



Bulgarian Comparative Education Society
BCES

XIX
ANNUAL INTERNATIONAL
CONFERENCE

NEW CHALLENGES TO EDUCATION:
LESSONS FROM AROUND THE WORLD

PROGRAM
WITH ABSTRACTS

21 – 25 June 2021

With the technical support by
Company for International Congresses



Conference website:
<https://www.bces-conference.org/>

Conference e-mail:
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bces2021@cic.bg



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XIX BCES Conference Overall Program

The Conference time slots are at Greenwich Mean Time (GMT).

Monday 21 June 2021

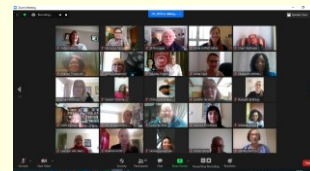
Zoom selfies (common photos)

GMT 14:00 – 15:00 [Conference opening](#)

GMT 15:00 – 16:00 [Keynote Presentation](#)

GMT 16:00 – 16:30 [Launching: Comparative School Counseling](#)

GMT 15:00



Tuesday 22 June 2021

GMT 08:00 – 11:30 [Thematic Section 1](#)

GMT 12:00 – 14:30 [Thematic Section 2](#)

GMT 15:00 – 17:00 [Thematic Section 3](#)

GMT 11:30

GMT 14:30



Wednesday 23 June 2021

GMT 08:00 – 17:00 [Thematic Section 3](#)

GMT 10:00

GMT 15:00



Thursday 24 June 2021

GMT 08:00 – 16:30 [Thematic Section 4](#)

GMT 17:00 – 19:00 [Thematic Section 5](#)

GMT 10:30

GMT 16:30



Friday 25 June 2021

GMT 08:00 – 10:00 [Thematic Section 5](#)

GMT 10:30 – 18:30 [Thematic Section 6](#)

GMT 19:00 – 19:30 [Conference Closing](#)

GMT 10:30

GMT 13:00

GMT 19:30



More than a Conference

The Annual International Conference of the Bulgarian Comparative Education Society (BCES) is a traditional, scholarly, interdisciplinary, high-grade event. Specialists from all over the world every year come to the Conference as to present their studies. The Conference purposefully keeps a small size aiming at organizing the best quality selection of papers and providing excellent opportunities for presentations and discussions.

The XIX edition of the BCES Conference in 2021 focuses on new challenges to education with a special focus on what lessons people in the field of education have learned. Participants are invited to present their theoretical, methodological or empirical studies on the most challenging processes in education and the most powerful factors that have recently caused various changes in national education systems.

All actors in the education process (students, teachers, administrators, counsellors, decision makers, etc.) at all levels of the education systems have recently faced a variety of challenges to their everyday study or work. The mission of this conference is to show what has happened, how the actors have reacted and what lessons have been learned in the different parts of the world.

The Conference offers the following benefits to its participants:

1. Respecting all participants regardless of their race, nationality, personality, origin, sex, religion, occupation, education.
2. Keeping friendly atmosphere, polite communication, and cosy environment.
3. Establishing contacts between people from different parts of the world, making friends, creating collegial networks.
4. Providing excellent opportunities for oral presentations and discussions by giving a 30-minute time slot to each presentation.
5. Guaranteeing high quality of full papers published in the BCES Conference Book.
6. Publishing the BCES Conference Book always before the conference beginning.
7. Including abstracts in the Conference Program.
8. Giving Certificates of Participation to all participants.
9. Allowing free access of co-authors to conference sessions.

The BCES Annual International Conference is more than a conference. It is our way of being an integral part of the international education community, our way of making friends globally, our way of showing the world what we do.

Almost 140 people (registered participants and their co-authors) with nearly 70 presentations attend this year's Conference.

Volume 19 | BCES Conference Books 2021

New Challenges to Education: Lessons from Around the World

Editors

Nikolay Popov, Editor-in-Chief
Charl Wolhuter, Editor of Part 1
Louw de Beer, Editor of Part 2
Gillian Hilton, Editor of Part 3
James Ogunleye, Editor of Part 4
Elizabeth Achinewhu-Nworgu, Editor of Part 5
Ewelina Niemczyk, Editor of Part 6

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300 pages
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This volume contains a collection of selected papers submitted to the XIX Annual International Conference of the Bulgarian Comparative Education Society (BCES) held in June 2021. The XIX BCES Conference theme is New Challenges to Education: Lessons from Around the World.

