

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

Conference Theme:

Glocal Education in Practice: Teaching, Researching, and Citizenship

&

Pre-Conference International Symposium

Symposium Theme:

Thirty Years since the Fall of the Berlin Wall: Educational Reforms Worldwide

## PROGRAM & ABSTRACTS



Festa Via Pontica Hotel

Chaika 2 str., 8200 Pomorie, Bulgaria, GPS: 42.564376, 27.60109

Pomorie, Bulgaria, 10 - 14 June 2019

# XVII BCES Annual International Conference

## Conference Chairs

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

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

## Keynote Speakers

Assoc. Prof. Dr. Ewelina K. Niemczyk, North-West University, Potchefstroom, South Africa

Dr. Gertrude Shotte, Middlesex University, London, United Kingdom

## Thematic Sections

### 1. Comparative and International Education & History of Education

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

### 2. International Organizations and Education

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

### 3. School Education: Policies, Innovations, Practices & Entrepreneurship

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

### 4. Higher Education & Teacher Education and Training

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

### 5. Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, QAHE in Partnership with Ulster University, Northumbria University, Roehampton University, Southampton Solent University and Middlesex University UK and Ireland

### 6. Research Education & Research Practice

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

## Panels

### 1. Bridging Local and Global Knowledge in Education

Panel Chair: Assoc. Prof. Dr. Elton Skendaj, Manchester University, USA | Discussant: Assoc. Prof. Dr. Meg Gardinier, Indiana Institute of Technology, USA

### 2. Glocal Knowledge in Higher Education and Leadership: Insights from Emerging Research

Panel Chair: Adjunct Prof. Dr. Franziska Bieri, Indiana Institute of Technology, USA | Discussant: Assoc. Prof. Dr. Meg Gardinier, Indiana Institute of Technology, USA

## Pre-Conference International Symposium

### Symposium Chairs

Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria

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

### Working Groups

#### 1: School Education

Group Chair: Dr. Paulína Koršňáková, International Association for the Evaluation of Educational Achievement, Netherlands

#### 2: Teacher Education & Higher Education

Group Chair: Assoc. Prof. Dr. Zoltán Rónay, Eötvös Loránd University, Hungary

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# OVERALL PROGRAM

## Monday, 10 June 2019

12:00 – 17:00	Registration   Festa Via Pontica Hotel
13:00 – 14:00	Lunch   Festa Via Pontica Hotel, Restaurant
14:15 – 15:30	Pre-Conference International Symposium   Conference Hall Via Pontica
15:30 – 16:00	Coffee / tea break
16:00 – 17:30	Pre-Conference International Symposium   Conference Hall Via Pontica
19:00 – 21:00	Dinner   Festa Via Pontica Hotel, Restaurant

## Tuesday, 11 June 2019

09:00 – 17:00	Registration
09:00 – 11:00	Pre-Conference International Symposium   Conference Hall Via Pontica
11:00 – 11:30	Coffee / tea break
11:30 – 13:00	Pre-Conference International Symposium   Conference Hall Via Pontica
13:00 – 14:00	Lunch   Festa Via Pontica Hotel, Restaurant
14:00 – 17:00	Cultural tour to Nessebar (included in the registration fee) Meeting point: Hotel lobby 
17:00 – 18:00	Continuous Professional Development Workshop   James Ogunleye   Plagiarism and Academic Integrity   Conference Hall Via Pontica
18:00 – 18:30	Conference Opening
18:30 – 19:30	Keynote Presentation 1   Ewelina K. Niemczyk   Glocal Education in Practice: Teaching, Researching, and Citizenship   Conference Hall Via Pontica
19:30 – 21:00	Dinner   Festa Via Pontica Hotel, Restaurant

## Wednesday, 12 June 2019

09:30 – 11:00	Thematic Section 1 Conference Hall Via Pontica	Thematic Section 3 Conference Hall off the Restaurant
11:00 – 11:30	Coffee / tea break	
11:30 – 13:00	Thematic Section 1 Conference Hall Via Pontica	Thematic Section 3 Conference Hall off the Restaurant
13:00 – 14:00	Lunch   Festa Via Pontica Hotel, Restaurant	
14:00 – 15:30	Thematic Section 1 Conference Hall Via Pontica	
15:30 – 16:00	Coffee / tea break	
16:00 – 17:30	Thematic Section 1 Conference Hall Via Pontica	
19:00 – 21:00	Dinner   Festa Via Pontica Hotel, Restaurant	

## Thursday, 13 June 2019

09:00 – 09:45	Keynote Presentation 2   Gertrude Shotte   Changing Landscapes and Shifting Perspectives in a Globalised Learning Environment   Conference Hall Via Pontica	
10:00 – 11:00	Thematic Section 6 Conference Hall Via Pontica	
11:00 – 11:30	Coffee / tea break	
11:30 – 13:00	Thematic Section 6 Conference Hall Via Pontica	Thematic Section 5 Conference Hall off the Restaurant
13:00 – 14:00	Lunch   Festa Via Pontica Hotel, Restaurant	
14:00 – 15:30	Thematic Section 2 Conference Hall Via Pontica	Thematic Section 5 Conference Hall off the Restaurant
15:30 – 16:00	Coffee / tea break	
16:00 – 17:30	Thematic Section 2 Conference Hall Via Pontica	Thematic Section 5 Conference Hall off the Restaurant
19:00 – 21:00	Dinner   Festa Via Pontica Hotel, Restaurant	

## Friday, 14 June 2019

09:30 – 11:00	Thematic Section 4 Conference Hall Via Pontica	Panel 1 Conference Hall off the Restaurant
11:00 – 11:30	Coffee / tea break	
11:30 – 13:00	Thematic Section 4 Conference Hall Via Pontica	Panel 2 Conference Hall off the Restaurant
13:00 – 14:00	Lunch   Festa Via Pontica Hotel, Restaurant	
14:00 – 15:30	Thematic Section 4 Conference Hall Via Pontica	Panel 2 Conference Hall off the Restaurant
15:30 – 16:00	Coffee / tea break	
16:00 – 17:30	Thematic Section 4 Conference Hall Via Pontica	
17:30 – 19:00	2019 Edition of the Special International Roundtable on Higher Education & Teacher Education and Training   Conference Hall Via Pontica	
19:00 – 19:30	Conference Closing   Conference Hall Via Pontica	
19:30 – 22:00	Gala Dinner   Festa Via Pontica Hotel, Babitsa BBQ Restaurant	



### Common Photo

Time: Wednesday, 12 June, 13:00.

Place: In front of the main hotel entrance.

# SYMPOSIUM PROGRAM

## Working Group 1: School Education

Group Chair: Dr. Paulína Koršňáková, Slovakia

Monday, 10 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

14:15 – 14:30	Nikolay Popov & Charl Wolhuter   Symposium opening
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Time	#	Name(s)   Title of Presentation
14:30 – 15:00	S.1	Paulína Koršňáková   Straddling the Berlin Wall with IEA Comparative Studies
15:00 – 15:30	S.2	Arber Salihu, Dren Terziqi & Eugene C. Schaffer   Kosovo Education in the 21st Century: A Challenging Future [Presenter: Eugene C. Schaffer]
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	S.3	Susan M. Yelich Biniecki   The Influence of the U.S. Peace Corps on Secondary School Reform in Central and Eastern Europe
16:30 – 17:00	S.4	Johannes L van der Walt   The Collapse of the Berlin Wall in 1989: A Historical Turning Point for South Africa, with Reference to Religion / Religious Education
17:00 – 17:30	Book publication planning	

## Working Group 2: Teacher Education & Higher Education

Group Chair: Assoc. Prof. Dr. Zoltán Rónay, Hungary

Tuesday, 11 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

Time	#	Name(s)   Title of Presentation
09:00 – 09:30	S.5	Charl Wolhuter, Mirna Nel, Rimantas Želvys & Stefanja Alisauskiene   Teacher Education in a Post-1989 World: A Comparison between Lithuania and South Africa: Global Isomorphism, Regional Hegemony/Homogeny, or Resilient Local Context? [Presenter: Charl Wolhuter]
09:30 – 10:00	S.6	Zoltán Rónay   The Rise and Fall of Autonomy. The Last Thirty Years of Hungarian Higher Education
10:00 – 10:30	S.7	Vesselina Dimitrova Kachakova   First Year Teachers - Should We Leave or Should We Stay?
10:30 – 11:00	S.8	Steve Azaiki & Gertrude Shotte   Teachers, Teacher Education and Educational Reform: Some Post-Berlin Wall Reflections [Presenter: Gertrude Shotte]
11:00 – 11:30	Coffee / tea break	
	<b>Working Group 1: Continuation</b>	
11:30 – 12:00	S.9	Daria Clarke   Reforms and Development of Education in Russian Federation 1991-2019
12:00 – 12:30	S.10	Petr Nezhnov, Olga Maslenkova & Natalia Lebedeva   Development of Modern Tools for Education Quality Assessment in Russian Federation [Presenter: Natalia Lebedeva]
12:30 – 13:00	S.11	Artem Neverov   Russia Education Aid for Development Program

# CONFERENCE PROGRAM

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

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

Wednesday, 12 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

Time	#	Name(s)   Title of Presentation
09:30 – 10:00	1.1	Charl Wolhuter   Problematizing “Glocal” as a Catchword in Comparative and International Education
10:00 – 10:30	1.2	Johannes L van der Walt   The Development of a ‘New’ Theory in Education: The Subsequent Steps
10:30 – 11:00	1.3	Ferdinand J Potgieter   Towards a Narrative Vision for Philosophy of Education: Postmodernism, the Pilgrim and the Journey
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	1.4	Daniella Coetzee   A Centralised Model for Design, Delivery and Governance of Open Distance Learning at Dual Mode Universities
12:00 – 12:30	1.5	Nikolay Popov   Main Trends in the Reforms of School Structures in Europe (Part II)
12:30 – 13:00	1.6	Joanne Bakos Antrim & Ricardo Lozano   Breaking down Barriers and Building Understanding through International Communication [Presenter: Joanne Bakos Antrim]
13:00 – 14:00	Lunch	
14:00 – 14:30	1.7	Amanda Potgieter   The Academic’s Rite of Passage: Straddling the Academic Threshold
14:30 – 15:00	1.8	India A. Madisetti   A Little Bit You, A Little Bit Me: The Schooling Experiences of the Hungarian Roma Intelligentsia
15:00 – 15:30	1.9	Tao Xie, Lynette Jacobs & Marguerite Müller   The Experiences of East Asian Students Studying at English Medium Universities: A South African Case Study [Presenter: Lynette Jacobs]
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	1.10	Maiza de Albuquerque Trigo & António Gomes Ferreira   Comparative Education in Portugal: A Path for Scientific Dissemination [Presenter: Maiza de Albuquerque Trigo]
16:30 – 17:00	1.11	Mindora Otilia Simion & Teodora Genova   The Effectiveness of Task-based Language Teaching to ESP Bachelor Students at Two Universities in Bulgaria and Romania [Presenter: Teodora Genova]
17:00 – 17:30	1.12	Mashraky Mustary   The Shadow Education System in Bangladesh: A Blessing or A Curse?

## Thematic Section 2: International Organizations and Education

Section Chair: Dr. Louw de Beer, South Africa

Thursday, 13 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

Time	#	Name(s)   Title of Presentation
14:00 – 14:30	2.1	Louw de Beer   The Value of International Education Organizations
14:30 – 15:00	2.2	Michelle Otto   The Challenge of Education Mitigated by South Africa's Membership to BRICS
15:00 – 15:30	2.3	Bernadette Geduld & Humphrey Sikwanga   Comparison between South African and Namibian Teachers' Knowledge and Supportive Practices to Develop Self-Regulated Learning [Presenter: Bernadette Geduld]
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	2.4	Obed Mfum-Mensah   International Philanthropic Support for African Education: The Complex Interplay of Ideologies and Western Foreign Policy Agenda
16:30 – 17:00	2.5	Annemarie Loubser   The Fundamental Role of Perceptual Motor Development in Preparing Grade R Learners for Formal Teaching in South-Africa
17:00 – 17:30	2.6	Allison Geduld   Teaching Latin to Law Students in the Midst of the Decolonisation Debate

## Thematic Section 3: School Education: Policies, Innovations, Practices & Entrepreneurship

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

Wednesday, 12 June 2019

Festa Via Pontica Hotel, Conference Hall off the Restaurant

Time	#	Name(s)   Title of Presentation
09:30 – 10:00	3.1	Corene de Wet   Understanding Teacher-Targeted Bullying: Commenters' Views
10:00 – 10:30	3.2	Vimbi Petrus Mahlangu   Education Capture: The Interference of Teacher Unions in the Schooling System in South Africa
10:30 – 11:00	3.3	Tanjin Ashraf   Experiences and Impact: The Voices of Teachers on Math Education Reform in Ontario, Canada
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	3.4	Gillian Hilton   Free Schools: The Way forward or a Mistake in the Provision of School Places and Educational Innovation in England
12:00 – 12:30	3.5	Vesselina Kachakova   The Role of the Bulgarian Presidency of the Council of the European Union for the Implementation of Glocal Education
12:30 – 13:00	3.6	Claudio-Rafael Vasquez-Martinez et al.   Citizenship Education in the Information Age and Educational Reform in Latin America [Presenter: Claudio-Rafael Vasquez-Martínez]



