

David Martin, Facilitator, Devon, UK

Brexit and Education: An Essay in the Myopia of a Political Class

This paper looks at the ramifications of the U.K.'s decision to pursue the notion of Brexit.

- 1 The European Union - what is it? An investigation into its origins and purpose
- 2 Brexit why and how? Reasons for the need for a referendum on Europe in the UK
- 3 The current state of play on the negotiations for Brexit and its implications for the UK.
- 4 The educational implications for the various levels of the system in the UK.

The UK is due to exit the European Union on the 29th of March 2019. Various scenarios are in operation as to the likelihood and configurations of settlements by that date.

This presentation updates delegates at this Symposium on the current alternatives and reactions to this. This could be a constitutional shift of immense proportions as the UK has been a member of the European Union for the past 40 years.

The author of this paper worked with educational establishments of higher education in the European Union for a number of years. Joint projects were funded by the European Union. Oxford university worked with many of these other universities to forward educational policy and training. The author helped direct many of these projects whilst working at Oxford University.

Myron C. Shibley, Professor, US

Success Through The Application of The Natural Law of Aristotle

Approximately 400 years before Christ, Aristotle developed his doctrine of Natural Law. He did not deny the supernatural level, but he was one of the first in the western tradition to explore the laws of nature.

Regarding human beings, Aristotle observed: (1) the human heart seeks to love and to be loved, (2) the human psyche pursues respect and honor, (3) the human body seeks health, and (4) the human aesthetic sense seeks beauty.

He concluded that to be successful, any economic or social system has to be sensitive to these four principles.

Companies which have followed Aristotle's philosophy, even if they have never read him, include Honda, Toyota, Subaru, Lincoln Electric, and Koch Industries.

I will examine these companies at length and show how they have generated tremendous amounts of profits through participatory capitalism instead of relying on laissez-faire capitalism. The paper will explore the story of the Deming revolution based on the philosophy of Pope Leo XIII.

The paper will also include an analysis of these same principles as seen in the story of an American high school football team recently highlighted in the Hollywood movie, *When the Game Stands Tall*. The football team of De La Salle High School in northern California accomplished a 175 game winning streak where the motivation was not on the act of winning, but rather on the principles of Natural Law.

Dr. **Joseph Baugh**, Adjunct Faculty, University of Phoenix, US, jbbaugh@email.phoenix.edu

Aligning the Purposeful Parts: Developing a Strong Research Proposal

This paper examines a qualitative research methodology to align all of the purposeful parts that are required to develop a strong proposal for research studies. The author examines how the development of a mantra based on the research question(s) can enable and support such alignment for qualitative and quantitative studies. This paper focuses on the development of the study proposal and subsequent chapters for the dissertation as a continuation of prior research into the doctoral journey. The concepts covered in this paper may primarily benefit doctoral students as they develop their research proposals and final reports for their dissertations. However, these concepts may also be extended to support the development of strong proposals for other research efforts, as well as enhance the overall development and success of academic and professional papers.

Dr **Zoltán Rónay**, Associate Professor, Eötvös Loránd University, Faculty of Education and Psychology, Institute of Education, Hungary, ronay.zoltan@ppk.elte.hu

Executive Liability of Universities – Research Tools and Study Directions

The management of universities and the development of this management are current topics of higher education research. These studies investigate mainly the methods and tools of university management, but there are fewer words about the liability of the executives. However, many authors think that there is a correlation between executives' liability and organizations' effectiveness. It is particularly interesting in higher educational systems in which there are clear signs that institutional autonomy is restricted or that government is attempting to do so. There is no well-established management culture in universities in the post-socialist countries, particularly in Hungary, and this is now causing financial problems. In these cases, the government has occasionally created rules to limit autonomy and narrow down executives' scope for action, but never tried to clear up the issue of liability. The concept of responsibility for universities' management is broad and does not only cover legal liability. This article presents all the areas of executives' responsibility: mental, ethical, and legal responsibility. For mental responsibility, the article presents both the role of attributing responsibility and the theory of ethical leadership. With regard to ethical responsibility, the role of ethical codes is investigated. Finally, the article introduces the legal basis for liability in different legal systems, and the similarities and differences between regulations and interpretations.

