subjects, community involvement, relevant pedagogies, educational learning materials, professional development, staffing, policy and other relevant factors; and c) examine the importance of indigenous languages in supporting social and cultural identity development. Participation has been solicited from public school districts that have initiated indigenous language programming. Semi-structured interviews and focus groups were used to gather data. Student achievement data, where available, was also acquired. This study has found that the success of indigenous language programmes may vary depending upon which language is used, existing capacity for indigenous education, quality of relevant curricula, and community involvement. This study also found that there are challenges associated with the use of an indigenous language in an institutional and societal environment where the lingua franca is English.

Beyond the Image: Discursive Complicities in Spanish Language Teaching

Mara Favoretto, Senior Lecturer, The University of Melbourne, Australia, and Hugo Hortiguera, Senior Lecturer, Griffith University, Australia

In the teaching on Spanish as a foreign language, most resources available are created in Spain and in the United States. Which language and culture do these resources promote? Does a

hybrid model work? How authentic is the material we use? Following a multidisciplinary approach based on discourse critical studies (Teun van Dijk), and de-colonial and border thinking (Walter Mignolo, Medina Trastanova, Mabel Moraña and Enrique Dussel), this study aims at exploring: (1) some soap opera-like stories featured in Spanish language educational videos; (2) the recurrent images used to represent Hispanic communities in those videos; and (3) the presence and absence of ideologies and themes that circulate those territories and covert "social power" over discourse. Specifically, this study investigates whether these representations reinforce and/or reject stereotypes widely broadcast by the media (Moraña). It demonstrates that the educational videos scrutinized do not question prejudiced representations of Hispanic culture, on the contrary, they support and confirm them through a complex network of generalizations, abstractions, omissions, deductions and contrasts.

The Tau Conceptual Framework for Understanding Healthcare and Human Services

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Educators applied complexity sciences to analyze healthcare and human services in a complex adaptive system (CAS), which supported the need to restructure services to sustain the goals of the healthcare continuum. Using CAS theory introduces new perspectives for leaders challenged with meeting inconsistent and seemingly contradictory healthcare mandates. The authors used CAS theory to identify variables that are directly or inversely related based on the direction of their feedback loops and system behaviors from evidence-based research findings. The authors explored the benefits of using this approach as a learning tool for students and faculty engaged in healthcare research and as an evaluation method for healthcare leaders to improve outcomes. This exploratory review resulted in the development of the Tau Conceptual Framework model, which revealed relationships and elements of a CAS negative feedback system. The research methodology enabled identification of variables related to access, safety and quality, cost considerations, and stakeholder satisfaction. Independent variables were added to the model showing the effects of a direct or inverse relationship with the dependent variables. Using this model, a student-designed submodel was developed on the use of High Reliability Organization (HRO) theory and quality of care. The results were published in a peer-reviewed journal depicting healthcare delivery as a multifaceted feedback system to improve safety and quality within a complex adaptive healthcare system. This submodel was published in February 2017 and has been downloaded 943 times by individual users including some from 188 organizations, 64 countries, and 47 states/District of Columbia in the United States. The model may assist educators to help students develop new submodels and help leaders develop and use universal practices that may improve safety and quality, increase patient and stakeholder satisfaction, and reduce unnecessary and wasteful spending by \$1 trillion per year, thus improving access to services.

A Collective Case Study in Expectant Father Fears

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This qualitative, collective case study explored how men perceive fears of childbirth and level of preparedness to become fathers. An additional purpose of this study was to explore the perceptions of expectant and new fathers with regard to how the Boot Camp for New Dads (BCND) program helped them to alleviate pregnancy fears and develop preparedness to become a parent. The participants included 16, first-time expectant and new fathers who attended the BCND program at three sites in Orange County, California. Data collection consisted of semistructured interviews and focus groups conducted after the participants completed a three-hour boot camp for the BCND program. Additionally, participants completed the Kessler-6, a short questionnaire designed to glean their perspectives of fears after the childbirth. The data analysis revealed five major themes. Four of the themes were in regard to expectant father pregnancy fears, and the other theme was related to expectant fathers' perceptions of how the BCND program helped them cope with fears. After coding and categorical aggregation were completed, the following four pregnancy fear themes were made clear: Am I prepared for fatherhood?, Will mom and baby be in good health?, I am not alone, and Will I ever get my wife back? The perceived value of the Boot Camp for New Dads program could be summarized by the following theme: If the veteran fathers can do it, so can I.