## Thematic Section 4: Higher Education & Teacher Education and Training

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

Friday, 14 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

Time	#	Name(s)   Title of Presentation
09:30 – 10:00	4.1	James Ogunleye & Rajendra Kumar   Business Students' Conceptions of Individual and Organisational Creativity and Innovation [Presenter: James Ogunleye]
10:00 – 10:30	4.2	Matthew A. Witenstein   Engaging a Bottom-Up Policy Approach toward Reframing the Educational Policy Flow of Affiliated Colleges in India
10:30 – 11:00	4.3	Roy Y. Chan   Higher Education as a Field of Study: An Analysis of 495 Academic Programs, Research Centers, and Institutes across 48 Countries Worldwide
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	4.4	Orly Michael   Comparative Analysis of Schools Reception and Retention of New Teachers
12:00 – 12:30	4.5	Alaa Abdel Ghaffar   Fading Academic Freedom: A Model for Reconsidering 'Taboos' in Egyptian Universities
12:30 – 13:00	4.6	Dairai Darlington Dziwa, Louise Postma & Louisemarie Rathbone   Learning through Art at Teacher Education Level in Zimbabwe: Visualising Gender Prejudices Dilemma [Presenter: Dairai Darlington Dziwa]
13:00 – 14:00	Lunch	
14:00 – 14:30	4.7	Gordana Stankovska, Dimitar Dimitrovski, Imran Memedi & Zebide Ibraimi   Ethical Sensitivity and Global Competence among University Students [Presenter: Gordana Stankovska]
14:30 – 15:00	4.8	Elei Green Igbogi & Gertrude Shotte   Illegal Fishing Activities in the Gulf of Guinea: Economic, Environmental and Social Impact on Nigeria's National Development
15:00 – 15:30	4.9	Reyna del Carmen Martínez Rodríguez, Lilia Benítez Corona & Alejandra Hernández Espinosa   Generic Competencies for Globalization from the Perspective of Engineering Students [Presenter: Reyna del Carmen Martínez Rodríguez]
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	4.10	Akingbade Adekunle Babafemi   The Role of Education Nigeria's Maritime Industry: Focusing on Professional Development

## 2019 Edition of the Special International Roundtable on Higher Education & Teacher Education and Training

Moderator: Prof. Dr. James Ogunleye, United Kingdom

Friday, 14 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

17:30 – 19:00	<p>A panel discussion on significant issues and matters arising from presentations on the Higher Education &amp; Teacher Education and Training themes</p> <p>Looking Forward: significant issues for future comparative research or 'where we go from here'</p>
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## Thematic Section 5: Law and Education

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

Thursday, 13 June 2019

Festa Via Pontica Hotel, Conference Hall off the Restaurant

Time	#	Name(s)   Title of Presentation
11:30 – 12:00	5.1	Elizabeth Achinewhu-Nworgu   An Overview of Nigerian Education Law and Policy – A Case Study of University Admission Policy (JAMB) and Impact on Youth Educational Development
12:00 – 12:30	5.2	Chinuru Chituru Achinewhu & Aalonebari Joe Gabriel Gborogbosi   Deepening Citizens' Right and Access to Competitive Higher Education in Nigeria: Research-informed Teaching in Perspective
12:30 – 13:00	5.3	Zoltán Rónay   Academic Freedom and Strong State Control: Two Samples to Illustrate the Consequences
13:00 – 14:00	Lunch	
14:00 – 14:30	5.4	Sharon Thabo Mampane   Understanding and Application of the Institutional Performance Management System within Higher Education Institution Departments
14:30 – 15:00	5.5	Queen Chioma Nworgu, Elizabeth Achinewhu-Nworgu & Rebecca Natrajan   Challenges of Combining Roles as an Educator and Entrepreneur: A Reflective Experience on Professional Development
15:00 – 15:30	5.6	Matshediso Rebecca Modise   Supporting Culturally Diverse Early Childhood Centres in South African Townships
15:30 – 16:00	Coffee / tea break	
16:00 – 16:30	5.7	Aalonebari Joe Gabriel Gborogbosi & Chinuru Chituru Achinewhu   Towards a More Collaborative Approach to Engendering Glocal Education in Nigeria: How Can the Law Help?
16:30 – 17:00	5.8	Charity Wuche   Analysing Challenges and Problems Faced by Disabled People – A Case Study of Nigerian Exclusion Issues of Disabled
17:00 – 17:30	5.9	Uchechi Bel-Ann Ordu   Sustainability in Rice Production: A Means to Alleviating Poverty in Nigeria

## Thematic Section 6: Research Education & Research Practice

Section Chair: Assoc. Prof. Dr. Ewelina K. Niemczyk, South Africa

Thursday, 13 June 2019

Festa Via Pontica Hotel, Conference Hall Via Pontica

Time	#	Name(s)   Title of Presentation
10:00 – 10:30	6.1	Susan M. Yelich Biniecki   Concept Mapping in Research: An Intercultural Bridge for Data Collection and Analysis
10:30 – 11:00	6.2	Ondrej Papajoanu, Hana Vonkova, Katerina Kralova & Jiri Stipek   Examining the Assessment of Anchoring Vignettes in Different ICT Competence Domains: The Results of a Pilot Study Among Upper-Secondary Students
11:00 – 11:30	Coffee / tea break	
11:30 – 12:00	6.3	Salah Kutieleh   Understanding Attrition in Higher Education from Students' Perspectives: A Case Study
12:00 – 12:30	6.4	Anna Czyż   Selected Variables Determining the Direction of Polish Teachers' Attitudes towards Inclusive Education
12:30 – 13:00	6.5	Kristina Kuzoro   Periodicals of Orthodox Spiritual Educational Institutes in the Scientific and Cultural Space of Russia (XIX - Early XXI Centuries)

### **Panel 1: Bridging Local and Global Knowledge in Education**

Panel Chair: Assoc. Prof. Dr. Elton Skendaj, USA

Discussant: Assoc. Prof. Dr. Meg Gardinier, USA

Friday, 14 June 2019

Festa Via Pontica Hotel, Conference Hall off the Restaurant

<b>Time</b>	<b>#</b>	<b>Name(s)   Title of Presentation</b>
09:30 – 10:00	P.1	Elton Skendaj   Re-presenting Albanian Studies in the West: The Re-construction and Representation of Identity-based Studies from the Vantage Point of a Hybrid Citizen
10:00 – 10:30	P.2	Meg Gardinier   Glocal Expertise: Global Policy Actors and Local Education Reform in Albania
10:30 – 11:00	P.3	Iris Aliaj   Understanding Existing Strengths and Opportunities for Growth in 5 Albanian Schools Based on PISA 2015 Results

### **Panel 2: Glocal Knowledge in Higher Education and Leadership: Insights from Emerging Research**

Panel Chair: Adjunct Prof. Dr. Franziska Bieri, USA

Discussant: Assoc. Prof. Dr. Meg Gardinier, Indiana Institute of Technology, USA

Friday, 14 June 2019

Festa Via Pontica Hotel, Conference Hall off the Restaurant

<b>Time</b>	<b>#</b>	<b>Name(s)   Title of Presentation</b>
11:30 – 12:00	P.4	Franziska Bieri   Building Global Research Competency in Leadership Studies
12:00 – 12:30	P.5	Anastasia Asare   Gender Stereotyping and Perceptions of IT Women Leaders in West Africa: Identifying Avenues for New Research in the Field of Global Leadership
12:30 – 13:00	P.6	Leslie Koehlinger Russ   Sustaining a Family Business in the 21st Century Global Knowledge Economy: Insights from Emerging Research
13:00 – 14:00	Lunch	
14:00 – 14:30	P.7	Alexis Naranjo   Generation X and Y: Leadership Styles, Working Characteristics, and Job Satisfaction
14:30 – 15:00	P.8	Shawndra Harmond Young   Exploring the Influence of School Climate on Academic Achievement and Youth Development in Career and Technical Education (CTE)

# LIST OF PARTICIPANTS

Name	Title, Degree	Institution, Country	Section
Aalonebari Joe Gabriel Gborogbosi	Lecturer	Rivers State University, Nigeria	5
Akingbade Adekunle Babafemi	Dr.	Samuel Adegboyega University, Nigeria	4
Alaa Abdel Ghaffar	Master	American University in Cairo, Egypt	4
Alexis Naranjo	PhD Student	Indiana Institute of Technology, USA	P2
Allison Geduld	Lecturer	North-West University, South Africa	2
Amanda S. Potgieter	Lecturer	North-West University, South Africa	1
Anastasia Asare	PhD Student	Indiana Institute of Technology, USA	P2
Angel Canada	PhD Student	Indiana Institute of Technology, USA	P2
Anna Czyż	Dr.	Pedagogical University of Cracow, Poland	6
Annemarie Loubser	Dr.	North-West University, South Africa	2
Artem Neverov	M.Ed.	Center for International Cooperation in Education Development, Russian Federation	S
Bernadette Geduld	Prof. Dr.	North-West University, South Africa	2
Charity Wuche	Ms.	West London University, United Kingdom	5
Charl Wolhuter	Prof. Dr.	North-West University, South Africa	S, 1
Chinuru Chituru Achinewhu	Lecturer	Rivers State University, Nigeria	5
Claudio-Rafael Vasquez-Martínez	Prof. Dr.	Universidad de Guadalajara, México	4
Corene de Wet	Prof. Dr.	University of the Free State, South Africa	3
Dairai Darlington Dziwa	Lecturer, Dr.	North-West University, South Africa	4
Daniel Etim John	Mr.	Akwa Ibom State College of Education, Nigeria	3
Daniella Coetzee	Prof. Dr.	University of the Free State, South Africa	1
Daria Clarke	M.Ed.	Center for International Cooperation in Education Development, Russian Federation	S
Donnah Laster	PhD Student	Indiana Institute of Technology, USA	P2
Elei Green Igbogi	Dr.	Nigerian Maritime Administration and Safety Agency, Nigeria	4
Elizabeth Achinewhu-Nworgu	Dr.	QAHE in Partnership with Ulster University, Northumbria University, Roehampton University, Southampton Solent University and Middlesex University UK and Ireland	5
Elton Skendaj	Assoc. Prof. Dr.	Manchester University, USA	P1
Eugene C. Schaffer	Prof. Dr.	University of Maryland Baltimore County, USA	S
Ewelina Kinga Niemczyk	Assoc. Prof. Dr.	North-West University, South Africa	K1, 6

Name	Title, Degree	Institution, Country	Section
Ferdinand Jacobus Potgieter	Prof. Dr.	North-West University, South Africa	1
Franziska Bieri	Adjunct Prof. Dr.	Indiana Institute of Technology, USA	P2
Gertrude Shotte	Dr.	Middlesex University, London, United Kingdom	S, K2, 4
Gillian Hilton	Dr.	Middlesex University, London, United Kingdom	3
Gordana Stankovska	Prof. Dr.	University of Tetova, Republic of Macedonia	4
Hana Vonkova	Assoc. Prof. Dr.	Charles University, Czech Republic	6
India A. Madiseti	M.Sc. Candidate	University of Oxford, United Kingdom	S, 1
Iris Aliaj	M.Sc.Ed.	Tirana International School, Albania	P1
James Ogunleye	Prof. Dr.	University of the West of Scotland (London Campus) & Academy of Innovation and Management, London, United Kingdom	4
Jiri Stipek	Dr.	Charles University, Czech Republic	6
Joanne Bakos Antrim	Assoc. Prof. Dr.	Concordia University Texas, USA	1
Johannes L van der Walt	Prof. Dr.	North-West University, South Africa	S, 1
Kalina Popova	M.Ed.	12 Secondary School, Sofia, Bulgaria	1
Katerina Kralova	Mgr.	Charles University, Czech Republic	6
Kristina Kuzoro	Assoc. Prof. Dr.	Tomsk State University, Russian Federation	6
Leslie Koehlinger Russ	PhD Student	Indiana Institute of Technology, USA	P2
Louw de Beer	Dr.	North-West University, South Africa	2
Lynette Jacobs	Dr.	University of the Free State, South Africa	1
Maiza de Albuquerque Trigo	PhD Candidate	University of Coimbra, Portugal	1
Marco Aurelio Navarro-Leal	Dr.	Universidad Autónoma de Tamaulipas, México	1
Mashraky Mustary	PhD Student	Sophia University, Japan	1
Matshediso Rebecca Modise	Dr.	University of South Africa, South Africa	5
Matthew A. Witenstein	Assist. Prof. Dr.	University of Dayton, USA	4
Matthew Porter	PhD Student	Indiana Institute of Technology, USA	P2
Meg Gardinier	Assoc. Prof. Dr.	Indiana Institute of Technology, USA	P1, P2
Michelle Otto	Ms.	North-West University, South Africa	2
Natalia Lebedeva	Senior Researcher	Center for International Cooperation in Education Development, Russian Federation	S
Nikolay Popov	Prof. Dr.habil.	Sofia University, Bulgaria	S, 1
Nyadzanga Evelyn Netshitahame	Dr.	South Africa	5

Name	Title, Degree	Institution, Country	Section
Obed Mfum-Mensah	Prof. Dr.	Messiah College, Mechanicsburg, USA	2
Ondrej Papajoanu	Mgr.	Charles University, Czech Republic	6
Orly Michael	Dr.	Bar Ilan University, Israel	4
Paulína Koršňáková	Dr.	International Association for the Evaluation of Educational Achievement, Netherlands	S
Queen Chioma Nworgu	M.A.	London Metropolitan University, United Kingdom	5
Rebecca Natrajan	Dr.	QAHE - In partnership with Ulster University, Roehampton University, Northumbria University, Southampton Solent University & Middlesex University UK & Ireland	5
Reyna del Carmen Martínez Rodríguez	Prof. Dr.	Universidad Politécnica de Pachuca, México	4
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Ruth Roux	Dr.	Universidad Autónoma de Tamaulipas, México	4
Salah Kutieleh	Assoc. Prof. Dr.	Flinders University, Australia	6
Sharon Thabo Mampane	Prof. Dr.	University of South Africa, South Africa	5
Shawndra Harmond Young	PhD Student	Indiana Institute of Technology, USA	P2
Susan M. Yelich Biniecki	Assoc. Prof. Dr.	Kansas State University, USA	S, 6
Tanjin Ashraf	M.Ed. Student	OISE, University of Toronto, Canada	3
Teodora Genova	Dr.	University of Library Studies and Information Technologies, Bulgaria	1
Uchechi Bel-Ann Ordu	PhD Student	University of the West of Scotland (London Campus), United Kingdom	5
Vesselina Dimitrova Kachakova	Dr.	Bulgarian Academy of Science, Bulgaria	S, 3
Vimbi Petrus Mahlangu	Prof. Dr.	University of South Africa, South Africa	3
Zoltán Rónay	Assoc. Prof. Dr.	Eötvös Loránd University, Hungary	S, 5

K: Keynote  
P: Panel  
S: Symposium

# ABSTRACTS

## Keynote Presentations

### Keynote Presentation 1 | Ewelina K. Niemczyk | Glocal Education in Practice: Teaching, Researching, and Citizenship

Internationally, there is a growing body of work on globalization and glocalization driven by a rapidly changing world and associated global and local issues. Although both notions, globalization and glocalization, have developed as a response to the increasingly interconnected and interdependent world, global education has gained stronger scholarly attention than glocal education. This paper provides a platform to put together the two notions in conversation with each other in order to uncover the meaning of glocal education in practice in connection to teaching, researching, and citizenship.

