

ABSTRACTS

For the International Conference for Teaching and Learning

28-30 July, 2009

A1: Abigail Salisbury, The University of Pittsburgh School of Law

Paper Title: Skills Without Stigma: Using the JURIST Method to Teach Legal Research and Writing

Common to every practice area of the law is the need for clear, concise writing which conveys the relevant legal principles and precedents. However, practitioners constantly report that their new associates are unprepared for the work required of them upon graduating from law school, a dilemma consistent with data indicating that law schools are not improving students' legal information literacy skills.

Law schools put students through legal writing programs, and writing plays an important role in helping or hindering a lawyer's career advancement, yet students graduate grossly underequipped to meet the demands of this crucial aspect of their chosen professions. Add to these troubles the debate over skills training and the expansion of the material which is expected to fit into a first-year legal writing class, and one can see the growing need for new and more efficient teaching methods.

This article explores the reasons why the current legal writing curriculum is not meeting the needs of the modern law student, ultimately proposing that instructors consider and implement various aspects of the legal research and writing model pioneered by JURIST, the online legal news and commentary service hosted by the University of Pittsburgh School of Law. Previous parallels have been drawn between the training of journalists and the teaching of legal writing, but no one else has made full use of this relationship.

JURIST's student staffers are put through a rigorous training process which improves their research and writing skills by teaching them innovative methods of comprehension and analysis. The method is specially tailored to the learning style of the modern student and encourages self-structuring. The legal news stories posted on JURIST's website are essentially mini-casebooks which can serve as a model for many forms of writing in almost any discipline.

The positive results of JURIST's teaching method are evident not only from the student work which is published on the website, but also from the student staffers themselves, who report being better-prepared for classes, feeling more tied-in with the subject matter because they have seen law in action, and having a much easier time of researching effectively and writing quickly and succinctly under pressure. Not every student can write for JURIST, and Pitt is the only law school with such a unique clinic-like law documentation project, but every professor can use JURIST as a teaching tool. The article concludes by providing a variety of easily-implemented classroom applications.

A1: Robert Sylvester, Bridgewater State College

Paper Title: Pre-Service Training of Global Educators for the Intercultural Needs of the Nation-State

The proposed session will seek to articulate a vision for the pre-service training of globally-competent teachers in the context of the modern nation-state. Such a model of pre-service training would respond simultaneously to the evident intercultural needs of the nation-state and the emerging needs of the nation-state in developing citizens capable of contributing to a wider world commonwealth, economically and culturally. The underlying tension between the apparent needs of the nation-state for engaged citizen action and the emerging requirements of a globalized workforce will also be articulated. The session will offer a brief historical survey of teacher training models for global citizenship in the 20th century and then go on to highlight the Copernican nature of change in the 21st century and its implications for teacher training. The session will then propose a rationale for teacher training frameworks for what we will call 'global educators' and suggest the nature of a knowledge base which would be needed for pre-service training of global educators. This knowledge base would incorporate the stated knowledge paradigms of the nation-state and contextualize those landscapes within the global realities of the emerging world social and economic system. Dispositions of global educators will also be suggested in light of the need for the widest possible perspective on human unity and diversity. Program outcomes for pre-service training of global educators will then be suggested in light of both the intercultural needs of the nation-state and the global competencies needed to educate children for a globalized society. Future research needs for teacher training of global educators will then be suggested.

A2: Julia Davis, SUNY Plattsburg

Paper Title: The Power and Responsibility of Faculty in Students' Study Abroad Decision Making

Study Abroad professionals regularly seek insight into how students first hear about international programs. With shrinking budgets in higher education, study abroad offices must make careful decisions about where to focus their marketing dollars. Research results support focusing time and energy educating faculty members on the benefits of a study abroad experience as well as general information about the study abroad options available to their students.

Preliminary results from data collected in 1999 and 2008 show faculty members as one of the main repositories from which students learn of study abroad options. In both studies, undergraduate students were asked where they had first heard about the particular study abroad program for which they were applying. A large percentage of the study abroad applicants indicated that they had heard about the program from a member of the faculty.

Implications from the results mentioned above for teaching and advising are diverse. If a faculty member agrees that study abroad is a vital part of an undergraduate educational experience, then he/she can deliberately add global topics into the curriculum of each course. Infusing global topics into the curriculum, however, is only the first step. This globalization may spark an interest in some students, but many undergraduates require more than a "spark of interest" before seeking out and hopefully participating in study abroad programs.

Faculty members hold a great deal of power over the information that is shared with undergraduate students. Even if a student takes only one three-credit course with a professor, that particular professor will most likely see that student for three hours each week over a 16 week period. The information shared with students in the classroom can have a great influence, especially if repeated over the entire semester. Perhaps regular mention of a specific study abroad program or destination could inspire one or more students to further research the possibility for themselves.

Beyond the classroom, faculty members also serve as academic advisors to numerous students. This individual interaction offers an ideal opportunity to further encourage students to take part in study abroad. During the process of course selection and choice of major, faculty members are able to assist students in planning adequate opportunities for study abroad. Many of these advisees may never have considered study abroad as a possibility for themselves; reassurance and support from faculty advisors could greatly increase the number of students contemplating an international educational experience.

Naturally, the power and influence a faculty member holds over a student's decision making process brings with it a lofty level of responsibility. Study abroad may not be a viable choice for every student. A familiarity with a variety of study abroad options, costs, and requirements could assist faculty members as they work with students weighing their study abroad options.