Assessment Techniques in Teacher Education: Survey on the Competences of Female Teachers

N.B. Jumani, Professor of Education, International Islamic University Islamabad, Pakistan

Assessment techniques such as paper-pencil tests, quizzes, assignments, presentations, projects and fieldwork guide the teaching-learning process. The major objectives of the study were to investigate assessment techniques practiced in pre-service teacher education and to explore uses of assessment techniques by teacher educators of universities and colleges of education in Punjab. The mixed methods research design was used to get data from teacher educators and prospective teachers of M.A Education program through self-designed five-point Likert scales and interview questions. Analysis of the data through mean, percentage, t-test and coding revealed that the universities were implementing diverse assessment techniques as compared to colleges of education including oral quiz, multiple-choice questions, short answer questions, extended response questions, project, portfolio, and fieldwork. However, the teacher educators of these institutes provided oral and written feedback on the student teachers' achievement through graded assessment techniques. It is recommended to switch over to advanced assessment techniques such as self-assessment and peer assessment in order to add more transparency in assessment and to involve students in the process of assessment.

Socialization, Identity and Psychological Resilience of Arab-Palestinian and Jewish High-School Students in Israel

Yaacov Katz, Professor of Education (Emeritus), School of Education, Bar-Ilan University, & Michlala - Jerusalem Academic College, Israel, and Yamama Abd Al-Qader, School of Education, Bar-Ilan University, Israel

The aim of the present research study was to compare the relationships between identity (nationalistic, religious and ethnic), socialization processes (home and school), and psychological resilience (self-esteem self-efficacy, and well-being) of Arab-Palestinian and Jewish high school students in Israel.

317 tenth and eleventh grade students (163 Arab-Palestinian students including 93 girls and 70 boys; and 154 Jewish students including 70 girls and 84 boys) participated in the study. The research was conducted in two state Arab-Palestinian schools, one state secular-Jewish school, and one state religious-Jewish school

The research employed a series of questionnaires. First, a background questionnaire was used to collect basic data about the students; a second questionnaire assessed the nationalistic and religious socialization of the Jewish teenagers and the nationalistic, religious, and ethnic socialization of the Arab-Palestinian adolescents; a third questionnaire assessed the salience of national and religious identity among the Jewish participants, and the salience of national, religious, and ethnic identity among the Arab-Palestinian participants; a fourth questionnaire examined indices of psychological resilience, namely self-esteem, self-efficacy, and the sense of well-being of the Arab-Palestinian and Jewish students.

The research findings indicate differences between the socialization processes experienced by the Arab-Palestinian students and those experienced by the Jewish students. The nationalistic socialization experienced by the Jewish adolescents was stronger than that experienced by the Arab-Palestinian adolescents, while the Arab-Palestinian adolescents experienced stronger religious socialization than that experienced by the Jewish adolescents. In addition, the level of religious identity was higher among the Arab-Palestinian participants than among the Jewish participants. On the other hand, there were no significant differences between the two groups regarding salience of national identity. The findings did not indicate differences between the two groups with regard to self-esteem and well-being. However, the self-efficacy of the Arab-Palestinian students was found to be higher than that of the Jewish students.

Realist Evaluation of Mental Health Services and their Impact on School Outcomes

Gary Blau, Chief of the Child, Adolescent and Family Branch at the Substance Abuse and Mental Health Services Administration, Department of Health and Human Services, Mansoor A. F. Kazi, Director Program Evaluation Center, Fredonia State University of New York, Engagement & Economic Development, and John Rosiak, Rosiak Associates, LLC, Prevention Partnerships, US

This keynote reports on a continuous realist evaluation utilizing big data on the entire school populations, using real examples and an interactive analysis of real data sets from the \$4m SAMHSA System of Care Expansion grants in each of New York State's counties--Chautauqua and Rockland; and from Manchester UK. Mental health, low family income and special educational needs affect school functioning, and human services can be effective (Gracy, 2014; Cappella et al., 2008; Desrocher, 2015; McKenzie et al. 2011; Rossen & Cowan, 2014). However, most studies have focused on at risk groups rather than the total school populations.