*Keywords: glocal education, glocal citizenship, global education, glocalization, globalization, internationalization*

### Keynote Presentation 2 | Gertrude Shotte | Changing Landscapes and Shifting Perspectives in a Glocalised Learning Environment

People's enamoured preoccupation with change is as old as civilisation itself. Making changes for a multitude of various reasons has been an on-going process for centuries. This paper explores changing landscapes and shifting perspectives in a glocalised learning environment. It looks at how societal changes, brought about predominantly by the inescapable forces of globalisation and its yield, have inspired shifting didactic perspectives and related transformations across societal, and by extension, teaching and learning landscapes. A literature-based approach, which is a qualitative technique, is the methodology chosen for the paper. A demerit of this approach is its dependence on other published work. The reliance here is not total because personal experiences are used as supporting evidence for the discussion. An analysis of the literature reviewed reveals that changes in a globalised world are unavoidable. The paper therefore asserts that the changes made should focus on benefitting entire societies because of the implications there are for sustainable education, sustainability and national development.

*Keywords: glocalisation, globalisation, change, global 'scapes', educational landscapes*

## International Symposium on Thirty Years since the Fall of the Berlin Wall

### S.1 Paulína Koršňáková | Straddling the Berlin Wall with IEA Comparative Studies

On 9 November 1989 when the Berlin Wall came down, inaugurating the end of communist East Germany and eventual German reunification, as well as the end of the Soviet Block, there were few international comparisons available regarding educational achievement in the region. The exceptions were Poland and the former Yugoslavia, which had participated in the Pilot Twelve-Countries Study (1960), and Hungary that took part in the Six Subject Survey: Reading Comprehension (1970/71).

The first IEA study to take place after the events of 1989 was the Reading Literacy Study (1990/1991). Hungary and East Germany participated, with two separate German data sets accepted into the international database thanks to wise efforts of German researchers. Despite all the differences in terms of the educational architecture and underpinning theory of the two systems, student mean performance, the variance of achievement, and the covariance with social background were virtually identical between the German two samples. The empirical results were surprising, and the last of these three findings was particularly unexpected. Contrary to West German claims of providing superior options by tailoring it to individual abilities and thus maximizing overall achievement, the data did not provide substantiation. Furthermore, contrary to the proclaimed socialist goals, the German Democratic Republic had failed to be more equitable by abolishing privileges, in terms of the transfer of human and cultural capital by the upper and middle classes. Public discussion around the results of the IEA International Reading Literacy Study was very much constrained by the long-standing ideological competition between the two parts of Germany. The fact that both systems had failed to demonstrate excellent outcomes in terms of reading literacy found public attention only a decade later, when the publication of the TIMSS results helped to bring about the required public awareness of urgently needed changes in the country's educational policies and practices.

TIMSS 1995 provided the first results available for the larger group of former Soviet Bloc countries. Grade 8 students from Bulgaria, Czech Republic, (unified) Germany, Hungary, Latvia, Lithuania, Romania, Russian Federation, Slovak Republic and Slovenia were among students from 45 countries that took part in this assessment of mathematics and science.

This contribution focuses on presenting the overall engagement with the available studies, as well as the observed trends in educational achievement of the former Soviet Bloc countries, rather than aiming to review or discuss particular IEA studies or particular country results. This will be done with particular interest in the student mean performance, the variance of achievement, and the covariance with social background.

After 30 years, there are more than 15 available comparative studies under the IEA auspices, as well as additional data collected and published by European Commission (like EURYDICE) or OECD (like Education in Glance, including PISA and TALIS results). We are now at a point where the constraints of political ideology have lifted sufficiently to allow for the development of policies which work, regardless of which block they originated in. This is a good juncture at which we can look back in order to review and re-evaluate those aspects, factors, attitudes, beliefs and educational policies that impact education and educators. The focus now is on the transition from copying, to actively innovating to create solutions to fit our countries context, needs, and ambitions.

*Keywords: IEA comparative studies, PIRLS, TIMSS, international comparisons*

### S.2 Arber Salihu, Dren Terziqi & Eugene C. Schaffer | Kosovo Education in the 21<sup>st</sup> Century: A Challenging Future

Kosovo's educational system lies at the nexus of complex historical circumstances, the influence of transnational organizations, and local imperatives. With the collapse of Yugoslavia, the political and ethnic tensions played out on an international scale and in the day-to-day lives of Kosovo's citizens. At the end of the second decade since the cessation of hostilities changes have come to the system, but these appear to be fragile and the sustainability of the changes are uncertain. Europe has diminished its role in the change. Some elements of self-determination have emerged with Kosovo in discussions with Serbia on substantial national issues, but progress remains elusive. Balkan states are often regarded as countries in transition. What remains to be resolved is the engagement of decision-makers in development of education. Rather than a political arena, essential for Kosovo is the creation of a professional

<p>system to support learning and development through increased financial investments, commitments to quality and resources for education.</p> <p><i>Keywords: Kosovo, educational reform, parallel systems, system reconstruction</i></p>
<p><b>S.3 Susan M. Yelich Binięcki   The Influence of the U.S. Peace Corps on Secondary School Reform in Central and Eastern Europe</b></p> <p>This paper analyzes the influence of the U.S. Peace Corps on secondary school reform in Central and Eastern Europe using data available from U.S. government, white papers, and peer-reviewed sources. In 1990, the U.S. Peace Corps, an independent U.S. government agency founded in 1961, began to initiate partnerships and place volunteers throughout Central and Eastern Europe. Continuing to the present, the agency's charge includes placing trained U.S. volunteers in host countries to assist in development efforts. Project goals are evaluated based on country specific strategic plans and individual volunteer objectives contribute to those outcomes. The first volunteers in Central and Eastern Europe commenced work in a variety of capacities beginning in Poland and Hungary. Focus areas primarily included Teaching English as a Foreign Language in formal education, small business development, and environmental protection. Initiatives within secondary schools involved classroom teaching and curriculum design as well as community development in reciprocity with counterparts, or teachers and administrators. As part of their service, volunteers created secondary projects, educational activities based on community-identified needs intended to build local capacity. Today, most Peace Corps programs in Central and Eastern Europe have graduated, which means they no longer continue in the region because they have met main project goals, such as training a certain number of teachers. However, the factors impacting primary and secondary project objectives need to be explored further to learn from approaches as well as past and current challenges. Therefore, the purpose of this inquiry is to analyze the existing literature for the factors and themes that contributed to U.S. Peace Corps primary and secondary project goals in secondary schools in Central and Eastern Europe.</p> <p><i>Keywords: Peace Corps, secondary schools, community development, teacher education, reform, Central Europe, Eastern Europe</i></p>
<p><b>S.4 Johannes L van der Walt   The Collapse of the Berlin Wall in 1989: A Historical Turning Point for South Africa, with Reference to Religion / Religious Education</b></p> <p>The study reported in this paper centred on the question whether the fall of the Berlin Wall in 1989 had any effect on the status of religion / religious education in South Africa. Although South Africa is geographically far removed from Eastern Europe, the socio-political situation in South Africa was deeply affected by the fall of the Wall, particularly by the subsequent collapse of the Soviet Union. One of the upshots of the socio-political reform in South Africa after 1994 was that religion / religious education was relegated away from the public school to the private sphere of the parental home and religious institutions. This policy shift, however, might have had negative effects on the general social morality of South Africans.</p> <p><i>Keywords: religion / religious education, South Africa, collapse of Communism, social space, morality</i></p>
<p><b>S.5 Charl Wolhuter, Mirna Nel, Rimantas Želvys &amp; Stefanja Alisauskiene   Teacher Education in a Post-1989 World: A Comparison between Lithuania and South Africa: Global Isomorphism, Regional Hegemony/Homogeny, or Resilient Local Context?</b></p> <p>Taking the example of post-1989 teacher education reform in Lithuania, and comparing that with teacher education reform in South Africa, a country that also underwent a total societal reconstruction at the same time as Lithuania, this paper defends the thesis that the configuration of education at grass roots level, is the outcome of a dialectical play of forces at various geographical levels, including the global, the regional or supra-national, the national and the sub-national or local.</p> <p><i>Keywords: context, global, Lithuania, South Africa, regional, teacher education</i></p>
<p><b>S.6 Zoltán Rónay   The Rise and Fall of Autonomy. The Last Thirty Years of Hungarian Higher Education</b></p> <p>Although efforts were made to establish several higher education institutes in the Medieval era, Hungarian higher education began in 1635 when the first university, which is still in operation today, was founded. For the first one hundred and fifty years the university was under the influence of the church, then under Absolutism, it came under the rule of the Crown. The period between the last decades of the 19th century and World War I is considered the golden era of autonomy in Hungarian higher education, although the influence of the government was significant. After World War I the universities' autonomy decreased, and by the end of World War II, it had completely disappeared. The change came just before 1990 when the collapse of Soviet rule led to the fall of the Berlin Wall. In the early 1990s, the first independent and general Higher Education Act established the 'Humboldt model' in Hungary. However, this was only in place for three years. Over the past twenty years, we have seen the autonomy of Hungarian higher education and its institutions slowly decrease. This study discusses the past thirty years and aims to understand the reasons for the failure of the autonomy experiment.</p> <p><i>Keywords: state control, HEI management, financial and educational efficiency of HEIs, history of Hungarian higher education's autonomy</i></p>
<p><b>S.7 Vesselina Dimitrova Kachakova   First-year Teachers - Should We Leave or Should We Stay?</b></p> <p>The political, ideological and economic changes during the last thirty years have changed the society, relations and values in Bulgaria. The pupils' motivation for studying decreases, the results of PISA tests are among the lowest in Europe, and the media presents mainly cases of aggressive and inappropriate school behaviour. The teaching profession loses its prestige and attractiveness among young people. As evidence, the number of young teachers (under the age of 30) in Bulgaria declines from 16 025 (18.05%) in 1989/1990 to 1 905 (3.2%) in 2011/2012, when a slight increase starts and till the 2017/2018 school year they become 3 438 (5.5%). Compared to the number of teachers over the age of 55, which is 19 744 (31.4%), it could be interpreted as a lack of continuity in the profession, as well as a future social and educational threat. The school management could not influence directly the declining public confidence in education, the unwillingness of young and successful people to select a career in teaching or the educational legislation and budget, but still the principals could introduce mentoring programs and provide strong organizational support for the first-year teachers. The effective mentoring programs would contribute to the continuity of teaching as a profession and to prevent first-year teachers' burnout and turnover.</p> <p><i>Keywords: teacher, burnout, mentoring, supportive relationships</i></p>
<p><b>S.8 Steve Azaiki &amp; Gertrude Shotte   Teachers, Teacher Education and Educational Reform: Some Post-Berlin Wall Reflections</b></p> <p>Over two hundred and fifty years ago, German Educationist Friedrich Adolph Diesterweg, recognised and promoted the importance of teachers in educational reform activities. This recognition is as compelling today as it was then, especially against the backdrop of the socio-political changes seen in governments and societies around the world. This paper examines educational reform in the context of eastern and central Europe since the fall of the Berlin Wall in 1989. The main ideas are framed within the operations of the European Region Action Scheme for the Mobility of University Students (ERASMUS), the European Commission (EC) funding programmes, the</p>



European Higher Education Area (EHEA) and the Bologna Process. The paper utilises desk research, including narrative inquiry, both qualitative approaches, to provide relevant data for the discussion. It draws on the work of, and recommendations made by, a three-prong but combined source: (1) The Teacher Education Policy in Europe (TEPE) 2006 initiative; (2) the resulting 2007 conference in Estonia; and (3) the further resulting 2008 conference in Slovenia. The common focus was the then situation of Teacher Education (TE) in Europe. From an analysis of the comparisons made of TE in Europe since the fall of the Berlin Wall to when the second conference was held in 2008, this paper complements the conclusions drawn; and by using current narratives, emphasises the importance of having TE as an essential component of Higher Education (HE) and all its related research activities, rather than as an isolated training entity.

*Keywords: education reform, teacher education, the Bologna Process, mobility, research-based education*

#### S.9 Daria Clarke | Reforms and Development of Education in Russian Federation 1991-2019

After the fall of the Soviet Union Russian education system underwent some drastic changes that modified its content and structure. From the very low educational results to the top 10 countries in international comparative research, in almost 30 years Russia went a long way of reforms, transformations and some very painful time. The presentation will provide overview of the stage of the educational system after the fall of the USSR and the wide educational reform that started in 1992. The need for reform was dictated by changes in the socio-economic reality, the labor market, the demand for university graduates, new requirements for graduates of educational institutions to their social and professional competence. All levels of education – general, specialized secondary, higher vocational and post-vocational education – were subjected to reform. The presentation will cover the topic of transformation of education system from Soviet system to modern Russian. The presentation will mainly focus on school education – primary and secondary. Presentation will include following themes: introduction of national system of education quality assessment; introduction of Unified State Exam; joining the Bologna process; participation in international comparative research (PISA, TIMSS, PIRLS, etc.) and others.

