

# IEDRC

ICERI 2016

ICELT 2016

ICIEI 2016

2016 6th International Conference on Education, Research and Innovation  
(ICERI 2016)

2016 2nd International Conference on Education, Learning and Training  
(ICELT 2016)

2016 2nd International Conference on IT and Education Innovations  
(ICIEI 2016)

*Beijing, China/ August 06-08, 2016*

**Venue:** Geosciences International Conference Centre  
(地大国际会议中心)

**ADD:** 29 Xueyuan Road, Haidian District, Beijing, P. R. China  
地址: 北京海淀区, 学院路 29 号  
Tel.: 8610-8232 3888

## Welcome Remarks

On behalf IEDRC, we welcome you to Beijing to attend 2016 6th International Conference on Education, Research and Innovation (ICERI 2016), 2016 2nd International Conference on Education, Learning and Training (ICELT 2016) and 2016 2nd International Conference on IT and Education Innovations (ICIEI 2016). We're confident that over the three days you'll get theoretical grounding, practical knowledge, and personal contacts that will help you build long-term, profitable and sustainable communication among researchers and practitioners working in a wide variety of scientific areas with a common interest in Education, Research and Innovation, Education, Learning and Training and IT and Education Innovations.

On behalf of Conference Chair and all the conference committee, we would like to thank all the authors as well as the Program Committee members and reviewers. Their high competence, their enthusiasm, their time and expertise knowledge, enabled us to prepare the high-quality final program and helped to make the conference a successful event.

Once again, thanks for coming to this conference, we are delegate to higher and better international conference experiences. We will sincerely listen to any suggestion and comment; we are looking forward to meeting you next time.

### Take a look at some of what these Conferences offer you...

- 4 sessions, on topics as computer & education, educational assessment, educational management and education & social science.
- Inspiring and thought-provoking keynote speeches: Prof. Tomokazu Nakayama from Jissen Women's University, Tokyo, Japan and Prof. Hui-Wen Vivian Tang, from Teacher Education Center of Ming Chuan University, Taiwan and plenary speech: Prof. Ma. Belinda S. Mandigma from University of Santo Tomas, Manila, Philippines.
- Plenty of opportunities to network and forge connections with your fellow attendees from across the globe, including Keynote & Plenary Speech Session and Oral presentation Sessions and Poster Session.

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## Instructions for Oral Workshop

\*One best presentation will be selected from each session, the best one will be announced and award the certificate at the end of each session.

\*The Session Chair will have a signature on the certificate and conference seal

### Devices Provided by the Conference Organizer :

- ✧ Laptops (with MS-Office & Adobe Reader)
- ✧ Projectors & Screen
- ✧ Laser Sticks

### Materials Provided by the Presenters:

- ✧ PowerPoint or PDF files

### Duration of Each Presentation

- ✧ Regular Oral Session: about 15 Minutes of Presentation including Q&A.
- ✧ Keynote Speech: 45 Minutes of Presentation including Q&A.

### About Dress Code

All participants are required to dress formally. Casual wear is unacceptable.

## Keynote Speakers



**Prof. Tomokazu Nakayama**

**Jissen Women's University, Tokyo, Japan**

T. Nakayama A. was born and raised in Tokyo, Japan. Nakayama earned a bachelor degree in English Literature and Linguistics from Obirin University in 1991 and MA in TESOL at Teachers ' College Columbia University in 2001 and Ph.D. at Hiroshima University in 2013. He is specialized in learning science. His current research interests are English as an International Language (EIL) and development of new learning methods to promote proficiency of EIL learners. He developed VA shadowing method to improve Japanese EIL learners' listening skills and the book on its mechanism will be released this year. Now he and his colleagues are developing the new method called Instant Translation method to promote proficiency of Japanese EIL learners. He is currently an associate professor at Jissen Women's University in Tokyo and teaches English and English teacher training courses.

***Speech Title:*** What does it Mean by “Think Globally, Act Locally.” for Education?

**Abstract:** Globalization has been a key term for more than two decades. Intergovernmental organizations such as World Bank, OECD, UNESCO and UN have been continually creating what we call “superstructures” to implement globalizations. Those superstructures have influenced nations' educational systems. Even though those goals are set for globalizations, the methodologies to achieve those goals still remain to be seen. This keynote speech will discuss in detail on what is necessary to achieve those goals using the examples of foreign language education. CEFR (Common European Framework of Reference) is one of the major superstructure for foreign language education. I will discuss how we can implement the goals in local settings.



**Prof. Hui-Wen Vivian Tang**  
**Teacher Education Center of Ming Chuan University, Taiwan**

Hui-Wen Vivian Tang Professor of the Teacher Education Center of Ming Chuan University, Taiwan. In 2007, she received an Ed.D degree from the educational leadership program of Texas A & M University, Kingsville, Texas, USA.

Her current research focuses on leadership development, emotional intelligence, cross-cultural studies, multiple criteria decision making and teacher education. She is currently the Chair of Teacher Education Center of Ming Chuan University, a lifelong member of the Emotional Intelligence Training and Research Institute (EITRI) organized by a collegial association located in Corpus Christi, Texas, USA, and formerly the chief editor of “Journal of Applied English”.

Prof. Tang’s recent publications include “Forecasting performance of Grey Prediction for education expenditure and school enrollment” published in 2012 by Economics of Education Review (SSCI), “On the fit and forecasting performance of grey prediction models for China’s labor formation” published in 2013 by Mathematical and Computer Modelling (SCI), “Constructing a competence model for international professionals in the MICE industry: An analytic hierarchy process approach” in 2014 by Journal of Hospitality, Leisure, Sport & Tourism Education (SSCI), “Developing a short-form measure of personal excellence for use among university students in Taiwan” in 2015 by Total Quality Management & Business Excellence (SSCI) and “Critical factors for implementing a programme for international MICE professionals: A hybrid MCDM model combining DEMATEL and ANP” in 2016 by Current Issues in Tourism (SSCI).

***Speech Title:*** The Application of AHP to Prioritize EI Competences for Junior High School Principals in Taiwan

**Abstract:** The aim of this paper is to demonstrate the application of analytic hierarchy process (AHP) as a feasible decision-making technique to prioritize emotional intelligence (EI) training needs of a specific group of junior high school principals. A hierarchical decision-making framework developed based on the Emotional Skills Assessment Process (ESAP) was structured into an AHP questionnaire issued to 9 principal candidates and incumbent principals as participants of the study. Results of the AHP analysis suggest that scenario-based EI interventions for enhancing important EI skills are made possible via AHP analysis. The EI framework and AHP technique were introduced with specific implications for planning EI trainings by taking contextually specific needs into consideration. Further research directions were discussed in an effort to maximize the effects of EI trainings for school principals.

# Plenary Speaker



**Prof. Ma. Belinda S. Mandigma**

**University of Santo Tomas, Manila, Philippines**

## Professional License and Organizations

### Local

- Philippine Institute of Certified Public Accountant, Lifetime Member
- Philippine Economics Society, Member
- University of Santo Tomas Graduate School Alumni Association, Lifetime Member
- Chartered Financial Analyst (CFA) Society of the Philippines, Regular Member
- ENEDA, Regular Member

### International

- World Journal of Social Sciences, Zia World Press, Australia, Associate Editor
- International Postgraduate Network, Selangor, Malaysia, Technical Committee Member
- International Economics Development and Research Center, Hong Kong, Senior Member
- World Business Institute, Melbourne, Australia, Fellow
- Chartered Financial Analyst (CFA) Charlottesville, VA, USA, Regular Member
- Chartered Financial Analyst (CFA), Level II Passer

### Current and Relevant Teaching and Other Positions:

- Professorial Lecturer, UST Graduate School, 2011 to Present
- Associate Researcher, UST Research Center on Culture, Education and Social Issues, 2010 to present
- Professor, UST College of Commerce and Business Administration, 2014 to present

## ***Speech Title:*** The Role of Academics in Sustainable Global Research

**Abstract:** A renewed urgency has emerged in the research community concerning the role of academics in sustainable global research. The academic community is the steward of any research university. Thus, the academics need to be well educated to perform their teaching and research responsibilities at the highest levels. Their commitment to the culture of research requires a strong resolution as well. The rewards of engaging in sustainable global research are their core responsibility to the next generation of researchers and academic leaders. While maintaining the scale and breath of research is not low cost, the role of academics is essential in maintaining the health of research universities as a whole.