Mag. **Stefan Becks**, University Assistant, Department of Education, University of Vienna, Austria,
stefan.becks@univie.ac.at

Accounting for Context: Rethinking Accountability Policy Pedagogically

Accountability generally aims to improve teacher and student performance through the incentives provided by standardized high-stakes testing. These, it is claimed by their proponents, increase extrinsic motivation to do well. This supposedly means higher quality teaching and better student test scores. However, in my presentation I will argue that this basic causal assumption is far too simplistic. Student learning and achievement are influenced by various context factors. Therefore, holding teachers responsible for student achievement, or judging teaching quality by student performance is a problematic shortcut.

I will outline how to rethink accountability in education in a way that acknowledges the potential of standardized tests whilst avoiding their tempting pitfalls because the issue does not lie with standardized tests themselves, but rather with how proponents of accountability view and use their results. Standardized tests as such cannot take into account the specific contexts that teachers and students find themselves in. They can, however, show which schools are struggling, yet they do not reveal the nature of these struggles. Knowledge of their nature is the precondition of effecting meaningful change for students and schools. As a result, any accountability policy needs to consider these contexts.

To do so, it is paramount to work with the people involved in these schools, because it is them who know the context best. I will argue that most accountability policies so far waste this resource of valuable knowledge by creating an atmosphere of mistrust and control, rather than trusting those involved and working with them to find a solution tailored specifically to the context they find themselves in. That way, it is my contention, accountability could serve a pedagogical rather than an economic purpose, as it would allow for a re-focusing on people and their needs instead of so-called outcome and its implications.

Dr. **Jerry Burkett**, Assistant Dean, University of North Texas at Dallas, US and
jerry.burkett@untDallas.edu and Dr. **Sonya Hayes**, Assistant Professor, University of Tennessee,
US

Campus Administrators' Responses to Donald Trump's Immigration Policy: Leadership during Times of Uncertainty

Donald J. Trump was elected the 45th President of the United States in November 2016, after more than a year of campaigning on many major issues. Among the key issues presented during then-candidate Trump's campaign was immigration reform. While Latinos make up the largest ethnic group of non-citizens in the U.S., most of these individuals have resided in the U.S. for a long period of time, have strong family ties, and have children who are lawful U.S. citizens

(Baum, 2010; Almeida, Johnson, McNamara, & Gupta, 2011; Sharpless, 2017). The Trump administration's early days involved a flurry of executive orders and other measures aimed at increasing the enforcement of immigration laws and blocking admission to the U.S. by individuals from specific countries. The purpose of this exploratory research study was to interview principals who lead Hispanic-majority elementary, middle, and high schools to determine how students and school communities are reacting to President Trump's current policy and rhetoric regarding immigration, and how these principals are responding to the students and communities they serve.

Dr. **Sue-Jen Chen**, Associate Professor, University of North Carolina, US, chensj@uncw.edu

The Effects of Makerspace Experience on Group Collaboration and Self-Efficacy

This research is grounded in cognitive- and social-constructivist learning theories to investigate the effects of makerspace experience on promoting group collaboration and self-efficacy, as well as students' perceptions of their learning process and product.

Research Objective: To explore students' attitude and perception of their makerspace experiences, small group collaborative problem-solving, and self-efficacy.

Methodology: Mixed-methods research design involving the collection and analysis of both qualitative and quantitative data.

Data collection instruments: Three-components online post-learning reflection survey: PartA - collect demographic data; PartB - 8 three-point Likert scale and 3 open-ended narrative items dealt with student attitude, opinion, and feeling about makerspace experiences; PartC - 10 four-point scale rating items to assess student self-efficacy.

Data analysis: Descriptive analysis was used to analyze the students' attitude and self-efficacy surveys. Content analysis was applied to evaluate students' narrative responses to the three open-ended questions.

Findings:

The quantitative and qualitative data results reveal the makerspace provides valuable and positive learning experiences and the opportunity to learn collaboration, teamwork, and problem-solving, essential 21st-century skills. The great majority of students in this class are confident in their capabilities in setting goals and will make an effort to approach and accomplish the goals. Learning motivation should not be an area of instructional concern. The results also suggest the need for providing training on building knowledge and skills about effective teamwork, group process, group roles, group communication, and collaboration prior the start of the makerspace activities.

Conclusions:

Makerspace can help foster collaboration and teamwork, creativity and imagination, critical

thinking, and problem-solving. Effective, meaningful, or intentional creation goes beyond simply put the students in an environment equipped with tools and materials. Due to the newness of the maker movement, instructional design model or strategies for fostering these skills has yet to be formulated. The study results yielded some insight to refine the instructional design of the materials and activities for makerspace collaborative creation. More studies in the same line should be encouraged to maximize the effects of makerspace.