*Keywords: Russian Federation, education, reform, development, transformation*

#### S.10 Petr Nezhnov, Olga Maslenkova & Natalia Lebedeva | Development of Modern Tools for Education Quality Assessment in Russian Federation

As a results of the educational reform started after the fall of USSR the alternative approach to general education called “developing education” was widely accepted. Within that approach some new tools for in-classroom assessment were developed and introduced. SAM (Student Achievements’ Monitoring) is an assessment tool that measures subject competencies of school children. SAM theoretical framework relies upon the teaching/learning process concept based on L.S. Vygotsky’s theory of cognitive growth. SAM model is used in assessing of different school subjects at different school levels. It is designed for the organization, improvement and follow-up of the learning process in schools. SAM completed with contextual questionnaire for a teacher and a student that allow more precise determination of causes of the educational results. Results processed through computerized system that also stores and compares. It was applied on sample of more than 25000 pupils and localized in other languages and used in schools in CIS countries. The presentation will cover SAM functionality, validity research (testing of hypotheses that follow from the theoretical foundation of the test construct, predictive and concurrent validity study, overall analysis under CTT and analysis under IRT, etc.) and overview of international experts provided for SAM. We will briefly cover the cross-country research that is undergo at the moment in 4 countries that uses SAM as main tool for data collection. International Research of Student Achievements (IRSA) is a 4-year project aimed to address the knowledge gap on best teaching and learning approaches on development of reasoning skills in countries that still carry Soviet legacy in main approaches to education. Project addresses issue of outdated systems of teaching and learning that don’t prepare learner for modern social and economic conditions and strives to identify good practices of teaching in the region followed up by distribution of best practices among countries.

*Keywords: in-classroom assessment, formative assessment, Lev Vigotskiy, cognitive growth*

#### S.11 Artem Neverov | Russia Education Aid for Development Program

The level of education in developing countries has been one of the main challenges to international efforts in the sphere of international development aid in the last decades. The Russian Federation has recently become an emerging donor of educational global initiatives. The biggest initiative in the field of IDA was the launch of Russia Education Aid for Development (READ) Program in 2008. It is jointly implemented by CIED and the World Bank. The main goals of READ is to assist developing countries in their efforts to improve the quality of education and measure educational outcomes and development of the institutional, expert and analytical potential. Eight countries participate in the project: Armenia, Cambodia, India, Kyrgyzstan, Mongolia, Nepal, Tajikistan and Vietnam. The main focus of READ is a measurement of the quality of basic education: development of tools and research for assessment and training of specialists. The presentation will cover projects implemented in READ program in the educational context of the CIS region countries (stage of educational system before the READ impact, determination of areas for impact and the results).

*Keywords: Russia, education, aid, developing countries, quality of education*

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

### 1.1 Charl Wolhuter | Problematizing “Glocal” as a Catchword in Comparative and International Education

“Glocal” has become a catchword in Comparative and International Education, as the compelling force of globalization has forced the Comparative and International Education scholarly community to reconsider their field. This paper traces the strong hold that the nation-state as level of analysis has had on scholars in the field, and how that notion and attendant conceptual tools have come under pressure. The variety of theoretical or paradigmatic responses to the global versus “local” in the field is surveyed. The paper concludes that the concept of “glocal” is a rather naïve escape from a complex situation, and such a response has the potential to incur great damage to the field. In conclusion a new theoretical framework, encompassing not only both the global and the “local”, but the entire hierarchy of contexts creating an evolving new global tapestry of education systems is suggested to render the field of Comparative and International Education streamlined to fulfill its mission in the twenty-first century.

*Keywords: comparative and international education, globalization, glocal, levels of analysis, paradigms*

### 1.2 Johannes L van der Walt | The Development of a ‘New’ Theory in Education: The Subsequent Steps

This paper is a sequel to the author’s 2018 BCES presentation in which the rationale was explained for developing a ‘new’ theory for analytically and critically examining problems in (comparative) education. An outline is given of the steps subsequently taken to develop the theory in more detail. It also sketches practical / pragmatic and theoretical possibilities for the future of the theory.

*Keywords: scholarship, theory, science, education, social space and ethical / moral function / action theory, comparative education*

<p><b>1.3 Ferdinand J Potgieter   Towards a Narrative Vision for Philosophy of Education: Postmodernism, the Pilgrim and the Journey</b></p> <p>This paper argues in favour of a narrative vision for philosophy of education in a postmodern context. I argue that while the nihilistic strand of postmodernity might continue to challenge the viability of religious discourse in education(al) environments, postmodernity also re-opens the world towards its pre-rational foundations by means of the rediscovery of the primacy of narrative. In a postmodern age, any philosophy of education implies a basic understanding of, at least, the (historical) present and the past in order to establish its place in the scholarly community of educators and educationists. I theorize the postmodern rediscovery of narrative by demonstrating how the journey of the pilgrim is a continuous narrative of living ethics and vulnerable hospitality.</p> <p><i>Keywords: narrative, postmodernity, philosophy, education, pilgrim, vulnerable hospitality</i></p>
<p><b>1.4 Daniella Coetzee   A Centralised Model for Design, Delivery and Governance of Open Distance Learning at Dual Mode Universities</b></p> <p>In response to global and local needs, the South African government increasingly enables distance education through legislation and policy, and many traditional public higher education institutions have turned to dual-mode delivery of their programmes. This decision is often based on a desire for new market growth and firmly embedded in for-profit, without necessarily being driven by strategy. A problem with this approach is that faculties intending to offer distance delivery at dual-mode institutions often do so in a decentralised and fragmented manner, assisted only by a university unit tasked with technology enhancement of contact programmes. In such a model of decentralised delivery, for various reasons, problems with quality and sustainability arise. As an emerging dual-mode institution, the University of the Free State (UFS) considered alternatives to its decentralised and uneven governance of Open Distance Learning (ODL), towards enabling a balance between for-profit and quality. After years of using different governance models, the UFS subsequently adopted and refined the Enterprise Model as a solution.</p> <p><i>Keywords: open distance learning, ODL governance, centralised versus decentralised distance education delivery, Enterprise model, standardization, sustainable ODL</i></p>
<p><b>1.5 Nikolay Popov   Main Trends in the Reforms of School Structures in Europe (Part II)</b></p> <p>This presentation is a continuation of N. Popov's paper presented at the 2018 BCES Conference. While the 2018 paper was a brief review of the main trends in the reforms of school structures in Europe that had happened in the past 25 years, the current presentation provides comparisons on the main reform trends. The study comprises school systems in the European Union member states, the European Free Trade Association countries, and some countries in South-Eastern Europe. The presentation provides comparisons between countries within each one of the six main trends in the reforms of school structures in Europe: 1) Decreasing the school entrance age; 2) Expanding compulsory preschool education; 3) Increasing the duration of compulsory school education; 4) Increasing the duration of primary education; 5) Eliminating primary education as a separate level by providing single basic education; 6) Continuing the diversity of school structures. The presentation concludes with short prognoses about the six trends.</p> <p><i>Keywords: reform trends, school structures, Europe, primary education, single basic education, compulsory education</i></p>
<p><b>1.6 Joanne Bakos Antrim &amp; Ricardo Lozano   Breaking down Barriers and Building Understanding through International Communication</b></p> <p>We live in a world where lack of understanding of others can cause fear and miscommunication. When it is perceived that others are different than we are we often move away from, rather than pursue relationships. It is important that our teacher candidates know the importance of understanding others and embracing what makes us different as well as what connect us. Teacher candidates at universities in the United States and Turkey learned that although culture, language, religion, and miles may separate them they were similar in many ways. This paper tells the story of how, although hesitant at first, students formed friendships and made connections through the use of the technology. What started out as a class assignment became a life experience and many of the students continued their friendships beyond the class. They became friends, not only on Facebook and Instagram, but in their hearts. They now dared to dream of visiting each other's countries and realized how enriched their lives could be as they opened their hearts and minds to the world and experiences beyond their own boundaries, whether real or imaginary.</p> <p><i>Keywords: international, friendships, culture, understanding, communication, United States, Turkey</i></p>
<p><b>1.7 Amanda Potgieter   The Academic's Rite of Passage: Straddling the Academic Threshold</b></p> <p>This presentation reports on the journey of the novice academic through the liminal departure hub of academia. The process of straddling the academic threshold, as well as the fact that time spent in this liminal space eventually stabilizes the academic will be interrogated. Novice academics arriving in the liminal departure hub of academia, find themselves "betwixt and between" two positions. On the one side of the threshold, they dwell in the space where they no longer hold their pre-ritual status and on the other side of the threshold they enter the space where have not yet begun the transition to the status they will hold when their rite of passage is complete. Novice academics straddle the points of arrival, departure and the promise of their own journey's end within the relative impersonal unsafety of the liminal landscape through which they are obliged to travel into academia. Straddling the academic threshold means negotiating three rituals of the rite to passage simultaneously, namely (a) separation, (b) transition and (c) incorporation. These liminal rituals often make novice academics seem socially invisible. Their temporary ambiguity and disorientation mean that they are undefinable; while travelling through this departure hub, they are neither academic nor student. In this paper I use an academic's personal journey through academia as the focus of my discussion. The data have been generated as part of a focus group interview. I will discuss liminality as a phase in which the liminal reflects about the social order of academia as far as integrating the novice scholar with a new identity, new responsibilities and skills are concerned. The unsettling and disorienting journey describes the internal positioning of the novice student on the threshold of entering into academia. I will show how liminality refers to a reconstruction of identity by bringing about a disruption of the sense of self of the novice academic until the new academic identity is established and becomes meaningful to both the individual and her community at the point of transition.</p> <p><i>Keywords: liminality, threshold, transition, academia, identity, unsettled</i></p>
<p><b>1.8 India A. Madiseti   A Little Bit You, A Little Bit Me: The Schooling Experiences of the Hungarian Roma Intelligentsia</b></p> <p>Despite the number of Hungarian Roma students matriculating through high school doubling to approximately 20% over the last two decades, less than 1% of Hungarian Roma continue on to higher education. The university-educated Roma intelligentsia still remains a minority of a minority in the Hungarian context, even in light of State-led higher education access initiatives under the Decade of Roma Inclusion and the European Framework for National Roma Integration Strategies. Moreover, there is very little research on how schooling experiences affect educational attainment and influence identity performance that prioritises the Roma voice. This study uses semi-structured life history interviews to elucidate the relationship between individual sense of identity and educational attainment. It aims to explore the schooling experiences of Hungarian Roma youth who have matriculated through the national school system, and how these individuals perceive the relationship between their schooling experiences and identity formation. In considering how</p>

<p>individuals interacted or did not interact with various systems and supports – such as teachers, parents, Roma access programmes, and the like – this research seeks to investigate how the Roma perceive the effects of these experiences on the performance of their cultural identity. The research project is currently underway, and preliminary results will be available at the time of the conference.</p> <p><i>Keywords: Romani studies, identity, schooling, education, biographical studies, Hungary</i></p>
<p><b>1.9 Tao Xie, Lynette Jacobs &amp; Marguerite Müller   The Experiences of East Asian Students Studying at English Medium Universities: A South African Case Study</b></p> <p>The involvement of East Asia, and in particular China, in the global markets has rapidly increased over the last few decades, and universities in English-speaking countries, including South Africa are increasingly accepting students from that region into their programmes. This requires the students to not only move to a locality where foreign languages are spoken, but also to function within a completely different cultural environment. In this case study, we consider the experiences of a group of East Asian students at one university in South Africa. In view of the interconnected world that we live in, we argue that it is important for lecturers and administrators at higher education institutions to take note of these experiences, to advance intercultural understanding and support these students towards positive international experiences.</p> <p><i>Keywords: internationalisation of higher education, student experience, East Asian students</i></p>
<p><b>1.10 Maiza de Albuquerque Trigo &amp; António Gomes Ferreira   Comparative Education in Portugal: A Path for Scientific Dissemination</b></p> <p>In 1990 the Portuguese Society of Education Sciences (SPCE – acronym in Portuguese for the society) was founded and one of its objectives is to “encourage and facilitate exchanges and cooperation between persons and institutions engaged in researching and teaching in any field of Education Sciences, at home and abroad”. Since its creation in 2014, the Comparative Education Section (SEC, as above) has tried to help the SPCE’s goals by organizing a biennial international conference as it aims “to encourage and facilitate the exchange and cooperation between individuals and institutions dedicated to research and education in the Comparative Education field” and “to encourage contacts with researchers and teachers, nationally and abroad, namely through affiliation in congenerous foreign organizations” (amongst other objectives stated in its own regulation). In 2016, the first conference took place in Lisbon, in which around 100 paper contributions were distributed in the program, excluding all types of panels. In 2018, the second one happened in Funchal and counted with more than 60 papers. As part of an ongoing investigation, this paper aims to present the themes approached in both conferences by sorting the communications on methodologies used and thematic category analysis in order to provide data on the accomplishment of the SEC-SPCE goals.</p> <p><i>Keywords: comparative education, Portugal, SEC-SPCE, scientific dissemination</i></p>
<p><b>1.11 Mindora Otilia Simion &amp; Teodora Genova   The Effectiveness of Task-based Language Teaching to ESP Bachelor Students at Two Universities in Bulgaria and Romania</b></p> <p>This paper aims at analyzing and comparing the approach of Task-based language teaching (TBLT) to bachelor students taking classes of English for Specific Purposes (ESP) at two universities in Bulgaria and Romania. The outcomes of the research show that both Bulgarian and Romanian students express their favorable preferences towards using this approach. This is a case study implemented on a local level in two neighboring countries in the region of Southeastern Europe.</p> <p><i>Keywords: communicative competence, tasks, Task-based language teaching (TBLT) approach, English for Specific Purposes (ESP), Bulgaria, Romania</i></p>
<p><b>1.12 Mashraky Mustary   The Shadow Education System in Bangladesh: A Blessing or A Curse?</b></p> <p>This paper defines shadow education as private supplementary tutoring that is fee-based and parallel to mainstream schooling. The study focuses specific attention on the underlying determinants of this private tutoring. This research covers the costs, patterns, intensity, and scale of private tutoring. It also provides detailed insight into the negative and positive implications of coaching, and on the impact that private education has on the educational and social lives of learners in Bangladesh. The paper also analyses the different private tutoring patterns in English, as well as the amount of tutoring offered and not offered in Bangladesh. These key points lead to determining whether the shadow education system in Bangladesh is a curse or a blessing. According to the research conducted in 5 regions in Bangladesh using qualitative method and research design questionnaire 70% support private supplementary education, 30% do not support its development and 100% of participants stated that the emergence of private tutoring was brought about by the low salary of teachers and desires of parents for the academic success of their children.</p> <p><i>Keywords: shadow education, scale and pattern of tutoring, impact, private tutoring in English</i></p>