# Simple Timing Map/时间简表

Day 1	August 06, 2016 (Saturday)	
	< 10:00am-16:00pm >	
	<b>Venue:</b> Geosciences International Conference Centre- Lobby	
Day 2	Arrival Registration & Materials Collection	
	August 07, 2016 (Sunday)	
	< 9:20am-18:00pm>	
	<b>Venue:</b> Geosciences International Conference Centre- Lobby	
	Arrival Registration, Keynote Speech, Plenary Speech, and Authors' Presentation	
	<b>Time</b>	<b>Items</b>
	9:20am-9:25am <Meeting Room 7>	Opening Remarks (Prof. Tomokazu Nakayama)
	9:25am-10:10am <Meeting Room 7>	<p><b>Keynote Speech I</b></p> <p><b>Prof. Hui-Wen Vivian Tang</b> Teacher Education Center of Ming Chuan University, Taiwan</p> <p><b>Speech Title:</b> The Application of AHP to Prioritize EI Competences for Junior High School Principals in Taiwan</p>
Day 2	10:10am -10:30am	<b>Coffee Break &amp; Group Photo</b>
	10:30am -11:15am <Meeting Room 7>	<p><b>Keynote Speech II</b></p> <p><b>Prof. Tomokazu Nakayama</b> Jissen Women's University, Tokyo, Japan</p> <p><b>Speech Title:</b> What does it Mean by “Think Globally, Act Locally.” for Education?</p>

	11:15am -12:00pm <Meeting Room 7>	<b>Plenary Speech</b>  Prof. Ma. Belinda S. Mandigma University of Santo Tomas, Manila, Philippines  Speech Title: The Role of Academics in Sustainable Global Research	
	12:00pm-13:00pm	<b>Lunch</b>	
	13:00pm-18:00pm	<b>Authors' Presentations</b>	
		Session I (Educational Management) <Meeting Room 7>	Session II (Education & Social Science) <Meeting Room 5>
		<b>Coffee Break</b>	
		Session III (computer & education) <Meeting Room 7>	Session IV (Educational Assessment) <Meeting Room 5>
18:00pm	<b>Dinner</b>		
Day 3	August 08, 2016 (Monday)  < 7:30am-17:00pm>		
	<b>Gathering:</b> Geosciences International Conference Centre- Lobby		
	One day tour in Beijing		

**Tips:** Please reach conference room 30 minutes before the session beginning to upload PPT.



## Day 1, Saturday, August 06, 2016

<b>Registration</b>  <b>10:00am - 12:00pm</b>  <b>14:00pm - 16:00pm</b>	<b>Venue: Geosciences International Conference</b>  <b>Centre- Lobby</b>
<b>Arrival, Registration and Conference Materials Collection</b>	

## Day 2, Sunday, August 07, 2016

(Venue: Meeting Room 7) <b>9:20am-9:25am</b>	<b>Opening Remark</b>	<b>Opening Remarks</b> (Prof. Tomokazu Nakayama)
(Venue: Meeting Room 7) <b>9:25am-10:10am</b> <b>Keynote Speech I</b>		<b>Keynote Speech I</b>  <b>Prof. Hui-Wen Vivian Tang</b> <b>Teacher Education Center of Ming Chuan University, Taiwan</b>  <b>Speech Title:</b> The Application of AHP to Prioritize EI Competences for Junior High School Principals in Taiwan
(Venue: Meeting Room 7) <b>10:10am -10:30am</b>	<b>Coffee Break &amp; Group Photo</b>	
(Venue: Meeting Room 7) <b>10:30am -11:15am</b> <b>Keynote Speech II</b>		<b>Keynote Speech II</b>  <b>Prof. Tomokazu Nakayama</b> <b>Jissen Women's University, Tokyo, Japan</b>  <b>Speech Title:</b> What does it Mean by “Think Globally, Act Locally.” for Education?
(Venue: Meeting Room 7) <b>11:15am -12:00pm</b> <b>Plenary Speech</b>		<b>Plenary Speech</b>  <b>Prof. Ma. Belinda S. Mandigma</b> <b>University of Santo Tomas, Manila, Philippines</b>  <b>Speech Title:</b> The Role of Academics in Sustainable Global Research

<b>12:00pm-13:00pm</b>	<b>Lunch</b> <b>&lt;Meiya Caf é&gt;</b> <b>1<sup>st</sup> Floor</b>	
<b>13:00pm-18:00pm</b>	<b>Authors' Presentations</b> <b>2<sup>nd</sup> Floor</b>	
	<b>Session I</b> <b>(Educational Management)</b> <b>&lt;Meeting Room 7&gt;</b>  (13:00pm-15:30pm)	<b>Session II</b> <b>(Education &amp; Social Science)</b> <b>&lt;Meeting Room 5&gt;</b>  (13:00pm-15:45pm)
	<b>Coffee Break</b>	
	<b>Session III</b> <b>(computer &amp; education)</b> <b>&lt;Meeting Room 7&gt;</b>  (15:45pm-18:00pm)	<b>Session IV</b> <b>(Educational Assessment)</b> <b>&lt;Meeting Room 5&gt;</b>  (16:00pm-17:30pm)
<b>18:00pm</b>	<b>Dinner</b> <b>&lt;Meiya Caf é&gt;</b> <b>1<sup>st</sup> Floor</b>	

**Note:** \*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

# Session One

< Educational Management >


**13:00pm-15:30pm / Venue: Meeting Room 7**

<Coffee Break: 15:30pm-15:45pm >

**Session Chair:** Prof. Hui-Wen Vivian Tang, *Teacher Education Center of Ming*

*Chuan University, Taiwan*

<p><b>LT0028</b> 13:00pm -13:15pm</p>	<p>Comparison Study in College Students Learning English with Self-Efficacy, Self-Directed Learning, Motivation and Learning Activities in Yunnan and Taiwan of China <b>Yu-Cheng (Roscoe) Shen</b> <i>Qujing Normal University, Teacher Education College, Qujing City, China</i></p> <p><b>Abstract</b>—English as a foreign language (EFL) has adopted the concept and implemented in both China and Taiwan teaching, however, the general impression is college students in English performance is not well in both sides of Taiwan Strait. Of significant factors influencing learning English learning factors, individual learner differences may be the most crucial. It was the aim of this study to investigate the relationships among self-directed learning in the domain of English as Foreign Language self-efficacy, and motivation in Taiwan and Yunnan respectively. The Self-Directed English Learning Survey used in this study was a researcher-constructed survey. 604 college students from college in Taiwan and Teacher Education in Yunnan participated in the study. The analysis of One Way ANOVA and Dunnett's test indicated that gender, academic, and English all had significant effects on students in the constructs of self-directed English learning, self-efficacy, and motivation. In addition, results indicated that the difference between lower and higher score participating groups were more related to self-directed learning, self-efficacy than motivation. Implications are to increase effective instruction activities, students needed to do more English learning activities. The more positive individuals' attitudes, the more intrinsically motivated individual, which can further increase their perseverance in pursuit of English learning.</p>
<p><b>LT0007</b> 13:15pm-13:30pm</p>	<p>The Role of Education in the Knowledge Age, Trends and Transitions: The case of Botswana <b>Mbiganyi Moremi</b></p>