A3: Nayil Al-Hajaya, Tafilia Technical University & Ghalib Sarayreh, Arab Open University

Paper Title: The impact of the systemic approach on the achievement of Jordanian grade 1 students in reading and writing at Mutah University Model School.

This study investigates the impact of the systemic approach on the achievement of Jordanian grade 1 students in reading and writing in Mutah University Model School.

The researchers will attempt to introduce a set of activities based on the systemic approach and trace its effect on improving students' abilities in reading and writing.

The study will attempt to present a package of implications for teachers and students in the basic cycle of education from a systemic perspective.

A3: Alfred Moreno & Maria Candida Goncalves, University of Cape Verde

Paper Title: Title: English Studies at the University of Cape Verde: Balancing Quality with Equal Opportunity

Two essential principles of the recently created University of Cape Verde (Uni-CV) – since its very inception on November 20th, 2006 – have been equal opportunity to a university education as well as the quality of said education. It is the University's policy that these elements be developed from the start with the students' best interests in mind, and taking into consideration their initial academic profile. In order to guarantee a certain level of consistency and quality upon their admission, the University of Cape Verde submits its prospective students to basic considerations such as vacancy in the desired program as well as an entrance exam whose objective is to evaluate core competencies. This in

turn helps clarify their strengths and weaknesses and furthermore guides them in what to expect at this level.

Considering Uni-CV's policy of balancing equal opportunity with quality, is: How has the prospective student's profile developed? In this case we will be examining students who are entering their first year in the English program of the College of Languages, Literature and Cultures. This profile is evaluated primarily through students' performances on said program's entrance exam, which focuses on proficiency in the English language.

The goal of this study is to better understand the current situation through an evaluation of the students who have applied to the English program as well as their results on the first year. The means and strategies taken in order to achieve academic success in this program, along with the related issues of equal opportunity, have been taken into consideration as well.

The preliminary results of this study indicate: 1.) A poor level of proficiency in English core competencies upon entering into the course study; 2.) an incongruity between secondary school standards and those expected at the university level; 3.) a very low rate of improvement during the first semester; and 4.) that the entrance profile of students is an important corollary to academic performance. Thus, the preliminary results call for the reinforcement of competencies at the secondary school level as well as the implementation of a new plan for the first year of study (which has already previously been reconfigured). The previously updated curriculum does not appear to have been preceded by any transformation in pedagogical terms, nor in the approach of either professors or students.

The implementation of Uni-CV's policy of balanced priorities is still in dire need of development and heightened efficiency. Above all, this requires a good deal of work to effectively articulate and coordinate with the high school level as well as within a collaborative network of research/action in which the study of English is made more tangible. The challenge remains the attainment of a suitable balance between the two dimensions of equal opportunity and the quality of study, especially within the context of the effects of globalization on education itself.

A4: Carol Bowman, Ramapo College of New Jersey & Susan Rachouh, Bridgewater State College

Paper Title: Assessing International Education Experiences Using the Semester Abroad Module

The purpose of this project was to explore the needs of higher education institutions for assessment and documentation of students' international education learning experiences. Successful technology-based solutions are being used at a variety of institutions. This survey of institutions selected for excellence in the field precedes a discussion of the strategies they have used to meet the needs of preparation of students, documentation of learning, guidance during experience, as well as enhancing learning through reflection on and evaluation of experience. Several strategies representing best practice addressing each of these criteria will be described. Central to that presentation will be a web-based program, the Semester Abroad Module that facilitates both student learning and assessment of Ramapo College

students' experiences in external semester study abroad programs.

The Moodle-based Semester Abroad Module integrates the Pre-Departure Orientation, the In-Country Experience, and the Post-Study Abroad Assessment of Experience. Such evaluations are now a requirement in the professional review processes of study abroad programs. This web-based module offers the opportunity for cohesive and symmetric assessment that enhances the institutions' ability to offer quality international educational experiences to students, and to provide effective supervision and support throughout their experience. Working from a framework that addresses both the students' learning experiences and outcomes, web tools allow students to maintain journals and complete assessments both before their programs, during their foreign stay, and upon their return.

The use of such strategies assists program directors to assess the outcomes of the experience provided by external institutions. Data collected over time provides the basis for data driven advisement of prospective study abroad students. Institutions that use such programs offer a more structured approach to the preparation students receive that helps insure that they benefit to the fullest from their international experience.

B1: Yahya Alzoubi, Philadelphia University, Jordan

Paper Title: Embedded Systems Thinking in Computing Curricula

Systems and systems thinking were products of cybernetics-the theory of machines and automation. These theories were the fundamentals of control devices and computers. Other theories as scientific problem solving method were fundamentals for developing computerized applications to solve real business and scientific problems. The emergence of computers and their applications resulted in the birth of different theories, concepts, and sciences. New teaching programs were constructed. In less than fifty years the number of these programs has become more than a dozen. Most of these programs come under the umbrella of "Computing" or "Information Technology": IEEE/ACM terminology. So, Cybernetics, Systems, and Scientific Method are major roots of all computing programs, theories, and applications. Meanwhile system thinking is the environment for fostering an adequate IEEE/ACM implementation of these constructs in Computing (Computing" and "Information Technology" will be used interchangeably in this paper).