## Thematic Section 2: International Organizations and Education

<p><b>2.1 Louw de Beer   The Value of International Education Organizations</b></p> <p>This paper analyses and reports back on the value of international organizations who cooperate to promote and improve education in general and education provision in particular. Cooperation theory will crystalize the motivation for these international organizations rationale to cooperate. Three relevant international organizations were selected on the basis of pre determinate criteria i.e. focus of organization, success rate and age of organization, etc. They were The United Nations Educational, Scientific and Cultural Organization (UNESCO), Organization for Economic Cooperation and Development (OECD), The World Association for the Promotion of Skilled Trades (WORLD ORT). The value of these international organizations regarding education were analyzed and measure to determine their impact on education.</p> <p><i>Keywords: international, organizations, cooperation, value, education</i></p>
<p><b>2.2 Michelle Otto   The Challenge of Education Mitigated by South Africa’s Membership to BRICS</b></p> <p>South Africa entered the Brazil, Russia, India, and China (BRIC) grouping by the end of 2010, in effect extending the acronym to BRICS. President Jacob Zuma clarifies that South Africa’s membership to this group provides opportunities to restructure political, economic and financial institutions in the quest to become more equitable and balanced. Based on the review of current relevant literature this paper will outline the challenges that inhibit the progress of education in South Africa, according to the former Minister of Higher Education and Training, Mr. Blade Nzimande, and how South Africa’s membership to the BRICS-grouping, and by extent UNESCO, mitigates these challenges. As the findings of the review indicate, the main issues at the moment are that teachers are not adequately trained or that their training is sub-standard; children do not have access to basic education, and/or higher education; teaching is not inclusive and equitable and the opportunities for lifelong learning is limited. Furthermore, Meyer maintains that the effect is directly reflected in other areas – the high unemployment statistics, inequality and poverty that affect local communities. This paper</p>

<p>can be of special interest to a wide audience that includes researchers, graduate students, international organisations and scholars.</p> <p><i>Keywords: BRICS, challenges, education, OECD, South Africa, teacher training, UNESCO</i></p>
<p><b>2.3 Bernadette Geduld &amp; Humphrey Sikwanga   Comparison between South African and Namibian Teachers' Knowledge and Supportive Practices to Develop Self-Regulated Learning</b></p> <p>The role of teachers in the development of self-regulated learning (SRL) is of vital importance since teachers are expected to be self-directed and to instil in their learners the ability to self-regulate their own learning processes. There are however various personal and contextual factors that promote or inhibit teachers' abilities to develop SRL skills in learners. Our study was conducted in two different countries, namely in two South African secondary township schools and in two Namibian rural secondary schools. The twenty eight, conveniently and purposively selected, participants consisted of seven grade 8 teachers from two South African as well as from two Namibian schools. This qualitative case study, located within an interpretivist philosophical orientation, was intended to provide food for thought about the uniqueness and challenges of township school and rural teachers' perceptions and practices to develop SRL strategies when teaching their national curricula. Data were collected via observations and semi-structured interviews. Despite education reform programmes and curriculum transformation in both countries, the traditional transmission teaching perspective are more dominant in the Namibian schools. It can be concluded that teachers in both countries experience socio economic problems and education departmental support as challenges to develop SRL skills. The participants' revealed varied theoretical and practical knowledge of SRL. This study indicates a need for interventions to train practising teachers to be activators and facilitators of SRL skills. Recommendations are offered to assist teachers to improve the development of SRL skills of learners.</p> <p><i>Keywords: development, Namibian, self-regulated learning, South Africa, teaching strategies</i></p>
<p><b>2.4 Obed Mfum-Mensah   International Philanthropic Support for African Education: The Complex Interplay of Ideologies and Western Foreign Policy Agenda</b></p> <p>Beginning in the nineteenth century, a plethora of western Christian and secular philanthropies introduced "top-down" philanthropic initiatives in Sub-Saharan Africa to promote education and "development". There seems to be a complex link between the agendas of international philanthropies and their home governments' broader foreign policy frameworks. This paper discusses American philanthropies' educational initiatives in Sub-Saharan Africa (SSA) from the 1920s to the end of the twentieth century. The paper focuses on four American philanthropies namely, Phelps-Stokes Fund, Carnegie Corporation, Ford Foundation and Rockefeller Foundation. It argues that American philanthropies' education initiatives helped to push the United States foreign policy agenda of transplanting adapted education in SSA, extending the social stratification of Black Africans in the global geopolitical processes, and promoting race relations. The agenda was promoted within the framework of White racial superiority and American "idealism" which the philanthropies presented as "development" after nations in SSA attained independence.</p> <p><i>Keywords: global education, philanthropy, colonial education, education and development, non-state actors</i></p>
<p><b>2.5 Annemarie Loubser   The Fundamental Role of Perceptual Motor Development in Preparing Grade R Learners for Formal Teaching in South-Africa</b></p> <p>The development of perceptual motor skills is crucial to ensure school success in grade 1 (kindergarten). Aspects such as the teacher's attitude, knowledge, and use of learning and teaching support material (LTSM) can greatly influence such development of perceptual motor skills. In order to ensure success in grade one (kindergarten), the learner should be school ready and school mature. School readiness and school maturity are influenced by external factors such as socio-economic circumstances, society, community, culture, the school, the teacher, available LTSM, parents, as well as family structures. Additionally, teachers lack of knowledge about perceptual motor skills as well as their attitude regarding the importance of perceptual motor skills should be addressed to ensure effective teaching to develop perceptual motor skills.</p> <p><i>Keywords: Attitude, grade R teachers, perceptual motor skills, school readiness, knowledge and training, socio-economic environment, learning and teaching support material, intervention, photo analysis</i></p>
<p><b>2.6 Allison Geduld   Teaching Latin to Law Students in the Midst of the Decolonisation Debate</b></p> <p>According to the United Nations more than 80 former colonies comprising some 750 million people have gained independence since the organisation's creation. Most of these countries still face the different historical influences of their colonisers. The World Trade Organisation, for example, has remarked that even though many of these countries have been decolonised politically, they are not economically decolonised. The decolonisation of knowledge in higher education in most of these countries is still in process. Since 2015 the higher education sector in South Africa has been marked by protests and debates around, inter alia, tuition fees, language and the decolonisation of the university curricula. The decolonisation movement seeks to critique the sole reliance on Eurocentric sources, epistemologies and worldviews. Universities have increasingly been urged to present their efforts of decolonising their curricula. This begs the question whether it is possible to justify the teaching of an ancient language such as Latin, which is characterised by Eurocentrism, slavery and colonial conquests within a climate where there is an urgency to move away from a colonised worldview. The teaching of Latin to law students particularly complicates this situation as law as a discipline that emphasises rights, equality and social justice. The author seeks to present an understanding of decolonisation that can be reconciled with a critical teaching of Latin to law students. This will be done by giving a critical evaluation of the literature on decolonisation. Thereafter, concrete examples of the use of Latin texts within the law classroom will be discussed in order to illustrate the (possible) value of such texts within a decolonised classroom. This contribution could aid in the instruction of Latin to law students in future.</p> <p><i>Keywords: teaching Latin, law students, decolonisation, higher education, South Africa</i></p>

## Thematic Section 3: School Education: Policies, Innovations, Practices & Entrepreneurship

<p><b>3.1 Corene de Wet   Understanding Teacher-Targeted Bullying: Commenters' Views</b></p> <p>This paper reports on findings from a qualitative content analysis of Internet commenters' postings on teacher-targeted bullying (TTB). Postings on the website The Educator's Room were used as data. The study found that the commenters perceive TTB to be a serious and escalating problem characterised by an imbalance of power and an intention to do harm, and consider it repetitive and enduring in nature. The study furthermore found that the commenters view TTB as the physical and verbal abuse of teachers by their learners. This study has shown that, despite ethical dilemmas, social media can be a rich data source when investigating TTB. It is concluded that individual teachers' postings about their public and private humiliation and pain are globalised and made accessible to researchers and laypersons alike through use of a medium that transcends borders.</p> <p><i>Keywords: commenters, definition, educator-targeted bullying, postings, social media, teacher-targeted bullying</i></p>
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<p><b>3.2 Vimbi Petrus Mahlangu   Education Capture: The Interference of Teacher Unions in the Schooling System in South Africa</b></p> <p>The paper investigated education capture and the interference of teacher unions in schools by their involvement in the corruption of selling teacher posts. Qualitative approach, an interpretive paradigm and capture theory of regulation were used in understanding the phenomenon of education capture. Methods used in gathering information consist of a literature review and document analysis. In addition, the final report of 16 May 2016 of the Ministerial Task Team appointed by the Minister of Basic Education to investigate allegations into the selling of posts of educators by members of teachers' unions and departmental officials in provincial education departments was also used as a source in investigating education capture.</p> <p><i>Keywords: education capture, selling of teacher posts, teacher, professional development, unions, corruption, interference</i></p>
<p><b>3.3 Tanjin Ashraf   Experiences and Impact: The Voices of Teachers on Math Education Reform in Ontario, Canada</b></p> <p>In Ontario, students' declining math performance is currently cited as a major area of concern (Reid &amp; Reid, 2017). In response to this, Ontario is implementing math education policy changes. However, there is no mention of the role of teachers in this reform process. To address this issue, this paper explores and shares teachers' experiences with math reform. I took a qualitative approach and interviewed eight public school teachers who shared their experiences with math reform based on their teaching trajectories. Three themes emerged from the data: (1) math confidence impacts perception and response to math reform; (2) teachers have little to no active role in the math reform process; (3) there is bidirectional impact between math reform and teachers. These findings delineate significant implications for math reform; the need to reverse firsthand accounts of teacher experiences and insights, treating teachers as change agents, and engaging teachers in math reform processes.</p> <p><i>Keywords: math education, math reform, educational change, teacher, curriculum, policy, Ontario, Canada</i></p>
<p><b>3.4 Gillian Hilton   Free Schools: The Way forward or a Mistake in the Provision of School Places and Educational Innovation in England</b></p> <p>This paper discusses the rise and possible fall of the Free Schools movement in England. The arguments here are taken from a collection of government reports, education charitable trust's papers, press reports and articles written by champions of the Free School movement. It does appear from examining the presented evidence, that the initial idea of the involvement of parents and teachers in establishing these schools has not been a success, due to the time and bureaucracy involved in founding such schools, to meet the required criteria. Often, rather than providing needed school places in areas of shortage, many such schools have been established in areas where there is a glut of school places. It appears that the underlying belief that this movement would empower and liberate teachers away from the restrictive national curriculum has not succeeded. However, despite ongoing problems with Free Schools, there are some who believe they are a real alternative to the structured and controlled state schools following the dictates of the national curriculum. At present it is impossible to say if the venture has been a success or not, but there are certainly serious concerns over some of the schools which have been established; those that have failed and those that do not really intend to serve the need for parental choice. In addition, the costs of this venture, when finances for schools have been severely curtailed in England in the last few years, raises the question as to whether this initiative is providing value for money.</p> <p><i>Keywords: free schools, innovation in teaching, school place provision, education policy</i></p>
<p><b>3.5 Vesselina Kachakova   The Role of the Bulgarian Presidency of the Council of the European Union for the Implementation of Glocal Education</b></p> <p>With regard to the Bulgarian Presidency of the Council of the European Union, in the beginning of 2018 the National Association of the Municipalities in Republic of Bulgaria launched a call for proposals under the Grant 'Support of the Municipal Initiatives Related to the Local Dimension of the Bulgarian Presidency in 2018'. The Municipality of Kostenets proposed and implemented the project 'Raising Awareness of the Bulgarian Presidency of the Council of the European Union' with the participation of a team formed by students and teachers from 'Georgi Sava Rakovski' Vocational High School. The activities of the team included: 1) research of information about the European Union and the Bulgarian Presidency; 2) project based teaching, where students and teachers learnt together about the role of the European funds for the development of Kostenets Municipality; 3) active citizenship through students' participation in discussions about global and local issues with a member of the European Parliament, the town mayor and municipality experts. The project gave opportunities to the students to understand and experience the dimensions of the glocal education, to appreciate the citizenship not only as consumers' privileges but also as personal responsibilities, to raise their awareness for the global issues and to believe that each of them can contribute to the common good at local and global level.</p> <p><i>Keywords: glocal education, civil education, active citizenship</i></p>
<p><b>3.6 Claudio-Rafael Vasquez-Martinez et al.   Citizenship Education in the Information Age and Educational Reform in Latin America</b></p> <p>The intention of the present paper is to show that people have a series of educational needs in the era of information, so that they can become competent digital citizens. These educational needs are evident in the policies promoted by the United Nations Educational, Scientific and Cultural Organisation, which were well known to Latin American governments of the decades from the 1960s to the 1990s. Therefore, it is to be hoped that the educational reforms of 1990s have elements based on the principles of education that they advanced, which emphasises the preparation of subjects in the digital era, based on advances in information and communication technology, focusing on the teaching and learning of computer science.</p> <p><i>Keywords: citizenship, education, information, educational reforms, IBI (Intergovernmental Bureau for Informatics)</i></p>

## Thematic Section 4: Higher Education & Teacher Education and Training

<p><b>4.1 James Ogunleye &amp; Rajendra Kumar   Business Students' Conceptions of Individual and Organisational Creativity and Innovation</b></p> <p>This paper examines business students' self-conceptions of creativity, their organisations' creativity and innovation activities. The paper is drawn from the Cross-Countries Exploration of Creativity and Innovation (CCECI) research project, which examines innovation across all 193 UN-member countries. The CCECI project explores innovation and the extent to which creativity catalyses, informs or fuels organisation innovation. This particular research took place among a small number of students of Doctor of Business Administration at the University of the West of Scotland London Campus, UK. Twenty-eight students who, either work full-time or part-time, took part in the study. The students completed a survey questionnaire which was in-filled with structured written interview</p>
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questions. The study finds that the students perceived themselves and their organisations as creative, but the degree of their creativity varies significantly. A majority of the participants categorised their organisations as innovative – and identified product, organisational and marketing as examples of their organisations' innovation. The research also finds 'new or significantly changed products, services, process or ways of organising and communicating with others' as the most recent types of innovation by their organisations. In terms of the ownership and originality of innovation, only half of the participants reported their organisations as the 'first to develop and introduce the innovation.' The paper concludes that the categorisation of innovation aligns with the traditional themes of product, process/method, service, marketing and organisational innovation.