This keynote demonstrates how real live data from management information systems (schools, social services, mental health, youth justice) can be used to investigate the effectiveness of the human service interventions in the schools. As the emphasis is on data naturally drawn from practice, quasi-experimental designs and binary logistic regression models are used as part of epidemiologic evidence based on association, environmental equivalence, and population equivalence. Evaluators and agencies can make the best use of the available data to inform practice. The keynote will show how evaluators work in partnership with these agencies, to clean the data, and to undertake data analysis with them at regular intervals and not just at the end of the year. Establishing cause and effect in real time is a particular theme of this demonstration. This is a mixed methods approach, combining the traditions of epidemiology and effectiveness research in human services (Kazi, 2014, 2015). The author has extensive experience in evaluation of human services programs in the U.S., United Kingdom, and Finland and was awarded the US federal agency Substance Abuse and Mental Health Services Administration's Gold Award for Outstanding Local Evaluation in July 2010.

Access to universal school outcomes means that those receiving mental health and related services are compared repeatedly to control groups not receiving the interventions, in a longitudinal study repeated at every marking period. The keynote will focus on how human service agencies and schools can investigate where an intervention is more or less likely to be effective, and how to utilize findings and inform practice on demand to develop effective services.

Exploring Teacher Leadership in the Greek Context

Manolis Koutouzis, Associate Professor, Hellenic Open University, Greece, and Evangelia Triantafyllou, Student, University of Western Macedonia, Greece

Teacher Leadership, as discussed within the context of Distributed Leadership, has received increasing attention in various educational systems. The development of teacher leaders could arguably increase school effectiveness and improvement, democratic decision making, teacher professional development and empowerment. The above arguments are well documented in decentralized educational systems in which schools enjoy relatively high degrees of autonomy. In this context it is expected that teachers appreciate the concept of “teacher leadership” and arguably capitalize the opportunities offered in this direction.

However, can teacher leadership be developed in centralized, highly bureaucratized systems? Can the concept of teacher leadership be appreciated in a system which is characterized by limited school relative autonomy, bureaucracy at all levels and non-participative leadership practices? This paper discusses Greek secondary teachers’ perceptions on teacher leadership. The study explores teachers’ experiences, thus shedding light to the current situation in Greek secondary schools in relation to school leadership. As a result, the study both encourages readers to question the principal-centred leadership as well as brings to the foreground the idea of teacher leadership as a sustainable leadership option.

This paper presents the results of a quantitative research carried out in Greek secondary schools. The research instrument used was the Teacher Leadership Inventory (TLI) developed by Angelle and DeHart (2010) and the sample was 163 secondary teachers in Greek schools. Results indicate that headteachers in Greece do not seem to involve teachers in decision making and do not offer them the chance to contribute to the future development of schools, either because they are afraid of becoming vulnerable and unable to control directly certain activities (Harris, 2003) or because they are completely unaware of the potential of teacher leadership. This can be explained by the prevailing hierarchical and bureaucratic culture in Greek schools.

Changing Perceptions of the Indian Millennial Secondary School Students’ about the Purposes of Education and their Effects on Choices of University Subjects and Careers

Ishan Mangal, Student, University College London, UK

In India secondary school students are supposed to make subject choices for higher secondary studies which are tough to make owing to its high stake nature. Moreover, due to India’s rigid education system choices once made are difficult to change and thus these choices affect the course of professional life of students to a great extent. On the other hand, today’s students widely referred as ‘millennials’ bring different attitudes, expectations, preparations, strengths and shortcomings into the college classroom compared to the students few decades ago. It was therefore suggested that it is must for the educationist to understand the need of this ever evolving student group and engage in a research to understand the perception of secondary school students in India about the purpose of education and what factors affect their choices of

different subjects for higher studies and career paths.