The aim of this paper is to draw attentions back to the systems "flavor" embedded in Computing. The flavor that becomes less and less noticeable in our practices. It is an attempt to re-open the door for those who have not grown-up with the growth of Computing. We have to promote a "systems culture" in our Computing professionals and professionals to be and ultimately make them view the world and treat its issues in "systems-colored glasses".

In developing the paper, I based on the popular IEEE/ACM curricula together with my academic and field experiences in computing theories and applications. IEEE/ ACM curricula are analyzed to emphasize the weight of the systems concepts and thinking in teaching and in practicing Computing: in both computer-related and information systems-related disciplines.

B1: Patricia Abdelal, Bridgewater State College

Paper Title: Dynamic Assessment of International Graduate Students' English Language Proficiency

How Can Dynamic Assessment Procedures Be Used to Evaluate

International Graduate Students' English Language Proficiency?

International graduate students (IGS), studying in the United States, often present with inadequate English proficiency to perform the tasks that their courses require. Language proficiency scores, based upon standardized tests, do not always indicate the level of accuracy needed for optimal placement decisions (Shiraev & Boyd, 2008). The purpose of this presentation is to investigate the application of dynamic assessment (DA) procedures (Feuerstein, 1979; Lidz, 1991) to narrative language samples, to examine the use of structural methods for analyzing the results, and to explicate the merits of this approach for minimizing diagnostic bias.

Pena and Iglesias (1992) have recommended DA as a beneficial approach for assessing second language learners' linguistic skills. Based upon Vigotsky's (1978) zone of proximal development (ZPD), the distance between the ability to function independently and the level of competence that can be achieved with support, DA uses teaching, mediation and retesting as a means to determine the potential level of competence over time.

Narrative language is a form of discourse involving the relating of events (Ukrainetz, 2006), an intermediary between verbal interactions of the home and scholarly language that characterizes the academic environment (Gillam & Ukrainetz, 2006), rendering it suitable for acquiring information concerning basic interpersonal communication skills and cognitive academic language proficiency (Cummins, 1979, 1984). Hughes, McGillivray and Schimidek (1997) provide the detailed information necessary to elicit and analyze narrative language samples to gain an overview of the individual's linguistic functioning. This structural analysis allows the evaluator to limit diagnostic bias by regarding the IGS's cultural and linguistic background as integral to the assessment, enhancing the possibility of reaching correct diagnostic conclusions and designing appropriate placement strategies.

B1: Ahmed Abdelal & Sandra Ciocci, Bridgewater State College

Paper Title: Neurocognitive Bases of Learning

This seminar consists of three parts. The first part will explain how learning changes the physical structure of the brain. It will discuss the 6 stages of learning and their neuroanatomical correlates, based on the most current neurocognitive research. These stages include: the encoding of new information, transfer, imprinting, storage, retrieval, consolidation, and reconsolidation. The neurobiological nature of each phase will be discussed in terms of pathways, duration, neurotransmission, and protein synthesis. The neurophysiological functions and environmental factors that influence each stage will be discussed.

The second part will discuss the prerequisites that determine the efficiency of each stage of learning. These include attention, executive functioning, and working memory, nutrition and sleep. The third part of the seminar will provide functional, evidence-based strategies for improving learning outcomes during each phase of learning. Evidence from sleep research explaining the role of sleep in attention and information processing will be presented. The strategies presented will be classified into two broad categories: teacher-

based strategies; and learner-based strategies.

Key Words: Neurophysiology of Learning; Neurocognitive Bases of learning; Brain-based learning

B2: Ameen Farouq Fahmy, Ain Shams University & J.J. Lagowski, University of Texas at Austin &

Paper Title: The Systemic Approach to Teaching and Learning Chemistry

Ten (10) years ago the authors formulated their basic ideas on what has come to be identified as the systemic approach to teaching and learning (SATL). In the intervening time, SATL methods have been refined and their usefulness in disciplines other than chemistry has been established. Most of the developmental efforts on SATL methods have been expressed in a variety of chemistry-oriented subjects at virtually every educational level.

The systemic approach to teaching and learning is based on constructivist principles and involves the creation of “closed cluster concept maps” which we call systemic diagrams. The SATL technique encourages deep learning, as opposed to rote learning. Examples of the use of SATL methods in teaching chemistry are presented. Experimental evidence collected on basic chemistry courses in Egyptian educational institutions is presented to illustrate the efficacy of SATL methods in student achievement. It is suggested that the demonstrable success of SATL methods flows from the idea that they mimic our current understanding of how the human brain functions.

Here we discuss the theoretical basis for the systemic approach to teaching and learning, the use of this technique as a teaching tool; as a way to help students understand the conceptual basis of a subject; and the results of experiments conducted in Egyptian educational institutions designed to establish its effectiveness as a learning tool.

B3: Mohammed Dayij Suleiman Algmoul , Tafiya Technical University

Paper Title: Teaching and Assessing Writing Strategies for Secondary School Students and Investigating Teachers’ and Students’ Attitudes towards Writing Practice

B4: Michael Schallies, university of Education Heidelberg

Paper Title: Interdisciplinary teaching and learning – a new field of study in a reformed programme for teacher education

At the faculty for natural sciences and social sciences we are currently reforming the prescribed study field for lower secondary teachers called “interdisciplinary teaching”. Interdisciplinary approaches are an issue in many reform curricula for teacher education (Bradley, 2002). Research and development activities are organized in 2 interlinked parts: in the first part a theory-based structure for all courses that students can choose from in this study field is conceptualized and established. The second part is devoted to research the learning and teaching outcomes from students’ and lecturers’ perspectives respectively. Both parts are interlinked in an iterative process. This eventually will give the academic staff information about the quality and effects of their courses and will help to establish research based means to improve the quality of teaching and learning at University.