*Keywords: business students, organisations, creativity, innovation, research*

#### 4.2 Matthew A. Witenstein | Engaging a Bottom-Up Policy Approach toward Reframing the Educational Policy Flow of Affiliated Colleges in India

The Indian higher education system is largely top-down and bureaucratic. Because it lacks decentralization and nimbleness, policy implementation often hampers quality. Considering the notion that policy research includes seeking solutions to critical educational and social problems, this study derives from a top-down-informed definition to consider bottom-up theory. Bottom-up theorists generally argue a fundamental flaw of top-down policy frameworks is its reliance on central decision-makers which tend to neglect other important actors engaged in the organization. This study draws upon the researcher's past study on the educational value of Indian affiliated colleges, particularly quality and relevance domains. It extends those findings through this policy-driven study which engages further qualitative inquiry with faculty. It links two key concepts from the policy implementation literature- the street-level bureaucrat (SLB) (i.e. those who interface directly with students and manage decisions at the intersection of top-down policy and individual discretion), and bottom-up theory to frame this study. Therefore, the study's overarching purpose is to leverage the knowledge of affiliated college faculty members, positioned as SLBs, to develop mechanisms for reframing policy that impacts quality and relevance using a bottom-up approach. Furthermore, the secondary purpose is to better understand affiliated college faculty perceptions regarding their capabilities to implement, cope with, and impact quality and relevance-related policy in. This study aspires to contribute to knowledge and practice by offering a newly proposed bottom-up policy and framework; and implications for research and practice offering high implementation capacity and clear direction for future research.

*Keywords: quality policy; bottom-up theory, street-level bureaucracy, higher education, India, affiliated colleges*

#### 4.3 Roy Y. Chan | Higher Education as a Field of Study: An Analysis of 495 Academic Programs, Research Centers, and Institutes across 48 Countries Worldwide

The field of higher education studies has expanded dramatically in recent years. Notably, research centers/institutes and academic programs devoted to the field of higher education (tertiary education) has increased worldwide to now include peer-reviewed journals, books, reports and publications. Utilizing secondary data from 277 higher education programs, 217 research centers/institutes, and 280 journals and publications from Higher Education: A Worldwide Inventory of Research Centers, Academic Programs, and Journals and Publications (2014), this paper examines the policy actors and scholars engaged in higher education studies across 48 countries. The finding of this study suggests that people living the world's wealthiest countries occupies a position of significant privilege and power with regards to access to higher education research, analysis, and trained human capital. As higher education research centers, programs, and journals around the world expand their understanding of their place in a wider global network of similar entities, supporting one another and particularly under-resourced colleagues around the world deserves increasing attention.

*Keywords: international and comparative education, higher education, tertiary education, globalization, internationalization, academic profession*

#### 4.4 Orly Michael | Comparative Analysis of Schools Reception and Retention of New Teachers

This study examines what enable new teacher's success in school absorption. The research method was qualitative, text analysis, based on population of 138 subjects from 28 outstanding schools. Findings reveal that excellent schools are characterized by a pre-planned program for the absorption of new teachers, which is carried out throughout the year and is integrated with supervision, guidance, and monitoring of the progress of the new teacher in the school. We called this pattern a school's best absorption model. Absorption model is essential for the success of absorption of new teachers. Moreover, the combination of the absorption model and the absorption climate, together, shapes the absorption culture of the school. In light of the findings, we developed a systematic tool that characterizes and identified each school. The results of this study can improve the reception and retention of new teachers in schools, all over the world.

*Keywords: novice teachers, absorption, reception, schools, retention*

#### 4.5 Alaa Abdel Ghaffar | Fading Academic Freedom: A Model for Reconsidering 'Taboos' in Egyptian Universities

This paper proposes a model that guides English language instructors in an international university in Egypt to allow a safe space for flexible, free discussions inside classrooms of what is known in Egypt as 'taboo topics'. Taboo topics are culturally defined as any topics related to sex, religion, and/or politics. These categories of topics are traditionally considered to be 'taboo' of which public discussions are culturally not accepted, welcomed or tolerated. Yet, from the perspective that higher education institutions are convenient spaces for lifting restrictions on students' freedoms, the model developed in this paper hopes to facilitate handling such discussions in classrooms through empowering instructors with the necessary knowledge and tools to enable them to encourage their students to explore such culturally 'sensitive' topics and discuss them, while causing minimal levels of discomfort among their classmates. Focus-group discussions are conducted with a sample of the undergraduate students in this university to explore their perceptions of the concept of students' academic freedom and if it influences their development in university. Semi-structured interviews are conducted with the supervisors of the language program to highlight the main motives for banning such discussions in classwork. Moreover, the development of the model is inspired by Chickering's psychosocial theory, Perry's intellectual and ethical theory, and Schlossberg's transition theory, refined with my cultural and professional familiarity with the university's environment itself.

*Keywords: academic freedom, students, Egypt, university, international education*

#### 4.6 Dairai Darlington Dziwa, Louise Postma & Louise Marie Rathbone | Learning through Art at Teacher Education Level in Zimbabwe: Visualising Gender Prejudices Dilemma

Dichotomous and asymmetrical gender orientation which normally avers the male category superior from a masculine hegemonic perspective is highly contested to date in Zimbabwe. This paper demonstrates how a critical change of undoing and redoing gender ideological precepts is attainable through visual narratives encoding and decoding as an emancipatory tool. Guided by critical-phenomenological, the study adopted a critical visual discourse analysis method to analyse visual narratives produced by purposefully selected teacher education students which identified a number of critical ideological gender oppression practices evident in society. The findings revealed that visual narratives are a tool for critical consciousness of gender inequality and gender role reversals. Both male and female art teacher education students revealed from the study a heightened level of critical consciousness through emancipatory displays of gender roles reversals. We, therefore, argue in this paper that this latent potential of visual narratives as a

<p>critical tool is transferable by extension for all social ills which can befall and engross humankind perceptions and experiences, including, unemployment, hunger and natural disasters. Teachers are important agents of transformation and can play a very important role in bringing about gender shifts and socio-economic emancipation. It is therefore prudent to adopt critical art pedagogy to unleash critical consciousness at teacher education level. Critical art pedagogy, guided by the concept of skills transferability is, therefore, an eminent emancipatory tool for these and other social prejudices. Therefore, we present in this paper a number of recommendations and interventions which may lead towards creating an enabling space for teacher graduates to think independently and innovatively teaching through art pedagogy as a platform for creating consciousness for social and economic transformation towards achieving sustainable development goals at teacher education level.</p> <p><i>Keywords: doing gender, redoing/undoing gender, critical consciousness, visual interpretation; resistance, transferability</i></p>
<p><b>4.7 Gordana Stankovska, Dimitar Dimitrovski, Imran Memedi &amp; Zebide Ibraimi   Ethical Sensitivity and Global Competence among University Students</b></p> <p>Globalization and technology are rapidly changing the world we live in. Preparing students for their role as citizens of the world is an important task in higher education, given the challenges in the focus of global society. Thus, the main objective of this research was to examine the possible relationship between ethical sensitivity and global competence among university students. The Ethical Sensitivity Scale Questionnaire, Global Citizenship Scale and a personal information sheet were administered to a sample of 248 (136 female, 112 male) students. The results indicated that there was a positive relationship between the levels of ethical sensitivity and global competence among students. At the same time there was a significant positive relationship between ethical sensitivity, global competence, gender and academic performance. From the findings of this research, we can conclude that students have high ethical sensitivity and global competence skills, therefore moral development and global competence must become a part of the core mission of global education.</p> <p><i>Keywords: ethical sensitivity, global competence, students, global education, citizenship</i></p>
<p><b>4.8 Elei Green Igbogi &amp; Gertrude Shotte   Illegal Fishing Activities in the Gulf of Guinea: Economic, Environmental and Social Impact on Nigeria's National Development</b></p> <p>The Gulf of Guinea with its over three thousand (3000) miles of coastline is rich in resources. Over the decades, easy access to this resourceful body of water has attracted illegal activities from around the region and the world. Criminal activities such as human trafficking, narcotics, piracy and illegal fishing have caused Nigeria to lose a considerable amount of revenue. This paper investigates the impact of Illegal, Unreported and Unregulated (IUU) fishing activities on economic and social development in Nigeria. It draws on three main literature sources to build the discussion: (1) African Union – Interafrican Bureau for Animal Resources (AUIBAR), (2016); (2) the Overseas Development Institute 2016 Report; and (3) Hen Mpano's 2015 Research Report. Nigeria shares the Gulf of Guinea coastline so it is necessary to highlight IUU activities in the entire region that is shared by 12 nations - Sierra Leone, Liberia, Côte d'Ivoire, Ghana, Togo, Benin, Nigeria, Cameroon, Equatorial Guinea, Gabon, Republic of the Congo, Democratic Republic of the Congo, Angola, and Sao Tome and Principe. An examination of the literature reviewed, suggests that the catches that are lost from IUU, can realise an amount that is capable of increasing the Gross Domestic Product (GDP) of the West African States, which has positive knock-on effects for environmental and social upliftment. The paper recommends sustained youth education programmes with a view to creating awareness of the issues and prompting positive actions for personal and national development.</p> <p><i>Keywords: illegal, unreported, unregulated (IUU), Gulf of Guinea, education, national development, sustainability</i></p>
<p><b>4.9 Reyna del Carmen Martínez Rodríguez, Lilia Benítez Corona &amp; Alejandra Hernández Espinosa   Generic Competencies for Globalization from the Perspective of Engineering Students</b></p> <p>Within the framework of globalization, current events are diverse and heterogeneous. The General Coordination of Technological and Polytechnic Universities in Mexico (CGUTyPM) adopted a competency-based educational model with the objective of preparing professionals not only with the necessary knowledge but also with adequate skills, attitudes, and values needed in the global economy. With the aim of complementing the necessary training of future engineers, academic programs of Mexico's polytechnic universities have integrated into curricula courses in human development that address generic competencies. Development of competencies for students is complicated by the fact that within a globalized society it is necessary to learn profession-specific competencies in addition to generic competencies. However, in higher education, profession-specific competencies are commonly assumed to be of greater importance, and generic competencies are not prioritized. This paper presents the authors' research findings detailing responses from 150 students in different engineering programs. For analysis, a cross-sectional descriptive methodology was employed, using a questionnaire completed by student participants. The results show a clear need for explicit integration of the generic competencies into general curricula in particular, those of basic professional knowledge, problem-solving, commitment to ethics (honesty) and responsibility. The authors conclude that the continued teaching of the generic competencies at the university level is essential to student learning and provides students with strategies for adapting to the ever-changing environment of a labor sector situated in a globalized world.</p> <p><i>Keywords: generic competencies, globalization, engineering students, skills, higher education</i></p>
<p><b>4.10 Akingbade Adekunle Babafemi   The Role of Education Nigeria's Maritime Industry: Focusing on Professional Development</b></p> <p>Nigeria's Maritime Administration and Safety Agency (NIMASA), in examining its maritime industry forecast for 2018-2019, under the theme Emerging Opportunities and Challenges, recognized that a skilled labour force is extremely important to the development of the maritime industry. The report emphasised the need for professionals if the industry is to maintain the required critical mass for the industry to uphold its impetus. This paper explores the role that education can play in helping the industry to build up a cadre of professional to maintain its position in ocean maritime. Employing a desk research methodology approach, the paper selects NIMASA's 2018-2019 forecast report as the main primary literature source to build the discussion. Manpower and human capacity development are two major areas identified as spaced for emerging opportunities in the Nigerian maritime sector. Some other sectors noted are infrastructural development, globalization, the application of new technology, and research and development. It is within these sectors that the paper contends that education has a crucial role to play via knowledge building and training exercises. Additionally, the Organisation for Economic Co-operation and Development (OECD) projections show that international relations and peaceful co-existence is a major issue in the industry. The paper therefore recommends that NIMASA makes use of UNESCO peace education programme to use alongside other educational activities.</p> <p><i>Keywords: maritime industry, professional development, NIMASA, OECD's projections, education, peace education, technology</i></p>

## Thematic Section 5: Law and Education

### 5.1 Elizabeth Achinewhu-Nworgu | An Overview of Nigerian Education Law and Policy – A Case Study of University Admission Policy (JAMB) and Impact on Youth Educational Development

The purpose of this paper is to present an analysis of the context for education law and policy making in Nigeria and its implementation on youth education. The key focus is on the laws guiding educational policy, along with a case study of the university admission policy and its impact on youth education. The work was first published in the 2018 Yearbook of Education Law in Ohio. The author of this work has always had passion for the Nigerian youth education and she wishes to seek a solution to support and boost education for the youths in Nigeria, youth education seen as currently declining due to the rigor of JAMB admission. A qualitative and quantitative approach to research was employed to seek the opinions of the educators and few of the youths affected in the system. The qualitative approach provided an insight on the history of the British and American educational policies introduced in Africa, which did not meet the needs and expectations of local Nigerian communities. As such, the government of Nigeria opted to develop its own national policy as the way forward to meet the educational needs of indigenous Nigerians. Employing both the quantitative and qualitative approach enabled the analysis and conclusion that the current implementation of policies to streamline the education system in Nigeria leaves room for improvement. The fact that many Nigerian young people leave the country to study abroad reveals a high demand for education, such that the government needs to devise solutions to make university education more reachable by the youths.