Dr. **Alejandra Cortés Pascual**, alcortes@unizar.es, **Adoración Alves-Vicente**, Dr. **Juana Soriano-Bozalongo**, jsorboza@unizar.es **Ana Cristina Blasco**, and **Irene Bitrián**, Faculty of Education, University of Zaragoza, Spain

Project-Based Learning to Train Future Teachers of Early Childhood Education at the Faculty of Education

The article is based on a teaching innovation project of the University of Zaragoza approved within the framework of university innovation in the last call. It consists of the implementation of the Project-Based Learning (ABP) methodology to work collaboratively on three subjects of the mention of Attention to Diversity of the Bachelor's Degree in Early Childhood Education. The subjects involved are Educational Responses to specific needs, Early Care and Innovation in the Inclusive School. The idea is that the students, organized in different teams, can develop a single project collecting contributions in a transversal way of the three subjects. In this way the project has more sense, unity and reality focusing and nurturing in a constructive way with the learning of skills of the three areas. This is compatible with the teaching guides of the subjects and this work is part of the portfolio (10% of 50% of the total) as an evaluation form. The students of each team will receive the same qualification and will be the same for the three subjects, being coherent with a consensus evaluation and the dynamics presented, that is, ABP. We have carried out a pre-post test study, through an adhoc questionnaire (already validated), to know its level before and after ABP, and to know its impact. The student body involved is 90 students.***An important note: in this work are as authors 3 more companions, that we would like to add.

Dr **Autumn Cyprès**, Dean, School of Education, University of Alabama Birmingham, US, cypresa@uab.edu

Keywords: Maladministration, politics, everyday leadership, higher education administration

Maladministration in Higher Education

This discussion considers maladministration, the performance of leadership relative to the considerable mismanagement of official functions that center on conduct described as incompetent but not illegal. Methodology that undergirds this effort centers on post-modern understandings of organizational culture/toxicity and the performance of leadership in the

literature; it also extends to portraits of everyday acts of maladministration within university schools and colleges of education. The portraits offered are meant to complement existing research on various psychologies of dysfunctional leadership through the specific lens of day-to-day leadership actions. This primary objective of this effort begins with an examination the organizational symptoms of maladministration along with its overall impact on organizational culture. This is followed by specific portraits intended to deconstruct maladministrators in their everyday efforts. Conclusions outlined are focused on a set of diagnostic tools and advice for those looking to navigate their careers around and even transcend leaders who are guilty of maladministrative practice.

John Donnellan, Associate Professor and Management Chair, New Jersey City University, US
jdonnellan@njcu.edu

A Comparison of Pedagogy in China and USA Classrooms

This research paper presents new findings in pedagogy as the result of a comparison of different teachings/learning styles in higher education at schools from China and USA. This study examined project-based teaching and learning at undergraduate business courses over a two year period. Both universities had similar business case studies and results were tabulated comparing critical thinking as an outcome. Numerous teams of students reviewed and conducted research on the problem and presented an analysis or solution of the problem.

From a research standpoint little has been published to compare specific classroom teaching/learning styles between higher education in China and USA, thus this paper presents an argument that learning outcomes are influenced by cultural and pre-college education differences. China utilizes more of a collaborative repetition model whereas USA schools utilize more of an individualist critical thinking model. Project based learning and critical thinking pedagogy was utilized during this study for comparison basis.

- Dr **Arthur Ellis**, Professor, Seattle Pacific University, US aellis@spu.edu and Dr. **Munyi Shea**, Associate Professor, Seattle Pacific University, US mshea@spu.edu

Assessing Attitude of Teaching and Learning Propriety in a Digital Age: Development of a New Classroom Teaching Survey

Given recent developments in educational technologies and theories of teaching and learning, a fundamental shift in the respective roles of teachers and students seems destined to occur. Meeting Owls, smart boards, podcasts, telepresence robots, and Zoom casting have made distance learning possible in ways not dreamt of a generation ago. The advent of constructivist thought made manifest in cooperative learning, problem-based learning, flipped classrooms, self-assessment, and student empowerment offers dimensions of engagement beyond traditional modes of demonstration, lecture, textbook dominance, and formal testing. Progressives tout the

merits of these changes whilst traditionalists point to losses incurred as teachers are urged to talk less, to be less directive, and students are exhorted to take charge of their own learning.