	<p><i>Botswana International University of Science and Technology, Botswana</i></p> <p><b>Abstract</b>—Global changes have taken place in education in the 21st century. Changes relating to how education is theorised, provided and assessed. In Africa, education provision faces challenges and opportunities. Traditional methods of teaching are still being practised. Adoption of Information and Communication Technology (ICT) is still slow while in other sectors, like the Bank sector, it has contributed significantly to its growth. In future people will change jobs frequently and employment patterns will be different. This calls for acquisition of competencies fitting into the knowledge age. The paper argues that policy implementation in Africa is still a major challenge. The Delphi Real Time questionnaire, a futures thinking methodology, provides scenarios that describe the future education systems up to 2025. Which scenarios seem probable or preferable for the African continent? The paper further explores how the following signals and trends shape education and training in Botswana: transformed education, life-long learning, youth bulge and new technology influencing educational transformation. Reflections and implications of the four signals and trends show proliferation of private tertiary institutions, entrepreneurial skills development and opportunities for self-employment among others. The government's role in the provision of education in the knowledge age is highlighted and contextualised.</p>
<p><b>LT1002</b></p> <p>13:30pm-13:45pm</p> 	<p>Balancing Assessment and Creativity in Basic Science Teaching in Nigerian Schools</p> <p>Jane Chinyere Madichie and <b>Madichie William Nnaemeka</b></p> <p><i>Federal College of Education (Technical), Umuze, Anambra State, Nigeria</i></p> <p><b>Abstract</b>—The objectives of the Basic Science and Technology curriculum in Nigeria include among other things enabling the learner develop interest science and technology as well as acquire basic knowledge and skills in science and technology. Science teachers are often faced with a struggle to work on external examination demands on the curric William Nnaemeka Madichie ulum and still make science interesting to students. The external examinations in the form of standardized tests place a lot of constriction on the science teacher who has a duty to ensure that students pass these exams and still make science interesting, enabling the students acquire basic knowledge and skills in science. This paper suggests some strategies that will enable the Basic science teacher balance students' assessment and creativity in their Basic science teaching. Such strategies include proper lesson planning, use of a variety of instructional styles, use of hands – on activities, creating assessment rubrics on several contents among others.</p>
<p><b>LT0023</b></p> <p>13:45pm-14:00pm</p>	<p>Employability of Academically and Vocationally Qualified Employees – Theoretical Reflections and Empirical Evidence from the Commerce Sector in Germany</p> <p><b>Silvia Annen</b> and Michael Tiemann</p> <p><i>Federal Institute for Vocational Education and Training (BIBB), Bonn, Germany</i></p>

	<p><b>Abstract</b>—Currently there is a debate on the labor market usability of vocational versus academic qualifications in Germany due to changes in the education system. There was a reform of academic qualifications with the introduction of bachelor programs which are ranked on the same level of the German Qualification Framework as vocational further training programs. There are also rising shares of people with a general degree allowing them to attend university and thus it is expected that the shares of graduates from bachelor programs will rise as well. This will possibly lead to competitions on the labor market with persons holding vocational further training certificates. Earlier studies pointed out there might also be a complementarity between the two kinds of educational programs. This paper reports first results from a research multi-method and multi-perspective project aimed at answering the question whether there is complementarity or competition. We contribute to existing literature by analyzing individual educational decisions and career paths. By matching achieved and required qualifications we also consider the quality of employment and labor demand in the sector. We hereby evaluate the usability of qualifications on the labor market.</p>
<p><b>LT0021</b> 14:00pm-14:15pm</p> 	<p>The Impact of University Type on Managerial Role-specific Competencies of Academic Leaders in Malaysian Higher Education <b>Megat A. Kamaluddin Megat Daud</b> <i>University of Malaya, Malaysia</i></p> <p><b>Abstract</b>—Academic leadership capabilities and managerial competencies have grabbed a lot of attention in the field of education leadership in the past few years. These qualities have been viewed as appropriate determinants of academic leadership performance effectiveness. According to the literature two types of competencies have been proposed to construct managerial competencies in the context of higher education namely generic and role-specific competencies. In this study, role-specific competencies became the center of the focus and the impact of university type namely public research and comprehensive universities, public focused universities, and private focused universities on this type of competencies was investigated. For this aim, data were collected from 368 Malaysian academic leaders. Next, the data were screened prior to performing the main analysis. And finally, general linear model was run to analyze the data. It is noteworthy that to detect the true effect of university type on role-specific competencies, the impact of potential covariates was evaluated as well. The results of the analysis showed that university type did not have a significant effect on role-specific competencies of Malaysian academic leaders and the size of this non-significant effect was very small.</p>
<p><b>LT0019</b> 14:15pm-14:30pm</p>	<p>Beginning to Teach: a Time for Becoming and Belonging <b>Cathal de Paor</b> <i>Mary Immaculate College, Faculty of Education, Limerick, Ireland</i></p> <p><b>Abstract</b>—As they begin their new careers, newly-qualified teachers have certain</p>



beliefs about teaching that may be challenged, while other beliefs may be confirmed. The uniformity associated with being a member of the new profession may not always correspond to their identities, given their own stage of development [1]. Various support is available through induction and mentoring programmes to help teachers negotiate this transition from college to the workplace, providing access to personal, social and professional knowledge. While a situated learning perspective helps new teachers ‘fit in’ and adjust to the prevailing school culture[2], the newly-qualified teacher (NQT) also needs to actively construct his/her own professional identity. This is particularly important from a critical constructivist perspective[3]. This paper draws on a post-observation meeting between a newly-qualified teacher and a mentor. The results show that the NQT must deal with a process of both belonging and becoming. In other words, the new teacher must strive to belong to their new professional community, while also retaining continuity with their own identities so that they can continue to become the person and the professional they are capable of being.

## LT1007

14:30pm-14:45pm

### Pathways to a European PhD for Thermal Energy Storages

**G. Weber, L. Cabeza** and J. NW. Chiu

*AIT Austrian Institute of Technology GmbH, Austria*

**Abstract**—Innovative Pathways to Thermal Energy Storage (INPATH- TES) is to create a network of academia, research institutes and small and medium enterprises that are cooperating in defining an innovative programme and in its deployment to implement a unique joint PhD programme on Thermal Energy Storage (TES) technologies. For the development of the PhD program the presence of a wide range of stakeholders ensures the inclusion of knowledge, experiences and needs. The PhD uses the possibility of competence & skills driven learning outcomes to educate future students. Through the carefully designed Intended Learning Outcomes (ILOs) and Achieved Learning Outcomes (ALOs), following the EIT pedagogical methodology, learners will receive knowledge up to the necessary specific level.

The future role of teachers will change and will include the design of overarching ILOs, the assembling of knowledge material and ALOs and moderate peer discussions.

Main challenges were identified through the approval of the joint PhD programme by each of the participating countries due to the structure, doctoral training and the access to a PhD programme. Nevertheless the final result of such a network will lead to a qualification of professionals in these technologies for European Research and Industrial Institutions.