*Keywords: education, youths, law, policy, rules and regulations, Westernisation and impact*

### 5.2 Chinuru Chituru Achinewhu & Aalonebari Joe Gabriel Gborogbosi | Deepening Citizens' Right and Access to Competitive Higher Education in Nigeria: Research-informed Teaching in Perspective

International law obligates States to recognize the right of citizens to education and that they should make higher education accessible to all on the basis of capacity. This obligation reinforces the significant place of education in shaping and transforming the community. Education can redefine economic, cultural and social connections. However, the right to higher education in a globalised world goes beyond merely creating access to education; it entails providing a competitive one that meets the challenges of the 21st century. This is, therefore, a necessary ingredient to fulfilling this obligation of States. That is, a State's failure to meet this obligation is a deprivation of their citizens' right to higher education. Forward-minded countries have progressively adopted measures to deepen the access of their citizens to cutting-edge higher education. At the heart of this is a strategic shift from traditional educational delivery approaches to research-informed teaching – the practice of integrating research with teaching in higher education. But Nigeria, just like other developing countries, have not entrenched research-informed teaching within their higher education system and this has impeded the attainment of competitive higher education in the country. The paper examines the issue of research-informed teaching and its impact on Nigerian citizen's right and access to competitive higher education. The work employs qualitative research method to sample the views of participants on the chosen topic. The paper suggests that Nigeria should strategically incorporate research-informed teaching to deepen her citizens' right and access to competitive higher education.

*Keywords: citizens' right, human right, access, competitive higher education, research-informed teaching*

### 5.3 Zoltán Rónay | Academic Freedom and Strong State Control: Two Samples to Illustrate the Consequences

In the latest BCES Conference Book (Education in Modern Society, BCES Conference Books, 2018) a study was published which presented Hungarian legislation on the field of education. It is clear that the legal framework serves the interests of the government. The Fundamental Law of Hungary does not guarantee the fundamental right to education but makes possible its delimitation. It secures a large playground for the majority of government and securing direct influence. One year ago, the aforementioned study asked the following question: where are these trends leading to? At that point, it seemed likely that the Hungarian government would use his power to intervene in state higher education. In the 2018 general election, the ruling party obtained an extreme majority in the parliament. It is in such a stable position that it can restrict not only the autonomy of state universities but also influences academia in general. In the spring of 2017, the world's media reacted to what is termed "Lex CEU". Although this law affected several foreign universities, it undoubtedly targeted the Central European University by creating legal requirements, which would make it impossible for this university to remain in Hungary. The other important academic issue targeted by the government, namely the abolition of Gender Studies programmes, affects one of the most respected Hungarian state universities (Eötvös Loránd University) in addition to CEU. This study presents these two cases, aims to understand the facts and legal background, and offers an analysis of the processes.

*Keywords: autonomy, higher education programs, CEU, Gender Studies*

### 5.4 Sharon Thabo Mampane | Understanding and Application of the Institutional Performance Management System within Higher Education Institution Departments

This conceptual paper draws on the understanding and application of Institutional Performance Management System (IPMS) by managers in a higher education institutions' (HEIs) department. Managers in HEIs are tasked to develop and support staff at all job levels and are accountable for their performance. The implementation of the IPMS in higher educational institutions could enhance the growth and development of the department and staff. The paper highlights the practices of IPMS as well as identifies the successes and challenges in understanding and applying IPMS within HEIs to provide a consolidated practical advice for universities in South Africa. Staff development and support are central to ensuring that commitments made are seriously translated into relevant actions in the department. Such actions by the institution lay a strong foundation for improved performance. The purpose of the paper is to unpack and contextualise the understanding and application of Institutional Performance Management System (IPMS) of staff, by recognising its merits depending on the context and circumstances where it is applied. This qualitative paper analysed literature studies that includes books and articles written on Performance Management Systems in higher education to establish how performance data is used to improve the institutional staff performance. Findings reveal that HEIs' performance criteria in IPMS, however, do not always serve to monitor and evaluate the department's progress on planned goals, objectives, and initiatives. The paper, therefore, serves as a foundational piece that highlights gaps in higher education institution managers' understanding and application of IPMS for supporting and improving staff performance.

*Keywords: Institutional Performance Management System (IPMS), higher education institution (HEI), staff development, accountability, monitoring, evaluation*

### 5.5 Queen Chioma Nworgu, Elizabeth Achinewhu-Nworgu & Rebecca Natrajan | Challenges of Combining Roles as an Educator and Entrepreneur: A Reflective Experience on Professional Development

The purpose of this paper is to analyse the experience and challenges faced by female in multi-tasking, combining full-time academic work with being an entrepreneur; the impact on professional practice and personal development. Becoming an entrepreneur can be a challenging and daunting task, but it can also come with good experience in managing own small businesses and putting theory into



practice in teaching students. The work draws on experiences of how entrepreneurs were able to combine academic work with managing their own small businesses and challenges confronted in realities. Drawing from experience, moving back and forth between the academic and business spheres, this paper considers the impact of being an entrepreneur and lecturer, and what it meant for the students, institutions and own professional development. The work uses qualitative and quantitative research paradigms to seek the perceptions of some professionals who were able to combine academic work and being an entrepreneur, challenges faced in the combined roles on their students, institution and professional development. The analysis of findings from few concludes that there are many benefits, as well as challenges, confronting professionals in multi-tasking of being a business owner and academic Lecturer, of which, most of them became very successful through hard work and determination and some failed to cope due to combination of two ultimately complementary roles. This presents further areas for research to investigate why some professionals who try to combine job roles of academic and being a business owner fail and if this may be the case for the male teachers.

*Keywords: educator, entrepreneur, professional development, female*

#### 5.6 Matshediso Rebecca Modise | Supporting Culturally Diverse Early Childhood Centres in South African Townships

This paper explores how early childhood (EC) leaders in South Africa support the EC centres in the townships of Gauteng Province. The term township refers to underdeveloped and racially segregated urban areas reserved for black communities, specifically Coloured, Africans and Indians. The townships are usually built outside the cities and towns. The term (township) also has a discrete legal implication in South Africa's system of land title, which carries no tribal connotations. Gauteng Province is one of the nine provinces of South Africa. It is the economic hub of the country and consists of people from diverse cultural backgrounds. The purpose of this paper is to understand the support practices by EC leaders through providing insight into the subjective experiences of practitioners. In this paper, support means empowering practitioners. This paper followed the qualitative approach in exploring how EC leaders support practitioners in a diverse cultural milieu. The paradigm used is interpretive because the author interpreted the support mechanisms offered. Data was collected through literature review. The paper contends that knowledge and understanding of diverse cultures is significance in giving support to culturally diverse EC centres. The expectation is that EC leaders should have the skill and ability to support practitioners in any given context. Findings reveal that good support can happen when there is collaboration between principals, practitioners and communities.

*Keywords: cultural diversity, township, support, practitioners, EC centre, leadership, race*

#### 5.7 Aalonebari Joe Gabriel Gborogbosi & Chinuru Chituru Achinewhu | Towards a More Collaborative Approach to Engendering Glocal Education in Nigeria: How Can the Law Help?

Glocal education is assuming greater prominence as a tool for utilizing higher education to address global challenges through the prism of local realities. Evidently, approaches to exploiting teaching and research to cater to the demands of a globalised world continue to evolve. Although a concept still evolving, the underlying precept of glocal education lies in viewing local considerations and circumstances as the mainstay to addressing global issues. Glocal education is taken as highlighting two central themes: (a) how educational institutions manage to transfer understanding of global realities, opportunities and challenges with connection to the local context; and (b) how are the educational institutions meeting the mission of addressing local needs while addressing global realities and performing at a level of global aspirations. Glocal education emphasizes the exploration of local and global links, focusing on how these could be leveraged to advance shared benefits both at the local and global levels. Springer adopts an economic view of glocal education by stating that "Glocal education melds the economic advantages of globalizing higher education with the benefits of incorporating local perspectives". This paper discusses how the mechanisms of law can be deployed to engender glocal education in Nigeria through value-based collaboration. It defines value-based collaboration as the partnership of varied interests and organizations with the aim to exchanging and utilizing their most valuable assets and strategic strengths for their individual or common benefit. The paper suggests a three-pronged value-based collaboration for Nigeria: University-university collaboration; University-industry Collaboration; and Government-industry Collaboration.

*Keywords: glocal education, globalization, globalized, value-based collaboration*

#### 5.8 Charity Wuche | Analysing Challenges and Problems Faced by Disabled People – A Case Study of Nigerian Exclusion Issues of Disabled

The main aim of this paper is to analyse some of the challenges and problems facing disabled people in Nigeria. Disability is any continuing condition that restricts every day activities. In fact, the disability service Act (1993), defines disability as attributable to an intellectual, psychiatric, cognitive, neurological, sensory or a combination of those impairments, which may permanent, chronic, or episodic nature. It may result in reducing capacity of the person, for communication, social interaction, learning or mobility and will need a continuing support services. Disability substantially affects the person's life and activities and may be permanent. The paper presents observations of challenges facing disabled people as a hospital Nurse and impact on their future career. It will aim to compare the challenges in the context of Nigerian system of support for the basic needs of life and required facilities for mobility of disabled people compared to the British system. People with disability have been generally neglected, physical and mentally assaulted as well as inhuman and degrading treatment especially in the developing world like Nigeria, many disable people are begging on busy roads, offices, petrol stations, motor parks, places of workshops, creating nuisance and embarrassment to the society at large. The work will draw on quantitative and qualitative research methods to find out what the participants' comments. Findings indicate lack of provisions available for disabled people in Nigeria accessing the basic facilities required to live normal life, compared to that of the British system and law. Recommendations suggest more awareness and support for disabled people to access facilities for mobility.

*Keywords: disability, access, law and policy, Nigeria, denial*

#### 5.9 Uchechi Bel-Ann Ordu | Sustainability in Rice Production: A Means to Alleviating Poverty in Nigeria

Agriculture contributes a lot to the growth of Nigeria's economy. At least 70% of Nigerians earn their living from agriculture and it provides food, income and foreign exchange, employment, raw materials for the manufacturers (FAO, 1999). However, the fast migration of people from rural to urban places and the drift from agriculture have brought about a decline in the dependence on agriculture. Agriculture used to be more prevalent as a main source of Nigeria's economy beyond oil. Because of the oil boom in the 1970s, there was a diversion from local agricultural production (Erenstein et al., 2003). This has led to a decreased agricultural production especially in rice and a very high demand from consumers. In a bid to address this problem, the government came up with different policies, though they are not consistent (Ogundele et al., 2004). In spite of these policies, local rice production has not kept up with domestic consumption demands. Research (Daramola, 2005) has proven that the Nigerian rice industry faces many constraints that inhibit its competitiveness. The macroeconomic conditions include high cost of credit, imported equipment and agrochemicals. Other constraints are low mechanization, weak research institutions, little or no literacy of farmers, and low government investment in agriculture. These factors make the environment for agricultural production and business uncondusive and unfavourable. Importation of cheaper and better-processed rice from more competitive countries like Thailand and India have largely depressed domestic rice production. The paper will aim to embark on a comprehensive study that focuses on sustainable rice production in Nigeria. It is important to see how poverty in Nigeria can be eradicated through production sustainability. It is expected that the result of the study

will be beneficial to all parties involved and also contribute to enhance knowledge in the academic field through extensive research. The work will be explored in stages, using both quantitative and qualitative research methods to seek the opinions of the participants on the nature and contributions of agriculture on Nigerian economic growth. It is expected that the findings of the research will be beneficial to all parties involved and also contribute to enhance knowledge in the academic field through extensive research.

*Keywords: agriculture, Nigeria, production sustainability, poverty, economy*

## Thematic Section 6: Research Education & Research Practice

### 6.1 Susan M. Yelich Biniecki | Concept Mapping in Research: An Intercultural Bridge for Data Collection and Analysis

The purpose of this paper is to analyze how concept mapping can be used as an intercultural bridge in research data collection and analysis. Concept mapping has been applied as a successful tool to facilitate learning and critical analysis in informal and formal education settings. This visual organizer also may be integrated in data collection and analysis processes in intercultural research, or that which occurs between two or more different cultures. For example, participants might be of a different culture from the researcher. Within data collection, participants may demonstrate an understanding of research questions and propositional relationships using concept mapping. Therefore, researchers are able to discern meaning making with greater clarity, providing a deeper level of analysis. In addition, collaborating researchers of different cultures are able to utilize concept mapping for the purpose of data analysis and clarifying intercultural communication. When integrated in quantitative, qualitative, and mixed methods studies, concept mapping has the possibility to illuminate complex, emerging themes and data.

*Keywords: concept mapping, research, intercultural, data collection, data analysis*

### 6.2 Ondrej Papajoanu, Hana Vonkova, Katerina Kralova & Jiri Stipek | Examining the Assessment of Anchoring Vignettes in Different ICT Competence Domains: The Results of a Pilot Study Among Upper-Secondary Students

The anchoring vignette method has been proposed as an innovative approach to solve the problem with self-assessment data incomparability caused by the differences in scale usage between respondents. In this study, we use a set of 15 anchoring vignettes describing different domains of ICT skills (Information, Communication, Content creation, Safety, and Problem solving) to examine the differences in scale usage between Czech upper-secondary students (N = 166) studying at different types of schools in these domains of ICT competence. Our preliminary results suggest that students studying at different types of schools seem to have different standards for vignette evaluation (i.e. they use the scale differently), however, we also identified certain similarities in the way students from a particular school use the scale across the five ICT competence domains. Such findings might be of high relevance for the further use of the anchoring vignette method in ICT competence research, however, further investigation in this research area is necessary.

*Keywords: differences in scale usage, anchoring vignettes, self-assessment, ICT skills, DigComp framework*

### 6.3 Salah Kutieleh | Understanding Attrition in Higher Education from Students' Perspectives: A Case Study

The high student attrition rate has been a source of concern not only to universities but also to students and their families who are affected both economically and socially. This study investigates factors related to commencing students' decisions to persist with or withdraw from an Australian University. The target students include main stream, international, and non-English speaking background (NESB) students. The inclusion of NESB students as a separate group is of utmost importance given the literature shows this group has been sparingly considered in similar studies which have focused on student retention and attrition. A mixed methods approach was employed to investigate the role of academic factors, personal factors, and student identity in students' decisions to persist with or drop out of university. Data analysis revealed that 64% were unlikely to withdraw from university. The reasons of those who were likely to withdraw from university were not related to gender, country of birth, or the number of years living in Australia. High workload was the academic factor that significantly related to their likelihood of withdrawing from university. A variety of personal responsibilities were significantly related to possibility of dropping out, particularly stress, relationship commitments, health, and separation from family/friends. The implications of these and other findings together with recommendations for further research are discussed in the paper.