The book includes 40 papers written by 66 authors from 15 countries. The volume starts with an introductory piece co-authored by Zoltán Rónay and Ewelina K Niemczyk. The other 39 papers are divided into 6 parts representing the thematic sections:

1. Comparative and International Education & History of Education (3 papers);
2. International Organizations and Education (4 papers);
3. School Education: Policies, Innovations, Practices & Entrepreneurship (13 papers);
4. Higher Education & Teacher Education and Training (5 papers);
5. Law and Education (8 papers);
6. Research Education & Research Practice (6 papers).

The papers included in this year's conference volume outline a variety of challenges all actors in the education process (students, teachers, administrators, policy decision makers) at all levels of the education systems have recently faced. Readers can find conceptual and empirical studies, quantitative and qualitative methods, descriptive and analytical approaches, and even pessimistic and optimistic authors' views. This volume presents how novel concepts, ironical definitions, and provoking considerations are born in difficult times, when restricted life meets unrestricted spirit.

The past two years have shown how fragile or sturdy, vulnerable or protectable, conservative or innovative things in education are. In this compilation book, readers, who are interested in educational processes around the world, can find interesting examples of damages caused, mistakes made, successes achieved, chances missed, opportunities used, and lessons learnt.

Prof. Dr.habil. Nikolay Popov
BCES Chair

XIX BCES Conference Opening

Monday, 21 June 2020, GMT 14:00 – 15:00

- Welcome by the BCES Conference Chair
- Welcome by the Thematic Section Chairs
- Welcome by the Technical support team
- Cultural video tour

Keynote Presentation

Monday, 21 June 2020, GMT 15:00 – 16:00

A Worldwide Pandemic and Academic Freedom: Challenges of the Changing Landscape

Keynote presenters:

Assoc. Prof. Dr. Zoltán Rónay, Eötvös Loránd University, Hungary

Prof. Dr. Ewelina Kinga Niemczyk, North-West University, South Africa

Abstract

In the last decades, increased number of scholars warned that academic freedom is at risk, not only due to the authoritarian tendencies of some governments but also due to globalization and an increased pressure on academic performance. Based on the most current literature, this paper brings attention to the impact of Covid-19 on academic freedom. The findings show that the pandemic placed the conversation about academic freedom into a new dimension, introducing new challenges for which academics and higher education institutions were not fully prepared. Zooming on the observed developments in teaching and researching during the pandemic, it became evident that (a) the shift to online platforms made the privacy of classroom conversations disappear and (b) the dissemination of knowledge gained through scientific work contradicting governments' narrative was restricted. Overall, this work offered an opportunity to highlight the importance of academic freedom and to recognize the urgency to monitor academic freedom globally as it becomes increasingly vulnerable.

Keywords: academic freedom, Covid-19, higher education, pandemic and education, research and instruction, zoombombing

Full text



Volume 1 | Comparative School Counseling 2021

Monday, 21 June 2020, GMT 16:00

Launching

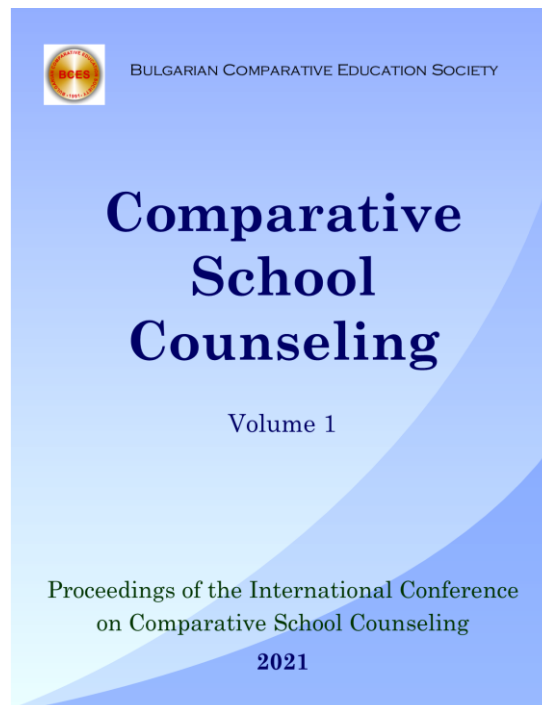
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Dr. Mark G Harrison, Education University of Hong Kong, China
Dr. Gillian L. S. Hilton, Middlesex University, London, United Kingdom