## LT0006


14:45pm-15:00pm

### An Investigation of What Makes Student Teachers Become Good Teachers in Malawi

**Mercy Kazima**

*University of Malawi, Malawi*



	<p><b>Abstract</b>—This paper will report on part of a wider project that is exploring ways of developing more effective University and school partnerships in initial teacher education. The project is a collaboration of four universities; University of Ulster in Northern Ireland, University of Malawi, Eduardo Mondlane University in Mozambique and Makerere University in Uganda. The project focuses on school based mentorship for student teachers during teaching practice and has offered training of mentors for schools through workshops. Each of the countries has six pilot schools and each of these schools identified at least four mentors that take part in the project. The paper will present findings from a study that investigated what student teachers in Malawi thought made them become better teachers during their teaching practice. This was done after the first year of the project and student teachers had done their teaching practice with the pilot schools and other schools. Data was collected through focus group discussion and questionnaire. Some of the data was analysed quantitatively using SPSS to calculate frequencies and other descriptive statistics. Other data was qualitative and analysed by looking at patterns and creating categories of responses. The overall general findings were that student teachers found the support they received from schools much more useful in making them better teachers than what they received from their supervisors or from faculty during the course of their teaching practice. Furthermore student teachers that had their placement in the pilot schools reported more positive experiences of teaching practice than student teachers that were in schools with no mentorship programme. The findings highlight the importance of having good school and university partnerships in teacher education. While this might seem obvious, the findings help in understanding the kind of support those students’ teachers in Malawi need during teaching practice in particular and during the bachelor of education programme in general. The paper will discuss these implications and also make some comparisons with findings from two of the three other countries; Northern Ireland and Uganda.</p>
<p><b>LT0012-A</b></p> <p>15:00pm-15:15pm</p> 	<p>How to Unite Smaller Higher Educational Institutions in Central Europe and become Successful? Case Study based on the Experiences of the University of Debrecen</p> <p><b>Péter Pilishegyi</b>, Péter Körösparti and Péter Miklós Kőmíves <i>University of Debrecen, Hungary</i></p> <p><b>Abstract</b>—Till the year of 2000 we could not find a “University of Debrecen” however there are different higher educational institutions in the city of Debrecen working since 1538. Before 2000 we could find two different higher educational institutions in town operated by the Calvinist Reformed Church and other five institutions operated by the state itself. After 2000 the five national higher educational institutions became united.</p> <p>When the former independent universities has been united one of the largest universities has been created in Debrecen. With its more than ten faculties and about 30000 students the University of Debrecen became a very important actor of the Hungarian higher educational system. But it is never enough to be big in the higher educational sector – you always have to be very good too.</p>

	<p>After more than 15 years of cooperation we can define the University of Debrecen as one of the leading Hungarian universities. In a few research topics the university's academic staff members are known worldwide and the cooperation of the academic staff members are more fruitful then in other higher educational institutions. But on other hand the University of Debrecen is responsible for its surrounding area too.</p>		
<p><b>LT0013-A</b></p> <p>15:15pm-15:30pm</p> 	<p>Reforming the Hungarian Higher Education System After 2010: Focusing on the Master and Post-master Levels</p> <p>Péter Pilishegyi, Péter Körösparti and <b>Péter Miklós Kőmíves</b></p> <p><i>University of Debrecen, Hungary</i></p> <p><b>Abstract</b>—The higher education policy radically changed after 2010 in Hungary. The government decided to start different reforms in the higher educational sector. These reforms aimed to strengthen the quality of the higher education and to make the output (the awarded degrees) more valuable on the labour market. The other aim of these reforms was to correct the mistakes taken during the great educational reform of 2005-2006 when the Bologna system entered into force. The other part of the higher educational reforms was the reform of the doctoral programmes. This reformed system will enter in force in September 2016 but the co-authors of this abstract took part in the preparation of the legislation process. The new doctoral model aims to reach a better graduating level in practice than the level produced by “old” model.</p> <p>Our aim was to create some kind of international connection in our research. We tried to analyse the Hungarian reforms in international comparison to clarify the strengths and weaknesses of our national system. We aimed to collect international best practices which could be useful during the Hungarian reform procedure and on other hand we are trying to share our ideas and experiences on international level.</p>		
<table> <tr> <td><b>Coffee Break</b></td><td><b>15:30pm-15:45pm</b></td></tr> </table>		<b>Coffee Break</b>	<b>15:30pm-15:45pm</b>
<b>Coffee Break</b>	<b>15:30pm-15:45pm</b>		



**Note:** \*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

## Session Two



< Education & Social Science >



**13:00pm – 15:45pm / Venue: Meeting Room 5**

**<Coffee Break: 15:45pm - 16:00pm>**



**Session Chair: Dr. Jim Hu, *Thompson Rivers University, Canada***

<p><b>LT0022</b></p> <p>13:00pm-13:15pm</p>	<p>English-as-a-Second-Language Employees' Perspectives on Writing Accuracy for the Workplace  <b>Jim Hu</b> and Lachlan Gonzales  <i>Thompson Rivers University, Canada</i></p> <p><b>Abstract</b>—This paper presents study results on the hot topic of writing accuracy for the workplace from English-as-a-second-language (ESL) employees' perspectives, and shares findings about how educational institutions can better prepare ESL students to write for the workplace. In post-secondary academic writing, content rather than writing accuracy is often emphasized, leaving many ESL students unmotivated to improve writing accuracy [1], [2]. Yet most employers consider writing important as it reflects a company's image [3], [4], but how ESL employees perceive writing accuracy, preparedness, and challenges at the workplace remains unexplored. Thus, our study asked: 1) How do ESL employees graduated from English-speaking universities and now working in English environments perceive writing accuracy for the workplace? 2) To what extent are they prepared for workplace writing? 3) What writing challenges do they encounter? 4) What do they think universities can do to better prepare ESL students for workplace writing? The study employed qualitative interviews with nine ESL graduates working at English-medium companies. Data analysis suggests that the participants highly valued writing accuracy as they were treated on par with native-English-speaking employees concerning writing. Therefore, they suggested that universities offer more writing courses, enhance support services, and incorporate real life scenarios in coursework.</p>
<p><b>ER0008</b></p> <p>13:15pm-13:30pm</p>	<p>Technology-enhanced Business English Writing Teaching  <b>Dan Li</b>  <i>School of Railway Operation and Management, Hunan Railway Professional Technology College, China</i></p>

	<p><b>Abstract</b>—The paper aims to present a design and an evaluation of a Business English Writing lesson with the support of several technologies, namely, webQuest, teaching blogs and concordancers (language corpora) in a specific context. This is likely to give an insight into how Chinese vocational college students develop their business writing skills by utilizing internet resources under the guidance of teachers in the era of globalization and information.</p>
<p><b>ER0002-A</b> 13:30pm-13:45pm</p> 	<p>Defining English Preparatory Class Students' Remarks On English Learning Anxiety <b>Onur Küksal</b> and Hatice Sezgin <i>Selcuk University School Of Foreign Languages, Turkey</i></p> <p><b>Abstract</b>—The purpose of the present research is defining the effect of anxiety, which plays an important role in English learning process, on University English Preparatory Class Students, and developing suggestions on the subject matter. As the purpose of the research is defining an existing case, it adopted descriptive survey model. In order to collect data, 33-item Foreign Language Classroom Anxiety Scale, developed by Horwitz, Horwitz and Cope was utilized. A total of 2000 preparatory class students, studying at Selcuk, Erciyes, Trakya, Suleyman Demirel, and Necmettin Erbakan universities in 2014-2015 academic-year formed the work group. Obtained data were tabulated, and students' score from the data collection tool were analyzed in terms of gender, father and mother occupation, father and mother educational background variables. According to obtained findings, there are significant differences between English language learning anxiety scores of participants in terms of gender, mother and father educational background.</p>
<p><b>LT1005</b> 13:45pm-14:00pm</p>	<p>The Development of International Environmental Law by The International Court Of Justice <b>Nwafor A. Chinedu</b> and Obi C. Michael <i>School of Business Education, Federal College of Education [Technical] Umuze, Nigeria</i></p> <p><b>Abstract</b>—Over the past eighteen years, environmental issues have been addressed by a growing number of International Courts and Tribunals including the International Court of Justice. The most part of the recent decisions of the aforementioned court have confirmed the truism that the global rules can play a significant role in the protection of shared environmental resources. This paper seeks to look into creation of the International Court of Justice, examining its developmental strides towards the improvement of International Environmental Law.</p>