This research employs qualitative research methods in the form of interview and questionnaire. 30 students from two schools were asked to respond to questionnaire and 12 students out of them were interviewed for understanding of the student's perceptions of purpose of education, factors affecting their subject choices and the influence of the former on the latter. The purposes of education was grouped in five categories namely financial motivation, personal interests and achievements, social aspirations and usefulness, value to Indian society, world view and global economy. The major findings were that in general students have given priority to the factors related to the nation (i.e India) then personal interest and then followed by world view. Contrary to popular belief, students choose the subjects according to their capabilities and interests instead of financial gains. Also it was found that students heeded their parents and teacher's advice over their friend's opinions. Though, the final decision in this regard was their own.

Exploring Success Enablers of Performing Students as Praxis for Student Support in the School of Education

Samukelisiwe Mngomezulu, School of Education, University of Kwazulu-Natal, South Africa

This study applied Bandura's social cognitive theory of agency and self-regulation to explore the enablers of performance for students in a School of Education of a South African university. The study examined the adoption of 'success enablers' as praxis for student support in the school. Qualitative research approach and a case study design was used for the study. A purposive sample of ten (10) high performing students participated in the study. Data was collected using focus group discussion and semi-structured individual interview methods and analysed using thematic analysis. The findings suggest that student academic success is compounded by a number of entangled factors that include family, institutional and personal enablers or dis-enablers. However, the influences on these of the students' resiliency can make the difference. The study concludes that institutional academic support should be expanded beyond dominant underperformance discourse.

Argument Structure of Causative Construction

Hyowon Park, Student, Pusan National University, South Korea

In English, Causation plays many important roles in forming meaning. However, there are many arguments about whether this concept(Causation) can play a role in syntax. Some argue that this concept is a phenomenon applied to the interface between syntax and semantics. As a result of these movements, it is suggested that double object construction, dative construction, and secondary predicate, which need two internal arguments, use this concept. This paper wants to unveil the argument structure of causation used in many constructions and find the optimal way to analyze causation applying the structures presented before.

Minority Language Protections in Canada and Sweden

Lynn Penrod, Professor of Modern Languages & Cultural Studies, University of Alberta, Canada

This paper focuses on the situation of minority languages in two countries, Canada and Sweden. In Sweden we will consider the history and linguistic fortunes of the Sami people while in Canada our focus will be on the issue of Indigenous languages of Canada's native people resulting from recommendations by the federal government's 2015 Truth and Reconciliation Commission. In both countries the issue of education is intimately connected with the health and well-being of citizens, not only the place of minority languages within primary school systems but also the post-secondary training of future teachers of these languages in schools and local communities. We will consider the following basic questions: (1) What historical factors have affected the differing treatments of minority languages in the two countries? (2) What social and political factors have influenced the changing fortunes of minority languages in the two countries? (3) What predictions can we make in today's social and political situations in Sweden and Canada as to the future health of minority languages?

The Role of Islamic Boarding Schools (Pesantren) in Disaster Prevention, Rescue and Recovery in Indonesia

Husni Rahim, Professor, Universitas Islam Negeri Syarif Hidayatullah, Indonesia, and Maila Dinia Husni Rahiem, Lecturer, Syarif Hidayatullah State Islamic University Jakarta, Indonesia

Indonesia is one of the countries with the highest risk of natural disasters in the world. The head of the Information of Earthquake and Tsunami Early Warning - Meteorology, Climatology and Geophysics Agency (BMKG), Dr. Daryono, said that Indonesia has the potential to be affected by earthquakes because of its position at the meeting point of the three major plates of the world, namely Eurasia, Indo-Australia and the Pacific (BBC Indonesia, 2018). During 2016 alone there were 2,342 disaster events, according to the National Disaster Management Agency (BNPB). The potential for natural disasters in Indonesia is high, requiring the cooperation of all groups and agencies involved in disaster prevention, rescue and recovery programs, as it is impossible for the government alone to overcome natural disasters. As a country with a majority Muslim population, one of the potential institutions that could help collaborate with the government and other agencies in disaster management is Islamic boarding schools or Pesantren. There are large numbers of pesantren, with locations spread across the archipelago, while their proximity to the community and their ability to empower and manage the community are all factors that highlight their potential use in disaster management activities. In this study, we investigated the role of pesantren in disaster prevention, rescue and recovery programs, and how they are involved in educational activities, child protection and the psychosocial support of children and communities affected by natural disasters. The methods of inquiry involved qualitative research. We interviewed child victims of the 2004 tsunami in Aceh who are now young adults; the heads of Pesantren or kyai, Muslim scholars in Islamic

Universities, and Muslim public figures or ulama in Aceh, Makassar, Yogyakarta, Palembang and Jakarta. The research findings were: children who are entrusted to Pesantren after natural disasters have positive feedback concerning the substitute adults figures and were able to continue their education; the heads of pesantren agreed that pesantren have the potential to be a major partner in disaster management and therefore, their role should be optimized; the ulama and scholars emphasized how people rely on their faith in coping after a disaster and that also religious leaders have a significant role in disaster education and recovery.