This volume contains a collection of selected papers submitted to the Inaugural International Conference on Comparative School Counseling in 2021. The mission of this conference is to develop a new comparative research field that could be called Comparative School Counseling. As Popov and Spasenović note in their paper (p. 10):

Comparative school counseling could be defined as a multi interdisciplinary research field where research methodology of comparative education is applied to school counseling policy, practice and education. Comparative school counseling shall comparatively describe, juxtapose and analyze various aspects of school counseling in contemporary education systems worldwide.

Firstly, such a research field could contribute to a better understanding of common features, similarities and differences in school counseling worldwide. Secondly, it could support the transfer and adoption of best school counseling practices and innovations between countries. Thirdly, it could help improving school counseling training programs at colleges and universities, especially in countries where such programs are not well developed. Fourthly, it could inform policy makers while creating laws, regulations, instructions and recommendations on school counseling. Fifthly, it could add value to comparative research methodologies in humanities and social sciences.

This volume is divided into 3 parts and includes 12 papers written by 25 authors. Readers can find comparative and case studies, theoretical and empirical explorations, quantitative and qualitative methods, descriptive and analytical approaches, and interesting data on school counseling worldwide. Problems of school counseling in nearly 20 countries are discussed in the papers.

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

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

Tuesday, 22 June 2021

GMT	#	Name(s)	Title of Presentation
08:00 – 08:30	1.1	Charl Wolhuter	“Lessons from Around the World”: <i>Raison d’être</i> and Achilles Heel of Comparative and International Education
<div> <div>Full text</div>  </div> <p>Abstract</p> <p>The aim of this paper is to tease out the caveats in the much vogue exercise of drawing lessons from foreign systems of education — the theme of this book, with the final objective that this will point to the parameters appropriate for the discourse and for the reader when reflecting on the topics touched upon in this book. The paper commences with a survey of the historical evolution of the field of Comparative and International Education, demonstrating how the motivation for extracting “lessons” from other education systems has been a key feature of the field, and increasingly so in contemporary times. The caveats to exercise, related to the salience and complexity of context, to the nature of the act of education, and to the undermining of the professional autonomy of the teacher are then pointed out. These parameters should be respected in any discourse on taking education lessons from around the world. At the same time, these parameters present scholars of Comparative and International Education an opportunity to prove their value in the twenty-first century world.</p> <p><i>Keywords: Comparative and International Education, education, education reforms, education system context, societal context</i></p>			
08:30 – 09:00	1.2	Vinayagum Chinapah, Henrik Hansson & Ranil Peiris	COVID-19 Impacts on Education and the Need for Distance Education and Digital Solutions: An Ongoing Global Online Survey
<p>Abstract</p> <p>Our education community of learners, teachers, leaders, managers, providers, researchers, policymakers, together with the business community and other stakeholders, are all, and without any exception, here and elsewhere, in a dire learning-teaching, managing, and decision-making situation with the crisis from the COVID-19 pandemic. This abstract provides a brief from the Reaching Out ALL (ROA) initiative which maps the extent to which the needs and implications of Distance Education and Digital solutions may, with and without success, address COVID-19 impacts on education, locally, institutionally, nationally, and globally. COVID-19’s divide is of great concern for the successful and effective implementation of the Sustainable Development Goals (SDGs) and SDGs No.4, Quality Education, in particular.</p> <p>Educational actions reaching down the everyday learning-teaching contexts and conditions locally, nationally, and globally cannot be treated in the total absence and isolation of the <i>direct</i> voices and concerns, i.e., from those actual beneficiaries, partners, and targeted audience of our educational sector, from primary/basic up to the higher/university levels. This is the uniqueness of this present and ongoing global online survey. Its very purpose is in gathering the most updated and relevant empirical information and data on the impact of COVID-19 on education with a view to mapping the urgent and pressing needs for distance education and digital solutions. Can COVID-19 create new possibilities to mitigate the Divide in education, or does it just the contrary? Let us get from the <i>direct</i> voices.</p> <p>Mapping the improvements and/or shortcomings both prior to, and during COVID-19, on the access and quality of education offered, will assist the educational community in their choice of the most effective distance education and digital solutions. The ROA initiative, which is introduced above, is based upon the collection, analysis and interpretation of data and information from an ongoing 3–5-minute Global Online Survey (GOS) on COVID-19 Impacts on Education. GOS was first launched in January 2021 worldwide, and will end by the end of April 2021 in several languages, namely English, Chinese, French, Spanish, Portuguese, Swedish, Arabic, Tigrinya,</p>			