<p><b>ER1001</b></p> <p>14:00pm-14:15pm</p> 	<p>A Model Social Profit and Loss Account as a Measurement Tool for Social Sustainability of Community Development Programs</p> <p><b>Ma. Belinda S. Mandigma</b>  <i>University of Santo Tomas, Philippines</i></p> <p><b>Abstract</b>—At present, we still have to see a concrete game plan on how social sustainability reporting will be harnessed and provide comparability among community development programs. Here, we offer a model Social Profit and Loss account designed to measure social sustainability of the community development projects of a Philippine Comprehensive University and elicited feedbacks from select business students on its usefulness. The findings of this study, based on 510 respondents, indicate that the model together with the suggested metrics, would make an important contribution to the social sustainability reporting of institutions with community development programs</p>
<p><b>IB0006</b></p> <p>14:15pm-14:30pm</p>	<p>Knowledge-based Innovative Lean Service Life Cycle Evaluation Model for Training System</p> <p><b>Rui-Yang Chen</b>  <i>Department of Business Administration, Aletheia University, Taiwan</i></p> <p><b>Abstract</b>—Good quality of the knowledge-based innovation training process is a challenge for training system. What is needed is evaluation of how well the training system explores business training process. This study aimed to integrate lean service life cycle and Taiwan Training Quality System (TTQS) with European Foundation for Quality Management (EFQM) and quality function deployment (QFD) in order to evaluate the critical training service quality factor for business performance. The case study and experiment compared with lean/non-lean were discussed. The findings also allude to the exploration strategy for evaluated five groups in TTQS training certification.</p>
<p><b>ER0012</b></p> <p>14:40pm-14:45pm</p> 	<p>Development of Maturity Grids to Assess Organizational Innovation Capability in Knowledge Perspective</p> <p><b>Ling Zhang, Mehdi Shahbazzpour and Rainer Seidel</b>  <i>The University of Auckland, New Zealand</i></p> <p><b>Abstract</b>—the present paper aims to develop a new assessment method on evaluating the enterprises' knowledge management performance to improve their innovation capability. The development of a capability assessment tool based on the innovation and knowledge management literature, and the tool has been statistically tested in a number of case companies in different sectors. This paper provides evidence of the relationship between knowledge management and innovation capability with an emphasis on assumptions about improvement of organizational innovation and knowledge management capability based on maturity levels. It is proposed as a new</p>

	<p>construct focusing on integrating both innovation and knowledge literatures. The assessment method is believed to extend the literatures and to add knowledge to the areas of research. Further study is needed in order to refine and develop its features.</p>
<p><b>ER1002-A</b> 14:45pm-15:00pm</p>	<p>Is Service Quality Going to Integrate Human Resource Management Practices (hrmps) and Customer Satisfaction in Hotel Industry? <b>Abdu Ja'afaru Bambale</b> and Kuwata Goni <i>Department of Business Administration and Entrepreneurship Bayero University, Kano (BUK)</i></p> <p><b>Abstract</b>—This paper represents a conceptual analysis and development of a theoretical model for investigating the strength of service delivery as a mediating variable on the relationship between human resources management practices and customer satisfaction. The study would employ questionnaire survey to gather data for testing hypotheses. The proposed survey study would draw sample from customers of hotels located in Kano metropolis, Nigeria. The proposed study has potential for creating a new knowledge and improvement of professional practice in hospitality industry.</p>
<p><b>LT0027</b> 15:00pm-15:15pm</p>	<p>A Portfolio Approach to Measure Pre-service Early Childhood Teachers Jundong Zhou and <b>Yu-Cheng (Roscoe) Shen</b> <i>Qujing Normal University, Teacher Education College, Qujing City, China</i></p> <p><b>Abstract</b>—“Subject Based Learning” for students is very popular. In traditional training to pre-service teachers in university. Nowadays, the teaching ways of pre-service education is becoming more and more complicate. To structure new teaching methods, even to integrate teaching methods is very important. Surely, the teaching method from crossing subject's boundaries will be a pretty good way for teaching pre-service teachers in universities. This article brings up the new teaching method for children literacy program, so-called “Problem-based Learning” (PBL), a student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. The main attempt for this article is to examine using PBL as teaching method whether approaching effect or not. Further, to compare PBL before and after teaching with first-hand statistical data is to understand the practical results for students. Qujing Normal University at Yunnan Province in China selected to participate this study was found out that after using PBL as teaching method, the educational effect is extremely significant (<math>p &lt; 0.001</math>). Lastly, it indicates that the challenges and problematic PBL as teaching method of children literacy education faced.</p>

<p><b>ER0009</b></p> <p>15:15pm-15:30pm</p> 	<p>The Construction of a Technicalization Model for Efficient Classroom Teaching  <b>Xiaofeng Jiang</b> and Dan Li  <i>Hunan Golf and Tourism College, China</i></p> <p><b>Abstract</b>—This paper is aimed at striking a balance between efficient classroom teaching ideas and technology culture by constructing a technicalization model of efficient classroom teaching. Therefore, the paper first is made to analyze the common points enjoyed by both efficient classroom teaching and technology culture in different aspects. Advanced teaching reform ideas can be put into practice through technology thoughts, technology means and technology process. In other words, it is necessary to achieve the accurate teaching reform ideas via technology thoughts, modern teaching means by technology means and processed teaching through technology process. This paper focuses on the analysis of technologizing process of efficient classroom teaching, which requires that we raise the efficiency of classroom teaching with the help of technology culture and combine macroscopic “technological design” with microscopic “artistic innovation”, so as to strike a balance between both aspects. In other words, it is aimed at realizing a balance between visible model and invisible reform, thoughts innovation and technology cooperation as well as learning environment and teaching control.</p>
<p><b>ER0019</b></p> <p>15:30pm-15:45pm</p> 	<p>Review on Blended Learning: Identifying the Key Themes and Categories  <b>Wei Zhang</b> and Chang Zhu  <i>Vrije Universiteit Brussel, Belgium</i></p> <p><b>Abstract</b>—Blended learning is getting popular nowadays. Even though many studies have been conducted on online learning, studies specifically on blended learning are still scarce (Arbaugh, 2014). This paper reports on a systematic literature review about blended learning of 103 journal research articles. The purpose of the review is to explore the status of blended learning research, and identify their themes and categories according to their contents. Twelve themes are identified of the articles examined in this paper. Findings showed that these researches mainly belong to six categories: design, strategy, factors, evaluation, methodology and review. Researches in each category are discussed in this paper. Future directions for research are discussed.</p>
<p><b>Coffee Break</b></p>	<p><b>15:45-16:00</b></p>

**Note:** \*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

## Session Three

<Computer & Education>

**15:45pm – 18:00pm / Venue: Meeting Room 7**

<Dinner: 18:00pm>

**Session Chair:** Prof. Tomokazu Nakayama, *Jissen Women's University, Tokyo, Japan*

**Co-chair:** Wenbing Zhao, *Cleveland State University, USA*

### LT0003

15:45pm-16:00pm



Proposed a New UTAUT Model for Evaluating the Best MOOCs Providers for Arabic Countries

**Sara Jeza Alotaibi**

*Taif University, Saudi Arabia*

**Abstract**—The significant development of information technologies across a number of educational establishments is inducing a profound effect on how teachers teach and learners learn, as well as how the two interact together. The learning process is ongoing, and is aimed at ensuring quality of learning and interaction is improved. Top universities recently have made a number of announcements centred on changing new educational provision approaches, referred to as MOOCS (Massive Open Online Courses). Not only have these achieved the attention of learners and academics in the higher educational domain, but also of teaching staff and students in the K-12 setting, both in the classroom environment and in terms of home schooling. With MOOCs, there has been a notable shift away from more conventional teaching methods, where the teacher is responsible for communicating knowledge, to a situation where the learner interacts with other peers and students, and is afforded flexible access to resources and information prior to entering a classroom. This paper aims to evaluate the best MOOCs providers for Arabic counties using UTAUT Model. The UTAUT (Unified Theory of Acceptance and Use of Technology) model has been applied in mind of examining the various factors known to effect the acceptance and use of the MOOCs in Arabic Countries.