The point of the survey instrument, which we are in process of developing, is to capture teacher and student perspectives on preferred ways to teach and learn. The suggestion is not to seek "right" perspectives, but to find out what they are and who holds them. It is hypothesized that attitudinal differences may well be generational and/or associated with respondents' sense of technology self-efficacy.

In this presentation, we will provide an overview of certain theories of teaching and learning, a discussion of how educational technologies have transformed classroom teaching and venues beyond the classroom in the last decade, and illustrate the process of our survey development. Through an interactive discussion, we hope to engage the audience in sharing their perspectives and experiences as educators in a digital age, and to provide feedback on the survey items in ways that would enhance its cultural relevance and applications across secondary and tertiary settings.

Dr. **Gabriela Gui**, Assistant Professor, Grand Valley State University, US guig@gvsu.edu

The Role of School Leadership in Assuring High-Quality Teaching through Teacher Retention - A Review of the Literature from a Sociological Perspective

Numerous studies have established a direct correlation between student learning and the quality of teachers, even when controlling for external factors such as students' low socio-economic status and English proficiency levels (Darling-Hammond, 2002; Goddard, Hoy, & Hoy, 2000; Goe, 2007). The ability to secure quality teachers for high-poverty schools in large urban or rural districts is lower than it is for wealthier suburban schools (Gill, Posamentier, & Hill, 2016; Jacob, 2007).

In general, there is no shortage of qualified teachers (Darling-Hammond, 2001; NASBE, 1998). The so-called "shortage" comes from the distribution of teachers, and not from a general teacher supply problem (Voke, 2002).

Ingersoll (2001) posits that it is the high rate of attrition that causes a teacher shortage in hard-to-staff schools, and that any solution policymakers or district leaders seek must focus more on retention initiatives than recruitment.

Because teacher turnover has devastating effects on student achievement and school finances, a substantial body of empirical research centers on retention strategies. They do so through the lenses of various theoretical and methodological perspectives. In general, these studies explain the attrition phenomenon in the context of teacher personal characteristics, economic considerations, and sociological factors.

The theoretical framework of this Review of Literature is deeply grounded in the sociology of organizations – specifically in the belief that teacher attrition cannot be solely explained as a

function of teachers' individual characteristics without looking at the characteristics of the organization itself.

Especially interesting from a sociological perspective is the effect of the quality of the principal on a teacher's decision to continue at the same school, seek transfer, or quit the profession. Studies support the claim that more effective principals know how to create environments where teachers thrive, thus preventing the retention challenges common to schools with less effective school leaders (Ingersoll, 2001; Ladd, 2009).

Subrina Haque, Ph.D. Student, University of Malaya, Malaysia subrinahaque1986@gmail.com

Prof. Dr. **Zaharah Binti Hussin**, Deputy Dean, Faculty of Education, University of Malaya, Malaysia zaharah@um.edu.my

The Relationships between Teachers' Gender, Ethnicity and Experience and Their Leadership Attitude

This study identifies the relationships between teachers' gender, ethnicity and experience and their personal leadership attitudes in Malaysia. In literature many predictor variables have been examined to determine employee attitudes and behaviors in the domain of change management. In this study, teachers' gender, ethnicity and experience have been taken as independent variables to find the relationships with seven dimensions of personal leadership attitudes as dependent variable. These seven dimensions, such as: vision, altruistic values, membership, hope/faith, meaning or calling, organizational commitment and productivity are adapted from Freeman (2011). Literature supports these variables as construct of personal leadership attitude (Kerr et al., 2004; Meyer & Allen, 1997; Bycio, Hackett, & Allen, 1995). Thus, this study aims to find whether there are any relationships between teachers' demographics and shaping leadership attitude among Malaysian school teachers. The survey using Personal Leadership Questionnaire consisting seven dimensions, administered to 100 teachers based on purpose sampling method. A quantitative approach was used in this study. The information gathered was analysed using Pearson correlation test, t-test and ANOVA on SPSS'21. The data were then analysed using descriptive and inferential statistics to determine relationships between the gender, ethnic groups and years of experience of the teachers with their personal leadership attitude. A 5-point Likert scale Personal Leadership Questionnaire comprising 27 questions was used and the questions were categorised into seven dimensions. Findings reveal that, the more experience the teachers have, the more understood and appreciated they feel. In contrast, as for the domain of productivity, the surprising finding is that less experienced teachers are found more productive. On the whole, all dimensions are positively and significantly correlated to each other.