Bulgarian, and many other languages. The GOS survey is carried out by Stockholm University, Sweden, and its international partners.

Distance education and digital solutions alone, can neither be of quality nor be effective, if the *direct* voices of the education community (learners, teachers, managers, researchers' policymakers, providers, and parents, and so on) are neither heard and nor put into implementation. The COVID-19 Global Online Survey is an important, if not, a most vital initiative to reach this goal making education equally accessible, inclusive with quality, and sustainable through empirical evidence for relevant and appropriate informed decision-making and implementation.

Keywords: *COVID-19, distance education, digital solutions, global online survey, direct voices*

09:00 – 09:30

1.3

Lynette Jacobs & Lize-Mari Mitchell

What Was in the News? Conversations on Internationalisation of Higher Education in *University World News* in 2020

Abstract

The Covid-19 pandemic brought challenges to education in ways that could not have been foreseen, yet at the same time opened opportunities for new ways of thinking and doing, also in higher education. While other activities of higher education involuntarily quickly adapted and teaching and administration went largely digital in one form or another, thousands of international students were stranded and prevented from either travelling home or travelling to their institutions. Academics who intended to travel, were also grounded. The impact of the pandemic on internationalisation of higher education was indeed significant. Socially isolated, discussions that would normally take place at face-to-face gatherings, such as conferences and staff exchanges, came to a halt yet were still able to continue on digital platforms and in the media. In these fast-changing times, it is important to keep up with the latest thinking and in this paper, we explore the sensemaking that took place through *University World News* during 2020.

Keywords: *internationalisation discourse, framing analysis, media analysis, global education, Covid-19*

Full text



09:30 – 10:00

Break

10:00 – 10:30

1.4

Hana Vonkova, Angie Moore, Katerina Kralova & Jo-Yu Lee

English as a Foreign Language and Motivation for Learning: A Comparative Perspective

Abstract

In recent years, the need for English as a foreign language (EFL) education in schools has become a priority worldwide. The aim of our paper is to investigate which countries currently focus on researching motivation to learn EFL and what potential reasons are behind the focus. We performed a topic search of the keywords "EFL" and "motivation" in the Web of Science database for 2020. In total, we found 61 Social Sciences Citation Index (SSCI) articles. Asia prevails, especially Eastern Asian Chinese speaking regions (Mainland China, Taiwan, and Hong Kong). Policies in Asian regions such as China and Taiwan highly support EFL. There is the aim to develop Taiwan into a "bilingual nation". Likewise, the European Union promotes the establishment of the so-called European Education Area within which studying and training should be accessible and profitable for people living in the EU. Spain remains the European country with the highest number of EFL motivation publications. There were only a few papers from the Americas. In South America, we see evidence of the beginnings of a CLIL push, which has the potential to lead to expanded EFL motivation research in these previously under researched areas.

Keywords: *English as a foreign language, motivation, Asia, Europe, Americas*

Full text



10:30 – 11:00

1.5

Naruho Ezaki

Comparison of Enrollment Pattern of Individual Students among Different Types of Schools: A Case Study of Secondary Education in Zambia

Since the introduction of 'Education for All' (EFA) and the 'Millennium Development Goals' (MDGs) in 1990 and 2000, respectively, the government of Zambia has put considerable effort into universal primary education. Consequently, the enrolment rate of primary education has improved markedly, and the government has shifted its focus to secondary education. The latter still encounters numerous challenges in relation to both the access and quality of education. In this study, individual children's enrolment patterns in secondary education were examined, and different types of schools, including government, private and other schools' enrolment patterns were compared. The participants included 186 students in Grade 12 at eight schools in the eastern province. They completed questionnaires, and interviews were conducted with them.