*Keywords: retention, attrition, commencing students, student success*

### 6.4 Anna Czyż | Selected Variables Determining the Direction of Polish Teachers' Attitudes towards Inclusive Education

The aim of the undertaken research was the evaluation of selected variables determining the teachers' attitudes towards inclusion education. This quantitative research was conducted in the positivist paradigm. The study involved a sample of 363 teachers of Polish public educational institutions. The Scale for Measuring Attitudes towards Inclusive Education was used. The tool was designed for the purposes of this study and it was analyzed for internal consistency and reliability. Parametric statistics were used to evaluate the relationships; univariate analysis of variance - ANOVA and student's t test for two independent variables. The research results allowed to accept hypotheses that the variable: type of school (mainstream/special), the level of education (kindergarten, primary school, middle school) and the position held (teacher, educator, psychologist) significantly differentiate attitudes towards inclusive education.

*Keywords: inclusion, education, teachers, disability, teachers' attitude*

### 6.5 Kristina Kuzoro | Periodicals of Orthodox Spiritual Educational Institutes in the Scientific and Cultural Space of Russia (XIX - Early XXI Centuries)

In 1821, Metropolitan Gregory (Postnikov) founded the "Christian Reading" journal at the St. Petersburg Theological Academy, thereby laying foundation of official spiritual journalism. Then scientific journals appeared in the Moscow, Kiev and Kazan Theological Academies. In the 1990s, after the revival of ecclesiastical education in Russia, the Academies and Universities continued to publish scientific journals.

This research study involves analysis of 50 modern periodicals. Different types of magazines were chosen (scientific, popular science, informational, awareness-raising) in order to explore the diversity of topics presented, the variety of opportunities and methods for interaction with the audience. The purpose of this study was to (a) determine the role and importance of periodicals in the scientific and cultural space of Russia and (b) identify opportunities in shaping the image of religious schools and their interactions with secular scientific journals. The study revealed that the release of quality periodicals contributes to the formation of an attractive image of educational institutions. It also contributes to promotion of the recruitment of applicants, the growth of knowledge about the information space, and raising ratings. For the public, magazines are a source of reliable information about ecclesiastical education and science, allowing them to look at their current state without stereotypes. The ecclesiastical educational corporation unanimously acknowledges the need for inclusion in the common space with secular scientific and educational institutions. Thus, the journals, having become a

noticeable phenomenon in the field of religious education in pre-revolutionary Russia, continue their mission today, filling their contents with new directions and subjects.

*Keywords: Orthodox periodicals, theological academies, theological seminaries, corporate culture*

*The study was carried out at the expense of a grant from the Russian Science Foundation (Project No. 18-78-00044)*

## Panel 1: Bridging Local and Global Knowledge in Education

### P.1 Elton Skendaj | Re-presenting Albanian Studies in the West: The Re-construction and Representation of Identity-based Studies from the Vantage Point of a Hybrid Citizen

With the decline of funding in area studies research, new scholars who do field work in smaller countries are disadvantaged. This paper investigates the resurrection of the Society for Albanian Studies in the USA as a forum that provides space for new and established academics who are doing research relating to Albania, Kosovo, or the wider Albanian diaspora abroad. Many of the members are "hybrid citizens" who grew up in the Balkans, yet studied and currently work in Western countries such as the USA and Canada. As a member of this group and the current President of the Society for Albanian Studies, the author will examine the following question in this paper: How do we re-present identity-based studies in the West? The paper argues that the challenge is to avoid the Orientalization of the Balkans from the Western gaze as well as stay clear of primordial nationalist perspectives. In our work, we use modern [largely Western] social science and humanities methods to investigate political and social processes in the Balkans without falling into the trap of seeing Albanian speakers as exotic cultural "others". As diaspora academics and hybrid citizens, we intentionally avoid reflecting the uncritical nationalist perspectives that are frequently prominent in academic debates centered in Albania or Kosovo. As scholars of Albanian origin with academic credentials earned in the USA, Canada, or Western Europe, we occupy a somewhat privileged in-between position that supports the integration of Balkan studies in the various disciplines in the West while concurrently providing opportunities for networking, mentoring, and other forms of academic partnerships with scholars residing in the Balkans.

*Keywords: Albanian Studies, identity-based studies, hybrid citizen, Albania, Balkans*

### P.2 Meg Gardinier | Glocal Expertise: Global Policy Actors and Local Education Reform in Albania

This paper explores the influence of international actors on education policy development and reform in post-communist Albania. Over the past 25 years, international actors and representatives of organizations such as the World Bank, the Organization for Economic Cooperation and Development (OECD), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) have aided Albanian policy-makers in analyzing, assessing, and developing education policies in key areas such as education finance, information, communication, and technology (ICT), curriculum, school leadership, and teacher education. In the early post-communist days, international expertise was seen as a beacon for the development of democratic citizenship and a market-based economy in Albania. However, key local stakeholders also played a significant role in interpreting, adapting, and localizing international models and prescriptive designs for Albanian education. These local experts became "in-betweens" – mediating between the international experts and their local constituencies (see Gardinier, 2015). Their role as in-betweens led to the cultivation of "glocal expertise" – a concept explored in this paper. Drawing on the author's 15 years of qualitative research in Albania as well as her role as a consultant with UNESCO (2016-2017) and the Open Society Foundation for Albania (2017-2018), this paper addresses the following questions: In what ways has international influence informed Albanian education reform and development? What are some of the pros and cons of these global-local relationships? Central to this analysis is a critical examination of what constitutes expertise and whose knowledge counts in the process of education reform. Due to the author's role as an "outsider-insider", researcher positionality will also be addressed.

*Keywords: glocal expertise, global policy actors, Albania, local education reform*

### P.3 Iris Aliaj | Understanding Existing Strengths and Opportunities for Growth in 5 Albanian Schools Based on PISA 2015 Results

Albania first participated in the OECD (Organization for Economic Cooperation and Development) PISA (Programme for International Student Assessment) in 2000. For the past nine years, Albania has seen consistent and substantial improvements in all three subject areas assessed: literacy, mathematics, and science. Yet even its best performance yet on PISA in 2015 was below the OECD average. This raises questions about the factors that contribute to this performance and how Albania can improve its level of educational achievement, particularly in light of Albania's plans to join the European Union. According to comparative policy research on the response of various countries to the PISA ranking results, there is a clear need for a contextual analysis of factors related to successful performance. This study sought to address this need through a mixed methods comparative case study of a selection of top performing schools on PISA 2015. The aim was to develop an understanding of what is currently going well in these schools so that these factors could be replicated more widely throughout Albania. Inquiring into effective patterns currently present in the Albanian context can inform context-relevant interventions and policy making. Building on previous educational research on educational reform in Albania, another purpose of the study was to examine the ways in which reforms aimed at shifting teaching practices towards a more student-centered constructivist approach have influenced teaching and learning in a small set of schools that were most successful on PISA 2015.

*Keywords: Albania, OECD, PISA, teaching practice, educational reform*

## Panel 2: Glocal Knowledge in Higher Education and Leadership: Insights from Emerging Research

### P.4 Franziska Bieri | Building Global Research Competency in Leadership Studies

There has been a steady growth in cross-cultural and multinational research on various leadership topics. International research partnerships in the field of leadership have also expanded. Yet a discussion on how to effectively conduct these type of studies has been limited. Students in leadership programs, as well as leadership scholars and practitioners stand to benefit from growing discourse on what constitute best practices in conducting qualitative and quantitative research in different and multiple cultural contexts. In order to conduct rigorous scholarship across cultures, researchers need to examine their cultural biases and incorporate culturally relevant research methods. But how do we effectively conduct international research projects; what are the challenges of cross cultural work and how do we best navigate and overcome difficulties; what are the best practices in the various stages of the research

process? This presentation explores some answers to those questions by highlighting the themes and examples from an edited book manuscript (International Leadership Research). First, the paper introduces the relevance of global research competency to leadership scholars and the interdisciplinary field of leadership studies. Next, the paper discusses several thematic areas of the manuscript including how theory development is shaped by cultural assumptions and frames of reference; methodological biases and ethnocentrism; issues related to concept translation; multicultural research designs; and ethical research standards in international research. Lastly, the paper briefly highlights how to integrate appropriate methodological training in higher education programs to build students' global research competency.

*Keywords: global research competency, leadership studies, multicultural research designs, ethical research standards, higher education programs*

#### **P.5 Anastasia Asare | Gender Stereotyping and Perceptions of IT Women Leaders in West Africa: Identifying Avenues for New Research in the Field of Global Leadership**

In some countries, women account for approximately 26% of the information technology (IT) workforce. However, women in leadership positions in the field of IT are disproportionately underrepresented in the United States and globally. Research has shown that the role women play in global leadership positions including CEOs of major corporations, prime ministers, and presidents is highly restricted. Yet there is evidence that organizations with women in top leadership positions realized higher returns on equity, higher market-to-book value, and improved corporate sustainability through higher social responsiveness. To address these issues, this paper explores the role of women in key leadership positions in the field of IT and identifies key aspects of gender discrimination in this area. The paper provides a review of literature that explores gender stereotypes in the IT field globally, with a particular focus on the sub-region of West Africa. Though much research exists on the underrepresentation of women leaders within the IT industry in developed countries, very little is known on this issue with regards to IT women leaders in West Africa. Thus, after a critical review of existing literature, this paper identifies avenues for new research that aims to explore organizational cultural biases like gender stereotyping and leadership style perceptions facing IT women leaders working in the West African region. The overall goal of the paper is to identify and share ideas for new research that could contribute to reducing gender disparities within IT leadership across the West African sub-region.

*Keywords: gender stereotypes, IT women leaders, West Africa, global leadership*

#### **P.6 Leslie Koehlinger Russ | Sustaining a Family Business in the 21<sup>st</sup> Century Global Knowledge Economy: Insights from Emerging Research**

Global scholars recognize the family business as an evolving field of study. In the U.S., family businesses personify the hallmark of dreamers with an entrepreneurial flair for turning rags into riches, generating the predominance of American businesses and new job creation. U.S. family businesses represent 126 of the largest 500 family businesses around the globe, according to the Center for Family Business at the University of St. Gallen, Switzerland. Yet a small fraction remain viable into the third generation of family ownership, an issue that is compounded by a significant percentage of owners expected to retire soon who have no succession plan and lack the tools and to successfully transition the founding principles, ethical standards, and corporate soul to the next generation. To examine these issues, this paper explores two key questions: How can family business owners successfully adapt to the global economy? Related to that, how can these businesses inspire new generations to stay in the business and maintain the business' economic viability? Emerging research on effective generational transfer suggests a common thread of strategic education as an overlooked key predictor of not only family-owned business sustainability but as a strategic entrepreneurial bridge of innovation and generational transfer. Strategic education in the family business occurs when the founder generation encourages, and the successor generation embraces, receiving focused education, training, and applied experience in the areas that are strategically relevant to the firm's opportunities to innovate. Strategic education and other pertinent issues will be examined in a global perspective.

*Keywords: global knowledge economy, family business, emerging research, strategic education*

#### **P.7 Alexis Naranjo | Generation X and Y: Leadership Styles, Working Characteristics, and Job Satisfaction**

Today's workforce is a melting pot of ideas, concerns, leadership styles, expectations and cultures. Leaders play a fundamental role in managing a diverse workforce not just from the cultural perspective but also from the demographics and characteristics of the new generations. Cultivating a global mindset fosters an understanding of new expectations set by the new entering workforce. Leaders today need to have a clear understanding that generational groups such as X, Y and baby boomers have a totally separate set of expectations when it comes to a work environment and job satisfaction. Effective global leadership in general is not just driven by "global experience" but instead is driven by a true global mindset that drives effective leadership by understanding the expectations of a new working generation. For example, micromanagement is no longer an effective way to drive productivity and managing a workforce; many research studies shows that people tend to be more stressed and less productive under a micromanagement style. The same concept is applied to the new generation of leaders who must manage an entire mixture of ideas, expectations, requirements and aspirations. In the globalized work environment, the future success of an organization relies on the understanding of how younger people lead and follow leadership in order to achieve greater job satisfaction. The purpose of this paper is thus to critically examine the global literature in order to develop key insights on leadership styles that can inspire the greatest job satisfaction for members of Generation X and Y.

*Keywords: Generation X and Y, leadership styles, job satisfaction*

#### **P.8 Shawndra Harmond Young | Exploring the Influence of School Climate on Academic Achievement and Youth Development in Career and Technical Education (CTE)**

In 2018-2019, young people in many countries decided to take matters into their own hands by walking out of the classroom. By participating in these peaceful demonstrations, youth are demanding action on issues of gender inequality, community violence, funding disparities, and the lack of concrete efforts amongst policymakers to address global warming. On these and other issues, global students have decided to take charge of their education. In the context of these actions, the climate of the school environment has become increasingly important. However, students and teachers often have different perceptions and beliefs about the school climate. While educators may claim to provide a protective and supportive school environment, students often believe that adults don't care about them or their ideas and issues. Thus, school climate has become an important area of educational research, particularly as it relates to the complex issue of student success. In this context, the proposed study explores the following research question: To what degree will a positive school climate promote student learning, academic achievement, and risk prevention, for students in programs for Career and Technical Education (CTE)? Increasingly, CTE has become a global area of educational research. In this study, the author will explore the international literature on issues of school climate and student achievement in the field of CTE. To better understand the relationship between the various factors of student experience, this study will compare a local program in an American CTE facility with similar programs from international contexts.

*Keywords: school climate, academic achievement, Career and Technical Education (CTE), youth*