Ms **Roya Heydari**, Ph.D. Candidate, Teachers College, Columbia University, US,

rrh2123@tc.columbia.edu Dr. **O. Roger Anderson**, Columbia University, US, Professor

Quality and Cognitive Structure of Student Perceptions About an Out of School BioBus Experience

This research study is focused on exploring students' perceptions of their experiences after they have participated in a learning experience in the mobile microscope laboratory "BioBus." This mobile laboratory travels to schools across the New York, Tri-State Area, bringing hands-on, interactive science experiences to Pre-K through twelfth grade students. The purpose of the study is to highlight how specialized, informal learning experiences are perceived by urban elementary and middle school high-needs students when they are given an opportunity to experience authentic science with the guidance of expert scientists in a student-centered, friendly, and appropriate grade-level experience.

Dr. **Jennifer Kohnke**, Associate Professor, Aurora University, US, jkohnke@aurora.edu

Teaching with the 3E's; Enthusiasm, Engagement, and Empathy: Understanding the Pedagogical Methods to Delivering Critical Content

Teaching method courses at the university for several years I sought to find a way to bridge the gap between content being processed through textbooks, and a deeper understanding of the critical value of feeling ownership and making connections to what was being taught. My courses focused mostly on social justice and diversity through an educator's lens. My teacher candidates not only needed to understand the content, but the pedagogical methods to convey it in their own classrooms. The goal was to ignite a passion for lifelong learning in social studies that would produce productive and engaged citizens.

Throughout years of research and classroom implementation I came up with teaching with the 3 E's; Enthusiasm, Engagement, and Empathy, as a way to deliver curriculum that not only benefits students, but also instructors. Obtaining sources beyond a textbook for students to analyze, evaluate, and process is one way to actively involve them in the learning process. Primary source documents naturally lend themselves to such inquiry. However, it is not enough to just provide students with the documents. They must be taught how to think like historians, to question findings, and to form hypotheses.

I have also found that children's literature and poetry can help students connect to difficult topics. Understanding situations from multiple viewpoints can create emotional impacts and make learning more personal. Scaffolding students' learning through various types of engagement helps them to develop the necessary schema to tackle rigorous content.

This presentation demonstrates how a culmination of my classroom-based research led to the development of an instructional framework based on the 3 E's of enthusiasm, engagement, and empathy. It will highlight student activities and assessments that can have implications across

other disciplines. Additionally, the inquiry approach to social studies instruction and the impact on student learning will be discussed.

Dr **Dawn Lambeth**, Associate Professor, Valdosta State University, US, dtlambeth@valdosta.edu

Dr **James Martinez**, Associate Professor Valdosta State University, US,

jammartinez@valdosta.edu

Educational Leaders' Promoting Multiculturalism in PK-12 Classrooms

Research Objective

The objective of the research project was to determine how educational leader's are encouraging PK-12 teachers to acknowledge the importance of multiculturally proficient classrooms. The study helped educators access the necessary skills for creating equitable learning environments for all students. The study also focused on the teaching, learning, and schooling of many students, and argued for equitable educational practices instituted by reflective learning experiences by educators. The study also referred to the support systems that were in place, the quality and quantity of professional and peer support, factors affecting the educators' performance and the overall satisfaction with the professional development provided.

Methodology

The authors placed the research analysis within critical theories, specifically critical race theory (CRT). The study examined the effects of school administrators, principals and other educational leaders who frequently find themselves in situations whereby they may be called upon to examine their own personal biases. Participants critically analyzed the relationship between individual as well as broader structural societal inequality, and the reality of structurally embedded inequality in the southeastern United States.

Findings and Conclusions

The research study will help reveal the educational leaders' perceptions of multiculturally proficient classrooms. The research has the potential to ensure that educational leaders, colleges of education and site based administrators determine the types of professional development that pre and in-service teachers need to be offered and the level of support necessary in order for pre-service teachers' to ensure that classrooms are multiculturally proficient. The potential benefits of the study are evident through educators examining their perceptions of effective multiculturally proficient classrooms. Educators may become skilled, not merely with multicultural proficiency, but also may acquire the necessary skills for creating a welcoming learning environment for all students and families.