Studies at our university so far have shown that neither students nor lecturers have a sound theoretical basis about approaches to interdisciplinary teaching and learning (Nohl & Schallies, 2004). Also, the evaluation of project seminars specifically designed for interdisciplinary teaching and learning has made it clear to us that specific competencies from the study of disciplines are necessary prerequisites for improving competencies in interdisciplinary student learning (Eysel, 2006). For improving the quality of teaching and learning a general structure for the field of study across faculty is necessary (Defila, Di Giulio, & Drilling, 2000). In part teaching and learning has to be organized in a linear approach, and in part in a systemic way, combining discipline specific activities in subjects studied and interdisciplinary activities at the STS level. Research questions will be: Which disciplinary competencies and superordinate competencies of students are already present in their own perspective when they start learning in the new interdisciplinary study field?

A first self-assessment-questionnaire to measure students' competencies has been designed by using a number of scales which have already proven reliability and validity in past surveys. It has been applied to the students attending the basic lecture of the reformed study programme. Students' individual growth in "profiles of competencies" was established with respect to knowledge of basic principles specific to discipline studied, reflexion competencies, abilities for complex problem solving and theoretical knowledge about interdisciplinary group work.

B5: Misbah Nazir & Iftikhar Iman Naqvi, University of Karachi

Paper Title: NEW SATLC UNIT FOR TEACHING PHYSICAL CHEMISTRY-TO UNDERGRADUATE STUDENTS

In present time it is essential that science education should equip students with such knowledge and skills that they become scientifically literate citizens. Owing to this imperative the quality of teaching and learning chemistry has become an issue of prime concern. To meet these concerns the focus of chemistry teaching has been placed on the shoulders of knowledge providers, who are no others but teachers. Chemistry disciplines are divided into several branches: Physical Chemistry, Organic Chemistry, Inorganic Chemistry and Analytical Chemistry. Physical Chemistry courses are often considered most difficult ones. The reason may be the specific requirement of extensive familiarity with mathematics and its descriptive role in Physical Sciences. In this presentation, SATLC based lesson pertaining to some fundamental Physical Chemistry aspects are being discussed. The matter pertains to fundamentals and derived concepts in Physical Chemistry like mass, force, pressure, volume etc. A holistic approach has been adopted to deliver the basic issues of the subject.

B5: Misbah Nazir & Iftikhar Iman Naqvi, University of Karachi

Paper Title: SYSTEMIC APPROACH TO VALUE THE CONCEPT OF MOLE

Mole is a basic concept which has to be ingrained in the young minds for making them a capable chemist. An attempt has been made to teach mole through systemic approach. The lesson covers all the related inter relationships like atomic number, atomic weight, size of an atom etc. linked to the concept of mole.

B5: Ruth Farrar, Bridgewater State College & Khalil Qatawneh, Tafila Technical University

Paper Title: Interdisciplinary Theoretical Foundations for Literacy Teaching and Learning

Within the sphere of rapidly changing technologies and ways of communicating, knowledge itself shifts quickly in relation to changing points of reference. Today, literacy is associated with competence in all fields of knowledge. It is no longer defined by local practices; it is characterized by an expanded world view that makes irretrievable the coming together of a global community. This session examines the development of a systemic approach to literacy curriculum and instruction that helps young learners explore the relation of subject matter knowledge to global awareness. Systemic pedagogies are increasingly viewed as multidimensional, integrated, transcending, and complex. These conditions lay the foundation for an emerging pedagogy that is continuously shaped and re-shaped by changing ecologies, economies, technologies, and human relations. The research reported in this paper is viewed as an attempt to explain language and literacy as interdisciplinary and teaching and learning as complex, orchestrated, constructive processes through which individuals make and communicate information that contributes to the common good of the global citizenship. We will chronicle the evolution of the most recent scientific inquiry that led to the current interdisciplinary concepts of literacy as transdisciplinary and interdisciplinary knowledge, informed by cognitive processes with theoretical underpinnings in sociology, psychology, linguistics, and critical heuristics. We will argue that a systemic approach necessitates a careful balance and integration of numerous theoretical perspectives, all of which must be considered in curriculum design and instructional practice that support a conscious and responsible world-view.

B5: Zeid Al-Bashaireh, Tafila Technical University

Paper Title: Systemic approach effect on achievement of Tafila schools students in science

The study aimed to determine the effect of teaching by systemic approach in fifth grade Tafila province students' achievement in science. The sample consists of 42 male and 34 female students, chosen from two schools, one male and the other female. They were randomly distributed into four groups. Two experimental (taught by systemic approach) and others controlled (taught by conventional approach).

To achieve the study aims, educational program on the environment unit have been administered according to systemic approach and a test and valid multiple choice exam was used. The findings of the study reveal that there were significant statistical differences in the students achievement of science in favor of experimental group and the female students. No significant statistical differences were seen in the interaction between the method of teaching and the students gender.