The results revealed that male students from government schools tended to experience more challenges compared with students from other types of schools. Furthermore, extraordinary patterns, including a temporary dropout pattern, were observed. Finally, female students performed better compared with their male counterparts, with higher percentages of a straight promotion pattern, the most ideal enrolment pattern, in all types of schools. The detailed enrolment patterns of individual students and their backgrounds are discussed in the presentation.

Keywords: enrolment pattern, educational disparity, public school, private school, developing countries, Zambia

11:00 – 11:30

1.6

Arbër Salihu

History Teaching in Kosovo: The Presentation of the Kosovo War (1998-1999) in History Textbooks

Abstract

The military intervention in Kosovo by the international community through NATO (1998-1999), and the establishment of the United Nations Mission in Kosovo (UNMIK), in 1999, constituted a new reality including secondary education. From 2001 to 2020, new history curriculums and textbooks were drafted in Kosovo for secondary schools. Reflection of the war from 1998 to 1999 has been a particular challenge. Efforts to move away from the traditional, nationalist point of view, and embrace a new role of teaching history based on the recommendations of European Institutions has been a particular goal during the entire drafting process. Between emotional social debates and the commitment to a new way of history teaching through a multiperspective approach, the presentation of this period continues to raise the attention of and significance to the diverse Kosovar communities. Being a post-conflict society, with a multiethnic composition, and with different perspectives on the events of this period, makes these narratives in the textbooks even more complex. The research for this study is based on the analytical method, reviewing the curriculum and textbooks of the subject of history for the classes where this topic is addressed, as well as other materials addressing this topic. The present research will contribute to successes and limitations in the case of Kosovo and can serve as a comparative reference with the cases of other post-conflict societies in the region and beyond.

Keywords: curriculum, role of history subject, multiperspective approach, post-conflict histories

11:30 – 12:00

Break

Thematic Section 2: International Organizations and Education

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

Tuesday, 22 June 2021

GMT	#	Name(s)	Title of Presentation
12:00 – 12:30	2.1	Zacharias Louw de Beer & Serita Greyling	Technology as an External Determinant of the Education Systems of South Africa and India: A Comparative Study
<p>Full text</p>  <p>Abstract</p> <p>The framework of the education system can be defined as an effective educational environment where learners are prepared for different roles in society. It also contributes to providing for the learners' existing needs in society (Steyn et al., 2017, p. 15). The functioning of the education system can be influenced by different internal and external determinants (Steyn et al., 2017, p. 23). External determinants are external contextual factors that influence the education system such as geography, demography, and technology. In this research study, the emphasis was placed on technology as an external determinant of the education system. Technology is a very important external determinant because it influences the nature, content, and delivery of the educational programs and the curriculum. This research aimed to compare technology as an external determinant on the education systems of South Africa and India.</p> <p><i>Keywords: technology, technology in India, technology in South Africa, external determinant, education systems</i></p>			
12:30 – 13:00	2.2	Johan Beckmann	International Involvement and Education in South Africa: From Hope to Disenchantment
<p>Full text</p>  <p>Abstract</p> <p>Since the 1960s and before the dramatic announcement of the release of Nelson Mandela on 2 February 1990 (signalling the end of apartheid and the crossing of the proverbial Rubicon (Stone, 2014, p. 3)), the international community assisted the African National Congress (ANC) in its struggle against apartheid and put crucial pressure on the state through economic and other sanctions (Marx, 1992, p. 175). There was, however, abundant economic and other support for the ANC, the liberation organisation widely regarded as the legitimate voice of South Africa's people (Marx, 1992, p. 186). The support was intended to help the ANC to take over and transform all aspects of the government of South Africa and gave the ANC people hope that they could escape the oppression of apartheid.</p> <p>When the dismantling of the apartheid system began, international concern about South Africa started disappearing (Marx, 1992, p. 175). The need for intervention was "now driven by more mixed and uncertain motivations" Marx (1992, p. 175) like development needs and complicated access to financial and other assistance. Despite all the aid, the South African school education system has been performing poorly since the advent of democracy (comparable to the gaining of independence of other African countries). Hope springing from international aid was replaced by a feeling of disenchantment. Apartheid has undoubtedly added to the constraints to educational development and advancement but this paper will also explore the possibility that international aid may have contributed to the apparent failure of the system.</p> <p><i>Keywords: Rubicon, development, non-racial and democratic system, disenchantment, international aid, constraints to educational development, under-performance of officials, sanctions</i></p>			
13:00 – 13:30	2.3	Leentjie van Jaarsveld	Special Education in BRICS: A Comparative Overview
<p>Abstract</p> <p>Many discussions have taken place around the issue of the special needs of learners, special schools and inclusivity. UNESCO argues that inclusive education will accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This would include disabled and gifted children, street and working children, children from remote or</p>			