### LT0016

16:00pm-16:15pm

The Disadvantage of ICT in Higher Education Students' Study and Life Through Lanzhou University Postgraduate Students

**Ali A. Mahmood** and Yi Wan

*Lanzhou University, Lanzhou City, China*

	<p><b>Abstract</b>—With a huge and fast growth of the use of technology in all the areas of modern-day life, the E-learning is now one of the main factors in the higher education students' life. E-learning represents computer, internet, mobile phone, and any technology used in learning or teaching. These technologies get more and more professional, this leads to more disadvantage, and these disadvantages are getting more serious than before. we made a survey on the postgraduate students at Lanzhou university, analyze the result, compare it with previous similar work and then prove that now have more serious disadvantage than before. These disadvantages can be in teaching fields towards postgraduate students, study field, and by using more and more of the postgraduate students' time , this time can be for rest or study. In this paper we will focus on these disadvantages in the students at Lanzhou university.</p>
<p><b>LT0017</b> 16:15pm-16:30pm</p>	<p>A Review on The Challenges that Hinder Sustainable Implementation Of ICT as a Subject in Rural Zambia  <b>Nchimunya Chaamwe</b>  <i>Department of Computer Science, School of Mathematics and Natural Sciences, The Copperbelt University, Zambia</i></p> <p><b>Abstract</b>—The paper attempted to bring out the challenges that hinder sustainable implementation of Information communication Technology (ICT) as a subject in rural Zambian schools. The methodology employed in carrying out the exercise included the review of relevant literature published from printed and electronic sources including research studies, evaluation reports, government policy documents, donor policy documents and project reports, newspaper reports and so on. Among the most notable factors that emerged as challenges that hinder sustainable implementation of ICT as a subject in schools in rural Schools in developing countries such as Zambia are; Lack of electricity, Inadequate ICT teachers to teach the subject, high pupil-computer ratio and lack of enough ICT learning and teaching materials. Given the challenges above, the paper proposes an implementation framework. The framework reflects the four players that might influence the successful implementation of ICT as a subject in the rural schools of Zambia. These players are the Government, School administration, Cooperating partners and Colleges and Universities.</p>
<p><b>IB0008</b> 16:30pm-16:45pm</p>	<p>Enhancing Undergraduate Research Experience with Cutting Edge Technologies  <b>Wenbing Zhao</b>  <i>Department of Electrical Engineering and Computer Science, Cleveland State University, USA</i></p> <p><b>Abstract</b>—Cleveland State University (CSU) has been striving to create a brand for itself with student engaged learning over the past decade. The engaged-learning effort spans both within classrooms and in extra</p>

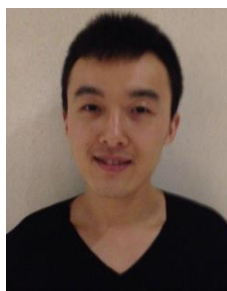




curriculum activities. Undergraduate research experience is an important component in this effort. In this article, we share our experiences in designing and supervising projects for undergraduate research at CSU as a principal investigator, and the lessons learned in creating projects that are appropriate for undergraduate engineering students. Thanks to the funding from the US National Science Foundation, CSU Provost's Office, CSU Office of Research, and Department of Electrical Engineering and Computer Science, we have been supervising at least one team of CSU undergraduate students in every summer since 2008. We show that undergraduate research projects must be carefully designed at the level of undergraduate students. Inadequate research components in the projects could reduce them to some glorified homework, while over-demanding projects may discourage students' engagement and their interest in science and engineering. The main theme of these projects is the utilization of cutting edge technologies to solve real-world problems, including Microsoft Kinect, Leap Motion Sensor, iOS devices (iPhone/iPad/iPod touch), Android Phone and Tablet, Smart Watches, and other portable programmable sensors. The integration of cutting edge technologies make it possible for us to design projects such that students: (1) will find the projects interesting, (2) can understand the research problems, and (3) can make significant research contributions.

## IB0011

16:45pm-17:00pm



A Contemporary Review of Research Methods Adopted to Understand Students' and Instructors' Use of Massive Open Online Courses (MOOCs)

**Ruiqi Deng** and Pierre Benckendorff

*UQ Business School, The University of Queensland, Australia*

**Abstract**—This study reviews research methods commonly adopted in scholarly literature on students' and instructors' experiences of using Massive Open Online Courses (MOOCs), published from January 2014 to April 2016. 53 articles were identified through a search of four electronic databases. The findings show that surveys, interviews, and log files extracted from MOOC platforms were the most frequently adopted methods for data collection. The use of other qualitative research methods such as diary studies and focus groups was less common. The majority of identified articles adopt a single research method. Methodological triangulation is observed in studies which collect data from multiple sources. For studies which adopted methodological triangulation, it is observed that surveys are often triangulated with interviews and log files. The ways in which MOOC scholars use the key research methods are discussed, and future research avenues based on the research results are provided.

## ER0007


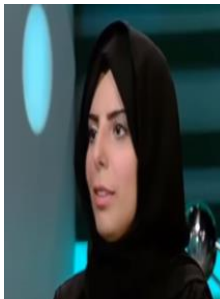

17:00pm-17:15pm

Introducing Online Quizzes into Lab-based Teaching in University

**Ying Cheng**, Shaofeng Lu, Yang Du and Eng Gee Lim

*Xi'an Jiaotong-Liverpool University, China*



	<p><b>Abstract</b>—ICE is a virtual learning environment developed based on Moodle and currently heavily applied at Xi'an Jiaotong-Liverpool University (XJTLU). ICE is found to be an effective tool to enhance the teaching and learning experiences for both teachers and students. In this paper, we propose to introduce online quizzes on ICE into the lab-based teaching to address three existing issues in current lab-based teaching practices. These issues include a lack of initiative for lab preparation for students, missing out key information during the lab-teaching process, and insufficient support for lab instructors on planning the lab contents based on students' understanding on key theoretical concepts. We expect that the online quizzes based on ICE will motivate students, reinforce their knowledge basis to conduct the lab experiments and facilitate lab instructors to make a better lab teaching plan according to students' understanding on the lab contents. Further evidences are yet to be found to understand the benefits of the designed online quizzes.</p>
<p><b>LT0002</b> 17:15pm-17:30pm</p> 	<p>Comparison of the Best MOOCs Providers <b>Sara Jeza Alotaibi</b> <i>Taif University, Saudi Arabia</i></p> <p><b>Abstract</b>—Web services are server and client software application that communicate over the Web and internet, and run on a variety of platforms and frameworks. Therefore, web services provide a great interoperability and extensibility between different applications (web servicers) to achieve complex operations. Thus, securing Web services is significant for any kind of distributed computing environment, such as web services. There are different methods and specifications for implementing and deploying security in web servicers. In this paper, a secure Web Service has been implemented, firstly by building a Web Service where the client enters an employee's ID and then the service returns the employee's information, which is stored within the service. Secondly, it shows how to secure a proposed Web Service using WS-Security specification, including Signature, Timestamp and Username Token.</p>
<p><b>ER0003</b> 17:30pm-17:45pm</p> 	<p>Discussion on Accurate Chinese Translations of “Nephrite” and “Jadeite” <b>Lili Zhang</b> and Xinqiang Yuan <i>Gemmological Institute, China University of Geosciences(GIC)</i></p> <p><b>Abstract</b>—upon the mineralogical researches on the jade from China in 1846 and 1863, Damour, a French mineralogist, discovered two mineral components of the jade and named them as “nephrite” and “jadeite”. Then Japanese scholars introduced his research results to Japan and translated “nephrite” and “jadeite” into Nefuraito( “Ruan Yu”) and Kōgyoku ( “Ying Yu”) in Japanese according to their small difference in mohs' hardness. Then at the beginning of the 20th century, Chinese scholars cited their Japanese translations and transferred them into “Ruan Yu” and “Ying Yu” in Chinese.</p>