Dr. **Pushp Lata**, Associate Professor, Birla Institute Of Technology And Science, India,

plat@pilani.bits-pilani.ac.in Dr. **Suman Luhach**, Assistant Professor, Bennett University, Greater

Noida, India, kulhari.suman87@gmail.com

Digital Training for Language Teachers: An Exploration into Online Writing Tutorials

Use of technology in education has increased and it aims at transforming the delivery of knowledge to the learners by empowering the teachers. However, majority of language teachers who have been given access to the online tools of language teaching and learning feel helpless in absence of proper training and exposure before experimenting it with the students. The present paper deals with teaching of writing skills. While discussing this, the paper also sheds light on how in- service teachers need to be given an exposure to effective implementation of online writing tutorials. The paper also discusses how face to face writing tutorials differ from online tutorials. While providing digital training the teachers will be trained in proper planning of the tasks and circulating precise instruction sheets to the students. Moreover, to make the tutorial standardised, the efficacy of the tasks and rubrics to be measured through proper validity and reliability tests. One pilot study has been conducted among teachers to ascertain the efficiency of this new mode of instruction. The paper also discusses the results of the findings for ascertaining the effectiveness of this exposure.

Miss **Raquel Lozano Blasco**, Research personnel in training, University of Zaragoza, Spain, rlozano@unizar.es Mrs **Alejandra Cortés Pascual**, Senior Lecturer in Psycho-pedagogy, University of Zaragoza, Spain, alejandracortes Pascual@gmail.com

The Use of Social Media among Adolescents: Pathologic Behaviours

Some scholars, such as Laniado (2016), Müller (2016) or Blachnioa (2016), argue that the use of social media among adolescents is extended to a point that becomes part of adolescents' daily life. Therefore, it seems impossible to understand adolescence without the use of social media such as Instagram, Twitter or Facebook.

In a society in which new technologies and knowledge go hand by hand, the defense of a doctrine against social media seems contradictory, as these platforms offer a wide variety of educational, professional, social and communicative possibilities, among others. Nevertheless, a pathologic use may be also evidenced, a situation which needs to be brought to the notice of professionals in education so that they may create new ways of intervention in the classroom. Hence, the main objective is to expose a systematic review of research carried out during the last five years and which link social media with the development of pathologic behaviours in adolescents.

To that objective, three databases (Psycoinfo, Science Direct and Scopus) have been reviewed, in search for publications included within the following criteria:

- Publication date from 2013 to 2018
- Publications included in Q1 scientific journals
- Study subjects among 12 and 18 years old

- Publications written in English, French or Spanish
- Quantitative and experimental research

Results prove that a high rate of scientific papers (75,53%) show a correlation between the use of social media among adolescents and the development of not only mental pathologies such as depression, anxiety or sleep disorder, but also addictive behaviours and cyberbullying, including sexting. Thus, the necessity of intervention in secondary education classrooms seems clear, in order for students to develop skills in social media literacy.

Dr. **Issa Salame**, Assistant Professor, The City College of New York of CUNY, US,
isalame@ccny.cuny.edu

A Study of the GLOBE Program and its Impact on Public School Teachers and Their Students

The Global Learning and Observation to Benefit the Environment (GLOBE) program is an international science and education program that connects students, teachers, and scientists through educational activities. The GLOBE programs purpose is to strengthen the connection between students and teachers by implementing courses that are being taught in schools and creating ways that facilitate the students' learning processes. Teachers assist students while collecting and analyzing data. The data is then uploaded onto a worldwide accessible database. The data can be used towards scientists' research and evaluation of the environment in a large-scale manner. This study focused on the implementation of the GLOBE program in the classrooms of nine New York City public school teachers. Upon becoming GLOBE certified, the teachers incorporated GLOBE protocols into their given curriculum. Surveys were given to analyze the changes they observed with their students. The data showed that the GLOBE program positively impacted the teachers and students in the classroom. The GLOBE program has introduced a new style of learning for science in 7-12 grade science education that can help improve the outlook on the difficulties of science for students all over the world. Teachers also concluded that the program increased their students' interest and added a layer to the inquiry-based learning into the curriculum.