Based on the results of the study, several recommendations have been suggested, such as using systemic approach in teaching other school subjects and different students levels. It is also recommended to study the effect of teaching by systemic approach to compare the students' science achievement with other methods of teaching.

B6: Scott Johnson, Kansai University

Paper Title: Pictures Talk: The Use of Images in Teaching about Japan

In its more than 400 years of commercial publishing history, Japan has documented every aspect of life in words and images. For international students with a sophisticated command of the Japanese language, the written word reveals a great deal, but for beginning and intermediate learners, the written word is a barrier. For both advanced and beginning students, however, images, if carefully studied, reveal a great deal.

I teach a class called “Japanese Arts” at Kansai University in Osaka, and have found that international students at all levels, including students from Bridgewater, respond by creating insightful papers and presentations based on their own research into published images. My presentations focus on 17th to early 20th C. Japanese graphic art; students are free to use visual material they find revealing, often, but not exclusively drawn from popular manga and Japanese animation (which they know more about than I do). By focusing on images, beginning students of Japanese and graduates from Japanology programs can find common ground in my classroom.

From its beginnings in the early 17th century, commercial publishing in Japan has created a huge number of book and print images, which reveal details of daily life, scientific and commercial advances, political movements, natural disasters and family problems. I draw on images selected by topic and time period, supplying a context in words. Students are required to do the same in their reports or presentations, most commonly using 21st century visual material.

My teaching methods have grown out of decades of research in Japanese book illustrations. My strong point is familiarity with a large body of visual material, which I have been able to study in public collections, especially at the British Museum and British Library in London, the Honolulu Academy of Arts, the Art Institute of Chicago, the Nakanoshima Library in Osaka, the Osaka Historical Museum, and the collection of Kansai University.

My weak point is in creating a publically accessible visual library, a research project I plan to pursue in conjunction with the Honolulu Academy of Arts.

In my presentation, I plan to present some examples of the kinds of visual material I show in my classes, relating to 17th century ecological management, 18th century commercialization of electricity, 19th century techniques of divorce, and 20th century propaganda.

B6: Sabrina Gentlewarrior, Anna Martin-Jearld, Alyson Skok, Marci Langevin, Bridgewater State College

Paper Title: Stories of discrimination and transformation: Culturally responsive teaching and learning

Culturally responsive educators believe that the classroom offers a microcosm of what can be created in the broader society (Bergerson, 2003; Daniel, 2007; Finn & Jacobson, 2003; Freire & Macedo, 2001; Harding, 2004; Manias & Street, 2000; Solorzano & Yosso, 2001; Villalpando, 2004). If critical thinking and equity are facilitated in the classroom, students will be more prepared to participate in our “diverse and global society” (<http://www.bridgew.edu/President/StrategicPlan.cfm>). This paper discusses the culturally responsive teaching and learning of two social work educators and their graduate social work students focused around issues of discrimination and the creation of social change/transformation.

In order to “enliven” (Petrovich and Lowe, 2005) the information offered in a graduate social work course focusing on issues of diversity and oppression, students were asked to conduct in-depth qualitative interviews with members of disenfranchised groups (based on gender, race, nationality, age, (dis)ability status, sexual orientation, religion, and/or class) regarding discrimination they may have experienced and its impact on their lives. Respondents were also asked about their vision of a more just world and what would be needed to create this world.

Over 90% of the 150 respondents described discrimination they had experienced. This is noteworthy as having experiences of discrimination was not a criterion to be in the study. The respondents described experiencing discriminatory verbalizations and attitudes, job discrimination, discriminatory actions making everyday life more difficult, and physical and sexual abuse owing to bias. The pervasiveness of the discrimination experienced by respondents was summarized by a woman living with a physical disability: “I was called every name in the book. I was discriminated against for the way I looked, the way I carried myself -- my whole nature, my whole being.”

Despite their experiences of marginalization, respondents’ offered strategies for spiritual, political, relational, and personal transformation that at times echoed, and at other times deepened the social justice literature (Gentlewarrior, Martin-Jearld, Sweetser, Skok & Langevin, 2007/2008). By incorporating these four levels of transformation shared by respondents into social justice theorizing, teaching, and advocating efforts we can be more assured that our efforts are relevant to the concerns and visions of those we serve. The strategies shared by respondents offer clear ideas for moving towards social justice. As one respondent said: “step by step, and I think little by little we could change, we could change the world.”

Research such as this helps to validate and deepen our theorizing and education work (Gentlewarrior, Martin-Jearld, Skok & Sweetser, 2008). The implications of this research to culturally responsive teaching and learning will be emphasized in this presentation. The voices of diverse individuals make the issue of discrimination and need for societal transformation “real” to students. By listening to the disenfranchised we “uncover and generate stories that inspire action and hope” that will help us create “the world we envision” (Bell, 2003, p. 24).

B7: Waheed Khatatneh and Shaher Al Eroud, Arab Academy

Paper Title: A Modified Model of the Balanced Scorecard for the Jordanian Public Shareholding Industrial Companies

A modified balanced scorecard (BSC) model was developed for measuring and evaluating strategic performance for the Jordanian Public Shareholding industrial companies. The model is composed of five key dimensions. The first four are the financial, customer, internal process and learning and growth. These dimensions represent the basic model's dimensions to build and apply the balanced scorecards. The "company's environment" component has been added as a fifth dimension proposed in this study. The modified model includes the formulation of each dimension into main strategic goals, the performance drivers to fulfill these goals and lagging performance measurements to evaluate the achievement level of each goal. The extent of suitability of this modified model for application by the managers of Jordanian Public Shareholding industrial companies has been tested also.