	<p>This makes people always mistakenly think the two names are their Chinese translations and they have been used in various formal occasions, which leads to unnecessary misunderstandings and exerts a certain negative effect on the development of China's jade industry. Looking into the original meanings of "nephrite" and "jadeite" created by Damour, author thinks it is more appropriate to translate "nephrite" and "jadeite" into "Yushan Shi" and "Yuhui Shi" in Chinese.</p>
<p><b>ER0004</b></p> <p>17:45pm-18:00pm</p> 	<p>The Operating Obstacles and Solving Strategy of Translational Medicine in China</p> <p><b>Hai Jiang</b> and Yin-He Cui</p> <p><i>Dalian University of Technology (DUT), Dalian Medical University (DMU)</i></p> <p><b>Abstract</b>—The essence of translational medicine is the collaborative innovation of scientific research management. By investigating, there are the operation obstacles in five aspects about translational medicine in China, such as subject language, thinking mode, the top-level design, system and mechanism, organizational culture. Therefore, translational medicine needs to integrate the entire process by the common goal, takes the joint efforts to complete research projects by the research mode of "big science", focuses on the interests of every research personnel, promote scientific research resources flow freely, evaluates the scientific achievements reasonably, and eventually realizes the effective operation of scientific research complex networks of multi-agent collaborative in translational medicine.</p>
<b>Dinner</b>	<b>18:00pm</b>

**Note:** \*The time slots assigned here are only tentative. Presenters are recommended to stay for the whole session in case of any absence.

## Session Four

<Educational Assessment>

**16:00pm – 17:30pm / Venue: Meeting Room 5**

<Dinner: 18:00pm>

**Session Chair:** Assoc. Prof. Yu-Cheng (Roscoe) Shen, *Qujing Normal University, Teacher Education College, Qujing City, China*

**ER0015**

16:00pm-16:15pm



Survey the leisure time situation and factors that affect on them the view of three area students at Islamic Azad University

**Jamal Sadeghi** and Maryam Folad

*Department of Education, Babol-Branch, Islamic Azad University, Babol, Iran*

**Abstract**—This study was conducted to evaluate and leisure area three students of Islamic Azad University. The population of all the students of the three universities was 73,000 more than the number of 500 people was chosen. Cluster sampling method and then amongst the units, four units were randomly selected and then questionnaires were collected randomly distributed within the relevant department. The study is a descriptive survey aimed to assess the characteristics of a population. The validity of the questionnaire and the analysis of 17 SPSS software are used. The results showed that: 1) the way we spend our leisure time for students with different factors such as age, gender, income, education level and marital status are associated. 2) Most of the students without regard to the factors somewhat satisfied with their leisure. 3) From the perspective of the students leisure Barriers a) lack of resources, b) lack of time c) Lack of appropriate financial conditions and d) lack of family satisfaction. 3) To its first students main determinant of individual leisure and government agencies. 4) At the end of the leisure time of students at the University of 56/8 percent respectively weak, 38/8 per cent to some extent, and 8/2 percent have reported as much.


**LT0024**

16:15pm-16:30pm

The Evaluation of the Impact of University Type on Academic Generic Competencies of Malaysian Academic Leaders

**Ahmad Zabidi Abdul Razak**

*University of Malaya, Malaysia*

	<p><b>Abstract</b>—This study aims at evaluating the impact of university type on the linearly combined variables which construct generic competencies in Malaysian academic settings. For this purpose, data were collected from academic leaders in both public and private Malaysian higher education sector. Upon completion of data collection, all the 368 completed surveys were screened to detect outliers and other type of cases with undue influence over the analysis. Next, multivariate and univariate GLM was run to analyze the data. It is notable that the effect of potential covariates was also examined over the model. The results revealed that university type did not have a statistically significant effect on being performance driven and understanding operations and risks as the two subscales of generic competencies. The sizes of these non-significant effects were benchmarked against the criteria for determining effect sizes. This procedure confirmed that the sizes for both of the effects were very small.</p>
<p><b>LT0011</b> 16:30pm-16:45pm</p>	<p>The Influence of Gender on the Intercultural Communication between Chinese Students and German Teachers <b>Lei Huang</b> <i>International Graduate Center for the Study of Culture (GCSC), Giessen, Germany</i></p> <p><b>Abstract</b>—Along with the increasing number of Chinese students go abroad to study, the communication between Chinese students and foreigners become a popular topic. Many types of research considered Chinese students as a whole group and were mainly centered on their language abilities. However, little research has been paid attention to the difference between Chinese students and focused on the significance of gender in their communication with foreign teachers. Therefore, this study attempted to explore the influence of gender on communication in the academic context by studying Chinese students and German teachers as research subjects. The research methods were composed of questionnaire survey and interview. Findings showed that the communicative traits based on gender difference did influence the communicative process of Chinese students. Female students were motivated by emotion and relationship in communication with German teachers, while male students were goal-oriented. Besides, German teachers were unaffected by their gender in communication with Chinese students.</p>
<p><b>ER0011</b> 16:45pm-17:00pm</p> 	<p>Open e-University Phase II: Quality, Reliability and Security of Technical Systems: A Blended Learning Approach for a M.Eng.-Course Bernhard Hoppe and <b>Raphael Kurz</b> <i>Hochschule Darmstadt - University of Applied Sciences, Germany</i></p> <p><b>Abstract</b>—In this paper we present the current status of the development of an M.Eng.- program in Q&amp;R (Quality and Reliability). The course is to be completed in part time and with distant learning in a blended learning</p>

	<p>approach. This project is driven by the strong demand from industry and society for well-trained Q&amp;R-Engineers and is funded by the German Government and part of Phase II of the Open-e-University project. Course content, instruction design, and teaching methods will be outlined.</p>
<p><b>ER0005-A</b> 17:00pm-17:15pm</p>	<p>Investigating International Postgraduate Students Decision Making Processes when Choosing to Study in Western Australia  <b>Steven Cohen</b>, Ass. Professor Grame Lock and Dr Mandie Shean  <i>Edith Cowan University, Perth Western Australia</i></p> <p><b>Abstract</b>—The global higher education sector is becoming increasingly competitive. A large segment of that market now consists of attracting international students. Understanding why these students are motivated to study overseas is crucial for those universities seeking to attract the trans-national student as well as for the host country. Trading education is now Australia's third largest export. As the international market for students becomes more crowded, it is imperative that thorough and concise research occurs to assist local universities within Australia to maintain their competitive advantage.</p> <p>Western Australia comprises a small segment of the Australian tertiary education market. An insufficient evidence base exists to aid local universities with strategic planning, in order to maintain their competitive advantage in attracting international students. The current literature is sparse in analysing Australian state based international student decision making. A majority of research focuses upon a generalized understanding of international student motivations focusing on specific motivational factors.</p> <p>To enrich and contribute to the current research literature, a comprehensive study was undertaken to explore the decision making processes of international students who chose to study in Western Australia. The qualitative research explored how international postgraduate students choose their study destination. The study employed a variety of decision making theories, most importantly the Push-Pull Theory of international student decision making to test the applicability of a generalised model of international student flows on the local market.</p> <p>Data sources included international postgraduate students who are currently or have completed their studies at a Western Australian public university. Data was collected using a variety of qualitative instruments including semi structured open-ended interviews.</p> <p>The findings suggested that postgraduate students in Western Australia are sensitive to course price, with those on scholarship submitting such an undertaking would otherwise be impossible. Students, particularly from countries suffering economic or political disruptions considered international study as a pathway to immigration. These participants viewed Australia as a stable and prosperous nation, which offered them a 'good life' without the problems of their home countries.</p>