Mag.phil. Christine Salmen, University Assistant, University of Vienna, Austria,
christine.salmen@gmail.com

"The Problem with Evidence Is..." - How Public Schooling Is About a Place, Its History, and the Lifeworlds of Those Involved

Accountability as the ultimate rationale for education reform is barely 20 years old. It premises its efforts on equal opportunity in and through schooling, as well as student achievement as the result of quality schooling and teaching. The persisting achievement gaps, therefore, alarm accountability proponents because those gaps expose their policy as failing by its own measure.

Moreover, both premises of accountability policy create serious problems for those involved in schooling.

In my presentation, I shall first outline two of those problems: One, achievement is falsely attributed to the individual's ability rather than to their socio-cultural contexts, resources, limitations, hence their systemic dis/advantages. Two, achievement gaps do not reflect individual differences but are a mirror image of gaping historical disparities in funding, resources, education experiences and economic security that have accumulated. Research and policy that focuses on achievement gaps, therefore, emphasizes those disparities and replicates them by assigning responsibility to the individual, as well as schooling.

I shall then investigate the implications of reconceptualizing achievement gaps as education debt. Encompassing historical, economic, sociopolitical and moral dimensions of education, the education debt calls on education research to explore the specific, local schooling conditions in a given place, its history and the lifeworlds of those inhabiting it. Capitalizing on the specificity of their experience means representing it in each research step to give voice to a multitude of lifeworlds. Accountability research thereby becomes multi-faceted and multi-measure, piecing together an elaborate and differentiated understanding of the experience of schooling under accountability. This work informs discussions about future accountability policy, and more importantly, it holds policy accountable for its effects on the lifeworlds of those it was created to benefit.

Dr. **Munyi Shea**, Associate Professor, Seattle Pacific University, US, mshea@spu.edu Dr. **Joel Wong**, Professor, Indiana University Bloomington, US,

Using Encouragement in Education and Counseling: Development and Application of the Encouragement Character Strength Scale

Despite its ubiquitous use in everyday life, encouragement is an understudied topic in psychology and counseling. Wong (2015) defined encouragement as the expression of affirmation to instill courage, perseverance, or hope in a person(s) within the context of tackling challenges or realizing potentials. Nevertheless, there has been limited research on the conceptual boundaries, dimensions, and effect of encouragement.

In this presentation, we first discuss the Tripartite Encouragement Model (Wong, 2015) that addresses: 1) the foci of encouragement (challenge- or potential-focused), 2) the features of effective encouragement; and 3) the conceptualization of encouragement as a character strength—how people consistently acts in a way that yields benefits to themselves and society (McCullough & Synder, 2000). We then describe the development and psychometric validation of the Encouragement Character Strength Scale (ECSS). Almost 700 ethnically diverse participants in the U.S. completed this 27-item measure. We assessed the factor structure of the ECSS, and tested its reliability, convergent, discriminant, criterion-related, and incremental validity. Factor analysis

revealed two factors -- the enjoyment of providing encouragement and the perceived ability to provide encouragement. The two dimensions were positively correlated measures of flourishing, kindness, social connectedness, collectivism, but not with individualism. In terms of incremental validity, both dimensions were uniquely associated with measures of flourishing, after controlling for the effect of kindness.

We conclude by discussing practical applications of encouragement in counseling and education settings: how encouragement can be aligned with strength-based approaches in therapy, teaching, and supervision and how encouragement can be used as a tool to address disparities in academic and occupational outcomes.

Jarrold Sio, District English Language Officer, Selangau District Education Office, Malaysia, malinkyrobot@yahoo.com

Why Instructional Leadership Matters in Primary School English Language Literacy: A Look at Sibul Division, Sarawak, Malaysia.

Keywords: literacy in primary schools within Sibul Division, Sarawak, Malaysia. 694 level one primary school teachers in 105 schools were involved in the study.

Using descriptive statistics, the study showed high levels of practice for instructional leadership. A correlation test observed significant correlations between all the variables. Binary logistic regression was applied to predict the independent variable's influence on English language literacy learning. The findings revealed that a dimension of instructional leadership - "supervise and evaluate instruction" - emerged as the best predictor of student achievement for English language literacy. The results indicated that when headmasters were perceived as practicing a high level of supervision and evaluation of teaching in the classroom, the schools were more than 17 times more likely to achieve 100% literacy rate for the English language. In short, "supervising and evaluating instruction" had a positive influence on the primary school students' achievement in English language literacy, hence reinforcing the importance of school leadership within the context of combating illiteracy. However, more research of this ilk is needed in order to generalize to Malaysia as a whole.