Full text



nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged areas or groups. In inclusive education, the diverse needs of students would be recognised and responded to, accommodating different styles and rates of learning and ensuring quality education to all. However, globally, the views of countries on inclusivity differ, and setting up schools for learners with special needs is often preferred. The overall aim of this study is to give an overview of the perspectives of the BRICS countries regarding learners with special needs, special schools and inclusivity. A document analysis was done of both printed and electronic (computer-based and Internet-transmitted) material. The views of the BRICS countries on learners with special needs, special schools and inclusivity differ.

Keywords: BRICS, inclusive education, special education

13:30 – 14:00

2.4

Carlo Daniels & Ewelina
K Niemczyk

Responding to Twenty-first Century Societal Trends
through Nurturing Globally Competent Citizens

Abstract

Higher education institutions play an active role in addressing and responding to twenty-first century societal trends. The two main factors, which have transformed the way we live and work are globalization and technological advancements. Consequently, global competence became imperative in twenty-first century. As evident from scholarly literature, global competency is the currency in today's world, which includes the capacity to view life from different perspectives, to value diversity, to engage in multicultural interactions and to have skills to respectfully navigate in the complex inter-connected world. Higher education has an important role to play in nurturing globally competent citizens with a critical worldview and the above-mentioned abilities. Considering the importance of this topic and the scarcity of literature grounded in South African context, the scope of this paper is to explore the development of globally competent citizens in selected South African higher education institutions. Employing document analysis method, this qualitative project investigated to what extent higher education institutions positioned themselves to address twenty-first century societal trends. Special attention was paid to competencies of globally competent citizens, educators' role in developing global competence and HEIs response to twenty-first century trends. Based on the findings, recommendations are provided on how higher education institutions may maximize development of globally competent citizens.

Keywords: higher education, global competence, globally competent citizens, twenty-first century trends

Full text



14:00 – 14:30

2.5

Deon Vos

The Importance of Managing Resources in
Challenging Times

Abstract

The purpose of this presentation is to encourage and empower teachers, school management teams and school governing bodies to effectively manage and maintain the school's infrastructure and resources, especially in challenging times such as pandemics. When resources and infrastructure are not properly maintained, it can greatly complicate the management of pandemics, incidents, freak accidents, and other events such as earthquakes, fires, climate extremes and riots. The school grounds are a public area where the safety and security of all role players, including the general public, must be ensured and guaranteed at all times. The effective maintenance of schools' infrastructure and resources is a matter of concern in various countries and therefore all role players of a school should fulfil their responsibilities. These role players include the following institutions, bodies and persons: Education departments, school governing bodies, school management teams, teachers, learners, parents as well as the wider school community. Effective control measures regarding the control and maintenance of school property should be in place in order to enforce and monitor each role player's responsibility. For this presentation, the focus will be on the following two aspects of management of resources: management of physical resources and the management of finances. The following principles will be discussed under the two mentioned aspects:

Management of physical resources: Responsible persons and duties, purchases and write-offs, asset registers, fixed property, movable property, consumable property, and risk management.

Management of finances: Responsible persons, sources of income, budget, handling of funds and documentation, auditing, and risk management.