	<p>Many students also considered Western Australia as a culturally pluralistic destination, with a relaxed and outdoor lifestyle, without the pressures and costs of larger Australian cities like Sydney and Melbourne. A majority of participants chose Western Australia on the positive recommendation of family or friends.</p> <p>The study has implications for how Australian universities market their courses to international students. The study contributes to the growing literature on international student decision making. This knowledge is critical to both recruitment strategies and government policies to continue to attract international students.</p>
<p><b>ER0001-A</b></p> <p>17:15pm-17:30pm</p> 	<p>An Investigation Of Pre-Service Teachers' Learning Styles In Terms Of Different Variables</p> <p><b>Osman Özdemir</b> and Onur KÖksal</p> <p><i>Selcuk University School Of Foreign Languages, Turkey</i></p> <p><b>Abstract</b>—The purpose of this study is to determine learning styles of pre-service teachers who get Pedagogical Formation Training at Selcuk University. The data of the study will be obtained by using Learning Styles Inventory developed by Kolb (1985) and it was translated into Turkish by Akkoyunlu and Aşkar (1993) who also performed the reliability study of the inventory and by an Information Form developed to gather information about students' gender and department. In the analyses of the data, gathered through Personal Information Form and Inventory, frequency, percentage, one-way variance analysis, the least significant difference method among the multiple comparison methods and t-test will be used. In the light of this analysis, it is aimed to find out whether there is a meaningful relationship between the pre-service teachers' gender and the department they graduated from.</p>
<b>Dinner</b>	<b>18:00pm</b>

## Listeners' List

Listener 1	<b>Zoltan Horvath</b> Central Bank of Hungary, Hungary
Listener 2	<b>Kitti Vajda</b> Central Bank of Hungary, Hungary
Listener 3	<b>Péter Körösparti</b> University of Debrecen, Hungary,
Listener 4	<b>Chinyere Jane Madichie</b> Federal College of Education Technical Umunze, Nigeria
Listener 5	<b>Wang Zhong</b> State University of New York, Suffolk County Community College, USA

### **Aug. 08, 2016 (Monday) --- Optional One Day Tour in Beijing**

**Please contact conference secretary or staff on site to know more information about one day tour in Beijing.**

<b>Time Table of One Day Tour in Beijing</b>	
<b>7: 30am</b>	<b>Gathering (Geosciences International Conference Centre)</b>
<b>8: 30 am</b>	<b>Tian'an Men Square</b>
<b>9: 00 am</b>	<b>Beihai Park</b>
<b>11: 30 am</b>	<b>Lunch</b>
<b>13: 00 pm</b>	<b>Jingshan Park</b>
<b>15: 00 pm</b>	<b>The Shichahai Lake Scenic Area</b>
<b>16: 00 pm</b>	<b>The Olympic Center+ Bird Nest+ the Water Cube</b>
<b>17: 00 pm</b>	<b>End</b>



# Conference Venue:

**Geosciences International Conference Centre** （地大国际会议中心）

<http://www.bjgicc.com/en/index.html>

Add: 29 Xueyuan Road, Haidian District, Beijing 10083, China

Tel.: 8610-8232 3888



Beijing Capital International Airport:

The hotel is only 38 KMs from the Capital International Airport. You can take the airport bus to Zhongguancun or you can take a taxi.



# Upcoming Conferences:



2017 8th International Conference on E-Education, E-Business, E-Management and E-Learning (IC4E 2017) will be held in **Kuala Lumpur, Malaysia** during **January 5-7, 2017**.

## Publication

All accepted papers for the IC4E 2017 will be published in **International Proceedings**.

## Submission Method

### Submission Deadline-September 1, 2016

Please log in the [Electronic Submission System](#) to submit your paper; (.pdf only)

## Keynote Speakers

Prof. Kuan-Chou Chen, Purdue University Calumet, USA

Prof. Michael Chia, Nanyang Technological University, Singapore

Prof. Budsaba Kanoksilapatham, English Department, Faculty of Arts, Silpakorn University, Nakhon Pathom

Prof. Shinto Teramoto, Kyushu University, Japan

## Contact us:

Conference Secretary: Kiko Xu

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2017 4th International Conference on Education and Psychological Sciences (ICEPS 2017), will be held in **Barcelona, Spain** during **February 12-14, 2017**.

## Publication

For papers submitted for the ICEPS 2017, we offer two options of publication as follows:

**Option A:** International Journal of Social Science and Humanity (IJSSH, ISSN: 2010-3646, DOI: 10.18178/IJSSH), and will be included in Google Scholar, DOAJ, Engineering & Technology Digital Library, Crossref, Index Copernicus, and ProQuest.

**Option B:** International Journal of Information and Education Technology (IJIET, ISSN: 2010-3689, DOI: 10.18178/IJIET), and will be included in EI (INSPEC, IET), Cabell's Directories, DOAJ, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest.

## Submission Method

**Submission Deadline- October 10, 2016**

Please log in the Electronic Submission System to submit your paper; (.pdf only)

## Conference Chair

Prof. Xavier Carta ñáAlvaro, United International Business School (UIBS)

## Conference Program Chairs

Assoc. Prof. Tomokazu Nakayama, Jissen Women's University, Japan

Prof. Pekka Levi äkangas, University of Oulu, Finland

Prof. Romano Gatto, University of Basilicata, Italy

## Contact us:

Conference Secretary: *Apple P. Xiong*

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+852-3500-0005 (Hong Kong)



2017 6th International Conference on Education and Management Innovation (ICEMI 2017), will be held in **Ho Chi Minh**, Vietnam during **February 22-24, 2017**.

### Conference Chairs

Prof. Sean Watts, Advisor/Lecturer Int'l Mgmt/Mktg RMIT University Asia Graduate Centre Centre of Commerce and Management RMIT Int'l University Vietnam

Prof. Chia-Lin Chang, National Chung Hsing University, Taiwan

Prof. Michael McAleer, Distinguished Chair Professor, National Tsing Hua University, Taiwan

### Conference Program Chairs

Dr. Mai Ngoc Khuong, School of Business Administration, International University, Vietnam National University, Ho Chi Minh City, Vietnam

Prof. Hsin-Hung Wu, National Changhua University of Education, Taiwan

Prof. Dr. Jason Miin-Hwa Lim, Universiti Malaysia Sabah, Malaysia

### Call for Paper

2017 6th International Conference on Education and Management Innovation (ICEMI 2017) is the premier forum for the presentation of new advances and research results in the fields of theoretical, experimental, and applied Education and Management Innovation. The conference will bring together leading researchers, engineers and scientists in the domain of interest from around the world.

### Submission Method

**Submission Deadline- October 15, 2016**

Please log in the [Electronic Submission System](#) to submit your paper; (.pdf only)

### Contact us:

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Welcome to the official website of the 2017 5th International Conference on Management and Education Innovation (ICMEI 2017), which will be held during **March 10-12, 2017**, in Paris, France.

## Important Dates

Submission Deadline	Before October 31, 2016
Notification Date	On November 20, 2016
Registration Deadline	Before December 10, 2016
Conference Dates	March 10-12, 2017

## Publication

For papers submitted for the ICMEI 2017, we offer two options of publication as follows:

**Option A:** Journal of Economics, Business and Management (JOEBM, ISSN: 2301-3567, DOI: 10.18178/JOEBM) as one volume, and will be included in Engineering & Technology Library, Electronic Journals Library, Ulrich's Periodicals Directory, MESLibrary, Google Scholar, Crossref, and ProQuest.

**Option B:** International Proceedings of Economics Development and Research (IPEDR, ISSN: 2010-4626, DOI: 10.7763/IPEDR) , and will be included in CNKI, WorldCat, Google Scholar, Ulrich's Periodicals Directory, Crossref, and Engineering & Technology Digital Library.

## Submission Method

Please log in the [Electronic Submission System](#) to submit your paper; (.pdf only)

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