The main results of the study are: All companies managers highly appreciate the use of all (BSC) measures in strategic planning and performance evaluation. All variables of the modified BSC model have been highly evaluated by the study sample except some of the variables related to company's environment dimension.

Based upon the above results of the study, several recommendations were developed. The main one is that it is necessary to adopt the modified BSC model by the managers of Jordanian industrial public companies in order to tight together strategic goals of the company, with performance drivers and measures.

C1: Ameen Farouq Fahmy, Nabil El-Dabie, Asmaa Geith, Fayza Awad, Ain Shams University

Paper Title: Uses of Systemic Approach to Teaching and Learning (SATL) & Theory of Multiple intelligences (MI) in designing outdoor Activities

Howard Gardner initially formulated a list of seven intelligences (1983). The first two are ones that have been typically valued in schools; the next three are usually associated with the arts; and the final two are personal intelligences' (Gardner 1999)

These are linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal, intelligences. Subsequent research by Howard Gardner and his colleagues has looked to three other particular intelligences: a naturalist intelligence, a spiritual intelligence and an existential intelligence.

Mindy L. Kornhaber (2001) has identified a number of reasons why teachers and policymakers in USA have responded positively to Howard Gardner's theory of multiple intelligences. Among these is that: the theory validates educators' everyday experience, and provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of

the range of learners in their classrooms.

A.F.Famy, and J.Lagowski (1988), initially formulated Systemic approach as one of the modern approaches that meets the student needs. Experimentation of SATL proved it's effectiveness in both teaching and learning. Uses of SATL in teaching linguistics and Math for the first three grades in the primary schools, proved the effectiveness in growing the skills for both reading and writing.

This encourage us to integrate both SATL, and MI in teaching and learning Arabic, English languages and Math in the the first three grades of the primary schools. This was done via designing systemic outdoor activities in which we use, Musical, Bodily-kinesthetic, Interpersonal intelligences in teaching and learning Arabic, English languages, and Math.

The performance was done in teams in the playing areas of schools. The activities were designed, by group of teachers and done by pupils under teacher's supervision.

It was experimented successfully in some primary schools in three Egyptian Governorates (Cairo, Alexandria, and Quina). In the workshop we will present the scenario of implementation and videos of performances from different schools.

C1: Wing-kai To, Tom Turner, J. Michael Bodi, Bridgewater State College

Paper Title: Bridgewater Normal School and the Internationalization of Teacher Education, From Normal School to Comprehensive College: Bridgewater State College 1840-1962 and the Modern Era in Education at Bridgewater State College

The term "normal school" originated in the early 19th century from the French *école normale*. The French concept of an "école normale" was to provide a model school with model classrooms to teach model teaching practices to its student teachers. The normal school system also owed some of its origins from Joseph Lancaster's Monitorial System in England and Swiss Educator Johann Heinrich Pestalozzi's theory of education. Bridgewater Normal School was founded in 1840 by Horace Mann as the oldest permanently located institution of public higher education in Massachusetts.

Inspired by developmental theories of education in Europe during the 19th century, Bridgewater also admitted its first students from Burma and Japan in the 1860s and 1870s and other students from Mexico and the Caribbean in the 1890s. Normal schools were already founded in Latin America in Chile and Mexico around the same time as in the United States. Yet the most significant international impact of Bridgewater Normal School can be found in the development of modern normal schools in Meiji Japan. Much of this process was due to the role of Shuji Isawa who studied at Bridgewater Normal School from 1875-1877 and subsequently became the Principal of the Tokyo Normal School and the Tokyo Music School after he returned to Japan. Isawa, together with Nishimura Shozaburo who studied at Bridgewater in 1889, helped to reform the curriculum of primary and secondary education in modern Japan. Through the development of normal schools in Japan, the model was later adapted in colonial Taiwan after 1895 and in China after 1902. The terminology of Normal University is still preserved in the official translations in both China and Taiwan today.

This paper explores the internationalization of teacher education as a movement of modernity and professionalization during the late 19th and early 20th centuries. The process of transplanting American normal school educational ideas from Bridgewater to Japan and China provides impetus to change for modern teacher training and the reform of higher education in East Asia.

C2: Mahmoud El-Hashash, Bridgewater State College

Paper Title: Strategies and Efforts to Internationalize the Curriculum Through the Use of Technology

In the natural sciences, in every single aspect of teaching and learning, we should be thinking internationally rather than nationally. The exponential growth in the field of international education is clear and provides evidence of the need and necessity of internationalizing the natural science curriculum. Despite two decades of efforts to internationalize the natural science curriculum, this form of pedagogy remains at the side-line of most colleges and universities. As a mathematics professor, this is my first humble attempt to write about this broad concept of internationalizing the curriculum from non-mathematics prospective.

Efforts to internationalize the natural sciences curriculum infuse cross-cultural concepts, theories, and patterns of interrelationships into courses and academic programs.

Through the use of technology, I will explore, sharpen, and customize some existing on-campus and off-campus internationalization strategies. I am currently working on a proposal for two study abroad tours in Egypt in effort to internationalize the natural sciences curriculum.