Education and the Doxa of the Productivity Growth Agenda

Andrew Skourdoumbis, Senior Lecturer, Deakin University, Australia

This paper is interested in exploring the productivity growth agenda found in the OECD's The Future Of Productivity (2015) document. Productivity growth according to the OECD (2015) depends upon the nurturing of innovation and the matching of skill/s to jobs. The value of education is viewed in terms of technological progress where labour market needs are prioritised over broader educational aims. The paper will suggest that an absent element in the productivity growth agenda is an 'economics of inclusion and exclusion' which can help us reflect upon how we think about education and the work that teachers do in contemporary times. The research question that guides this study is: what are the educational focal points of a productivity growth agenda centred on innovation, flexibility, competitiveness and job-ready skills?

The research is methodologically framed on a critical policy analysis (CPA) approach to inquiry (see Diem, Young, Welton, Cummings Mansfield and Lee, 2014; Winton, 2013). It draws on the work of Pierre Bourdieu using his notions of doxa and orthodoxy to critically explore the taken as self-evident "presuppositions of economics" (Bourdieu, 1996, p. 109) as they apply to the field of education. CPA provides an opportunity to study econometric conceptualizations of education in order to better understand the symbolic nature and educational implications of policy rhetoric. Policy incorporates texts, rules/laws and also process (Ozga, 2000; Ball, 2006) which means that a policy message is also about the construction, circulation and modification of particular values and power interests (Ozga, 2000). Fairclough's Critical Discourse Analysis (CDA) (1992) is used to help uncover potential tensions and contradictions connected to the dominant macro-technological representations of education in The Future Of Productivity document. The paper contributes to research on critical explorations of contemporary economic policy discourse and its effects on education.

Explicit Instruction in Critical Thinking in Middle and High Schools: A Review of the Literature

Wayne Slater, Professor, University of Maryland, US

Educators agree that a primary, yet insufficiently met, goal of schooling is to enable students to think critically. Critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms existing ideas, reasoning dispassionately, demanding that

claims be backed by evidence, deducing and inferring conclusions from available facts, and solving problems. This goal has often been translated into appeals to teach “critical thinking” and “higher-order thinking skills”—and into generic appeals for teaching students to make valid, evidence-supported judgments, and to reason more logically. Organizations involved in education reform, such as the National Center on Education and the Economy, the American Diploma Project, and the Aspen Institute, have emphasized the need for students to think and/or reason critically. The College Board revamped the SAT to better assess students’ critical thinking. ACT, Inc offers a test of critical thinking for college students.

Critical thinking is purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanations of the thinking on which that judgment is based. This review summarizes the available empirical evidence on the impact of instruction on the development and enhancement of critical thinking skills, dispositions, and student achievement. The review includes 243 effects sizes drawn from quasi- or true-experimental studies that used standardized measures of critical thinking as outcome variables. The weighted random effects mean effect size ($g+$) was 0.33 ($p < .001$). The collection was heterogeneous ($p < .001$). Results indicate that there are effective strategies for teaching critical thinking skills, both generic and content specific, and critical thinking dispositions, at all educational levels and across all disciplinary areas. Notably, the opportunity for dialogue, the exposure of students to authentic or situated problems and examples, and mentoring had positive effects on the acquisition of critical thinking skills.