C2: Thanh Nguyen & John Marvelle, Bridgewater State College

Paper Title: Using Multimedia and Distance Learning Technology to Internationalize the Curriculum

Multimedia and the Wide World Web (www) have seemingly changed the view of the world into a smaller and closer globe. Today, viewers not only can watch news on television, they can also watch these news clips on the web as well as join discussions and exchange or send emails and videos to news anchors in a second. The "Youtube" technology allows viewers to not only share their video clips but also view other videos from all over the world. These technology tools could be used as powerful tools to internationalize school curricula. This paper provides a theoretical framework for how a classroom teacher can use multimedia and the www to internationalize a curriculum.

Seeing, sharing and exchanging information among teachers in a school setting or around the world are no longer impossible tasks. The question is how can teachers integrate these technology tools into their daily curriculum? Would it be possible that teachers can exchange video clips of their classrooms with other teachers around the globe? Would it be possible that students share their art works or photo with students in other countries? Would it be better if students can share their personal stories in a video clip

then share theirs to students in another world? These are endless questions, but important to ask. Let us examine the case of REAL School #1006: Diversity & Multiculturalism . An elementary school teacher in Duval County Public Schools used art works and pen pal approach to promote their understanding of Indonesian culture, etc.

Let search Google for a variety of key words such as “American, Jordan, African, Palestine, Israeli, Vietnamese, Chinese, etc.” and “culture.” What do you see?

Let us imagine that students in a classroom learn about world culture history. Would it be better if these students have a chance to connect and exchange photos or video stories about their cultures? How about having students from two countries exchange their view via webcast?

Today technology tools are endless in internalizing the curriculum. Let’s teach teachers how to create a good video clip then post on Youtube. Would it be even better if we have teachers join discussions on BlackBoard discussion boards? These tools are boundless, and teachers have to think outside the box.

C2: Talbi Mohammed Tahar, Ecole Normale Superieure

Paper Title: The relationship between general and higher education reform and systemic approach: Algeria as Model

Certainly, the formation of generation passes by qualitative training of pupils which respond to requirement of recent period. Because this period is characterized by the rapid development and continuous change, then the training should be used tools which is not necessary linear, but it based on many reactive variables for challenging the requirements of globalisation. This needs the total qualification of individuals, institutions and resources.

With this vision, the Algerian reform of educational system was established, It uses the competence approach in general education and the LMD system in higher education. The aim of this reform is to develop individuals and to increase the production of national economy.

This paper attempts to shed light upon this reform, and to connect the new elements of it with the systemic approach. Finally, some preliminary results and difficulties will be showed, and a prospective view would be presented.

C3: Chouia Boudjemaa & Ahmed Chenati, Youseff Benkheda University

Paper Title: Preparation of the pedagogical and social of Teachers

The teacher is regarded, in point of view of social education, as the most element of education process in general and teaching process in particular. This may due to that the teacher is the educator person who prepares young’s to the social live. For that reason, human society try to give teacher’s good training in all aspects such as cultural, professional, pedagogical and social training. Therefore, the most

educational systems give important to the development process by preparing teachers in social manner in order they carry out the role of leadership, guidance and constructive social interaction.

Even though teacher should be dominating his/her speciality and the way of teaching, his/her principal function is mastered his/her social environment of teaching.

This study try to give , in some details, the pedagogical and social ground of preparing teachers, their knowledge and skills in point of view of some opinion's educators in ancient and recent times.

C3: J. Michael Bodi, Bridgewater State College

Paper Title: Curriculum Outcomes Aligned with Assessment: A Systemic Approach to Grading

Although all teachers assess and/or evaluate student learning, grades and grading are notoriously subjective. The notion of “grades” per se indicate some sort of culminating statement asserting a level of accomplishment, often in the form of an ABC or % model. The problem is that virtually every teacher uses some sort of subjective judgment to make that indication, which essentially makes predictive interpretations for any given student’s achievement moot.

The paper addresses best practices with regards to assessment and suggests ways to standardize grading so they can be used more critically and objectively for students and their parents, between teachers, and even linking schools.

Promising models are discussed which discuss a variety of ways to use technology that assess higher order thinking as opposed to most standardized tests used today. A survey of innovative programs gleaned from a variety of global initiatives and practices underscore the possibility for creating methods that would translate more easily between teachers, schools, and even school districts worldwide.

C3: Ann Brunjes, Sabrina Gentlewarrior, William Lewis, Bridgewater State College

Paper Title: Bridgewater State College’s Project Compass Grant to Support Culturally Responsive Teaching and Learning

In order to most effectively institutionalize culturally responsive teaching and learning at colleges and universities, an institutional commitment is paramount (Stanley, 2002). This presentation will highlight Bridgewater State College’s (BSC) commitment to issues of inclusive excellence. Included in this discussion will be, first, an overview of the emphasis of equity in our institutional strategic priorities; second, discussion of the Diversity Plan guiding our campus-wide efforts; and third, sharing of the campus-wide activities focused on cultural inclusion coordinated by the Office of Institutional Diversity and Office of Teaching and Learning.