School Improvement and Reform: A Study of Student-Related Factors in Priority School Turnaround Efforts

Tamra Vaughan, District Administrator, Martinsville City Public Schools, Virginia, US

The purpose of this study was to investigate turnaround reform by identifying student factors, from the perspective of successful turnaround leaders in Virginia, that effect the process of reform. A literature review, related to turnaround reform, was conducted. As a result of the literature review, it was determined that research focused on the school culture, leadership, teacher and parent factors concerning turnaround reform efforts, but there was little mention of students beyond the scores they produce on end-of-the-year standardized tests. The central research question investigated the student-related factors that impact a school’s ability to increase academic achievement within the turnaround process. A descriptive qualitative design was used in this study. Data were gathered through interviews conducted with four Virginia principals who had successfully turned around a failing school. A meta- and sub-coding system was used to analyze the interviews. Themes identified from the coding were examined for commonalities and variances. The results of the study indicated the student factors determined to impact learning were reading issues, students’ personal needs, attendance issues, and discipline issues. Reading issues were addressed by giving students more time to read authentic text, providing students with books to keep, conducting family nights, and providing teachers with

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professional development to deliver quality reading instruction. Students' personal needs were addressed by providing weekend food backpacks, involving community partners, and building relationships. Attendance issues, specifically tardiness, were addressed through newsletters, family night events, and attendance contracts. Discipline issues were addressed through use of school-wide positive behavior programs, incentives, and community partners.

While the first inclination of school leaders in a failing school may be to find the "quick fix" to turn scores around, the principals in this study focused on three fundamental goals: increase student access to books, keep students in the classroom, and meet students' personal needs.

The Future of the Humanities in Post-Secondary Education

Mark West, Professor of English & Department Chair, University of North Carolina at Charlotte, US

As the long-time chair of an English Department at a large university, I have a vested interest in the current debate about the status of the humanities in academia. Nearly every week I come across an article proclaiming the demise of humanities departments. These articles are usually framed within the context of a tectonic shift involving the STEM disciplines overtaking the humanities. This framework is fundamentally flawed. A more constructive framework is to think of the humanities and the STEM disciplines as overlapping circles on a Venn diagram.

Many faculty members in my English Department are deeply involved in science and technology in their scholarship, but their research projects also incorporate the insights associated with the humanities. For example, a literature professor is engaged in a scholarly project on a Romantic era autobiography titled *The History of Mary Prince*, which is the first autobiography of a black woman published in England. My colleague is interested in the fact that Prince spent ten years working in the salt ponds on Turks Island. In his research, he explores the geological importance, chemical qualities, and physiological effects of salt, and he applies this scientific research to Prince's life and writings. By combining the science of salt with the literary and historical analysis of Prince's text, he is producing scholarship that's far richer than would have been the case if he had not incorporated science into his research.

Another example involves the research of one of the department's linguists. An expert on language acquisition, this colleague draws on the science of brain development in toddlers in order to better understand their responses to nursery rhymes and picture books.

As these examples demonstrate, the humanities and the STEM disciplines have a complementary relationship. So long as humanities departments do not isolate themselves in academic silos, they can still prosper in contemporary academia.

The Costs of Energy Democracy Failure and Being “Green”: Major Opportunities and Accidents Within 643 Days

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A combination of initiatives, advocacy, discussions, and bureaucracy challenges contributed to the unexpected dismissal of energy-efficiency and energy economics themes in research and development projects (R&D). This study documents the socio-techno-policy and academic dynamics that have been responsible for economic loss of a minimum 142, 799 MYR (or more precisely a minimum 30, 000 EUR). This funds contributed by a long-term saving funds committed to actualize initiatives and projects in both sustainability and energy markets. The costs of being green, and looking “green” also led the project investigator in expensive accrued liabilities during two phases: 1. Maintaining succeeding initiatives and, 2. Recovering project R&D. The surprising events and unexpected incidents “which could have been avoided by simple measures”, highlight an often-ignored and unfair externality to actions takers in the field of energy-efficiency and sustainability advocates. The cases in this paper brings insights of managing opportunities and tackling unexpected events, when actors are empowered to make a positive change in the sustainable or efficiency areas in the energy industry. To mediate the costs of energy democracy failure and make successes out of new opportunities, we advocate careful practices of ‘green shading’ in the context of education practices, project management, and where a job capitalizes on being ‘green’. Whenever sustainability becomes a common goal for actors in the energy efficiency industry, efforts from academia, to institutions, and with industry decision makers will require strengthening of ‘socio-economic drivers and the institution policy drivers’. These drivers are motivated by a "building capacity thinking".