Emphasis will be placed on discussing the BSC Project Compass work funded by a four-year annually renewable from the Nellie Mae Foundation. Now in its second year, BSC's Project Compass focuses on improving retention, graduation rates and academic success for students of color, first-generation and low-income students – and ultimately every student at BSC. Specific strategies discussed will include the college's efforts to address the needs of the identified population by increasing academic and co-curricular support; developing an integrated advising process around engaged student learning experiences which will be documented in a formal portfolio; expanding and improving faculty and staff development aimed at promoting engaged student learning pedagogies and cultural inclusion; improving strategies for advising in the major; enhancing campus community members' self awareness regarding issues of cultural inclusion; and improving data collection and analysis to monitor academic success of students and college-wide intervention strategies. Utilizing BSC's work on culturally inclusive teaching and learning as a backdrop, workshop participants will be encouraged to discuss ways we can better coordinate our work world-wide as we seek to educate students to be skilled and effective global citizens.

C4: Atallah Alroud, Tafila Technical University

Paper Title: The Reasons that affect the students' Writing of English Language in Tafila Technical University from the students perspectives

Any language consists of skills either receptive or productive ones. Any how the ultimate good of a language is to be a means of communication Writing is considered one of the important skills in a language so it must be given more attention in the process of teaching either in schools or institutions. The significance of the study emerged from the fact that English Language is considered as a universal language in addition that some subjects are taught in English Language in T.T.U which requires from students to write accurately in order to convey correct information. Unfortunately, it is noticed that most of the students' writing is not good either in sentence construction, using appropriate vocabulary and even in using parts of speech. The researcher found it necessary to investigate the reasons of students' weakness in writing of English Language by introducing a question to a random sample from different schools of T.T.U and the students have to mention the reasons of this issue.

The results indicated that the reasons are the following arranged according to students' responses:

- Lack of vocabulary
- Ignoring this skill in schools
- Weakness in grammar and sentence order
- Depending on literary translation from Arabic to English

The researcher recommends that schools should give more attention to this skill and suggests that similar articles should be conducted in this area and other universities.

C4: Elena Heineke, Russian Academy of Education

Paper Title: Changing of teaching strategies in Russia- opportunities for preparing students for citizenship in Open Society

Goals and objectives.

- Discover the purpose of the IRA Reading and Writing for Critical Thinking (RWCT).
- Acquaint the participants of the conference with the results of the RWCT program in central Europe and the former Soviet Union.

Content to be presented.

In 1997, the International RWCT Program began promoting concepts and methods for active learning and critical thinking to classrooms throughout the world. Since then, more than 50,000 teachers and 2 million students in 32 countries have taken part in the program, which was originally sponsored by the Open Society Institute, and coordinated by the International Reading Association, the University of Northern Iowa, and Hobart and William Smith Colleges. Teachers' unity has continued for over twelve years. Russia is one of the participating countries.

The project attracted teachers of different subjects from a wide variety of schools. Humanities teachers were attracted by the "Reading and Writing". The teachers of exact sciences were attracted by the "Critical Thinking".

Russian pedagogues were acquainted with interactive strategies. The educational seminars provoked a wave of enthusiasm. However, when the teachers returned to their schools, that enthusiasm began to fade.

Could it be that the strategies that work in the United States cannot be translated into Russian? The goal of my research was to determine what happened with the dissemination of the interactive strategies. It is worth mentioning, that a large amount of Russian teachers of humanities today were educated in the Soviet Union. This means that their education was dominated by the Communist conceptions, none of which could have been questioned. There was only one correct point of view, that of the Communist party. However, when it comes to the scientific field, the students were allowed to develop their critical thinking. In science, students were taught about relativity of events, and their functions. Professors taught students that the real is different from ideal.

Perhaps, it is science that formulates and serves as a best source for critical thinking. It is well known that the world of science has produced some of the better known dissidents, for example: Andrei Sakharov.

At the beginning of the program the American experts were showing the Russian teachers how to use interactive strategies, but they could not penetrate the practice deep enough. I was invited to the project in 1999, in order to help move along the dissemination of the interactive strategies into the educational practice.

Then we ran into a big problem: the school textbooks. It was true: most Russian textbooks were raw information. Even after reviewing the Russian and the America textbooks there were no doubts that they had many differences.

After the project, there were new textbooks produced which incorporated the interactive strategy, like the sociology textbook for grades 8-9. The problem is, the new textbooks aren't accepted because

teachers are accustomed to the ones they have been using for over thirty years.
I would like to present materials from my research.

C4: J.J. Lagowski, The University of Texas at Austin

Paper Title: The Systemic Approach to Teaching and Learning Chemistry

Ten (10) years ago the authors formulated their basic ideas on what has come to be identified as the systemic approach to teaching and learning (SATL). In the intervening time, SATL methods have been refined and their usefulness in disciplines other than chemistry has been established. Most of the developmental efforts on SATL methods have been expressed in a variety of chemistry-oriented subjects at virtually every educational level.

The systemic approach to teaching and learning is based on constructivist principles and involves the creation of “closed cluster concept maps” which we call systemic diagrams. The SATL technique encourages deep learning, as opposed to rote learning. Examples of the use of SATL methods in teaching chemistry are presented. Experimental evidence collected on basic chemistry courses in Egyptian educational institutions is presented to illustrate the efficacy of SATL methods in student achievement. It is suggested that the demonstrable success of SATL methods flows from the idea that they mimic our current understanding of how the human brain functions.

Here we discuss the theoretical basis for the systemic approach to teaching and learning, the use of this technique as a teaching tool; as a way to help students understand the conceptual basis of a subject; and the results of experiments conducted in Egyptian educational institutions designed to establish its effectiveness as a learning tool.