Keywords: infrastructure, school physical resources, school finances, maintenance, school governing body, school management, pandemics

14:30 – 15:00

Break

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

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

Tuesday, 22 June 2021

GMT	#	Name(s)	Title of Presentation
15:00 – 15:30	3.1	Gillian L. S. Hilton	Sex and Relationships Education in England – a Policy Causing Problems for Schools
<div> <div>Full text</div>  </div> <p>Abstract</p> <p>Sex and relationships education has been a controversial area of the curriculum in England for many years. Despite changes to the content and the approach to this material, many teachers and parents remained unhappy about issues such as: the right of schools to teach material that some think should be done in a family situation only; the problem of training teachers how to approach subjects that can be controversial; the right of parents to refuse to allow their children to take part in such lessons. Added to these is the subject division between the biological aspects, which were compulsory and the relationships area, which is so much needed to help young people consider their behaviour and attitudes to sex, sexual orientation and relationships of all kinds. Compounding these difficulties, is the need to teach within the parameter of ensuring that students learn about British values of equality, respect and the acceptance of different family configurations. This paper discusses the changes put into law in 2020, which have produced several further areas of contention, such as the inclusion of teaching about different sexualities and family structures, for example LGBT and same sex marriage, resulting in further controversy over withdrawal.</p> <p><i>Keywords: sex and relationships education in England, LGBT, British values, Covid, statutory curriculum, controversy</i></p>			
15:30 – 16:00	3.2	Brianna Kurtz, Leon Roets & Karen Biraimah	Global Education Inequities: A Comparative Study of the United States and South Africa
<div> <div>Full text</div>  </div> <p>Abstract</p> <p>Access to quality education for all children is a common mantra for countless national and world organizations, such as the UN and its Sustainable Development Goals (SDGs). This paper examines the struggle within two nations who continue to move beyond the impact of racial segregation in the United States (US) and apartheid in South Africa (SA) to achieve equitable access to quality education for all children, regardless of race, ethnicity, language, or socio-economic status (SES). The paper begins with an overview of the historical paths both nations followed in their slow evolution away from harsh segregation and apartheid governance designed to provide unequal educational opportunities for its youth. Beyond these historical sketches is a brief review of theoretical perspectives help to explain how unequal systems of education are maintained and how they can be transformed into agents of positive social change. This is followed by an examination of factors in both the US and SA that are capable of sustaining inequitable access to quality education while providing disproportional levels of negativity such as suspensions or dropping out (or being “pushed out”) of school based on a child’s race, gender, ethnicity or SES. The paper concludes by asking (at least in the US case), whether the “way forward” may be guided by examples of the past, such as the quality of education provided to Black children in the era of legally segregated Black schools in America’s South.</p> <p><i>Keywords: apartheid, segregation, South Africa, United States</i></p>			
16:00 – 16:30	3.3	José Luis Andrade, Amelia Molina & Christian Ponce	Scope and limitations in the axes of training in educational counselling in the Educational Programme of the Bachelor's Degree in Educational Sciences at the Autonomous University of the State of Hidalgo

Abstract

This paper analyses and critically reflects on the scope and limitations in relation to the training in educational counselling that is carried out in the educational programme of the Bachelor's Degree in Educational Sciences at the Autonomous University of the State of Hidalgo, based on the training axes of the subject "Counselling in Educational Institutions" taught as an optional subject in the current curriculum. Although this programme has certain strengths that contribute to our students' integration into the labour market, we also find areas of opportunity and weaknesses in the training process in this field of professional action.

The aim of this subject is for students to develop skills to advise and assist managers in decision-making and/or problem-solving in educational institutions that require it. To this end, our students receive the necessary training to design and carry out a consultancy service.

The programme leads students to learn about the context of the institution, and thus strengthen their competencies as counsellors; the basic elements and models of counselling. They also learn the strategies, and practice in real counselling scenarios, in such a way that they are able to design a model of intervention, collaboration and facilitation, to lead to the typification of the most feasible strategies in the intervention process.

As a learning outcome, students acquire counselling knowledge in terms of identifying contexts of action, know-how through cooperative and collaborative work, with a proactive attitude of research and analysis. However, areas of opportunity and weaknesses can be identified in the fulfilment of the proposed objectives, which are insufficient in view of the real needs of counselling and advice in educational institutions that face more complex situations and problems than those that the student is able to analyse in the classroom.

Keywords: limitations in the axes of training, educational counselling, Bachelor's degree, Autonomous University of the State of Hidalgo

16:30 – 17:00

3.4 Claudio-Rafael Vasquez-Martinez et al A Sketch of Reality: The Multigrade Classroom in Context of the Reform of Basic Education

Full text



Abstract

The Mexican educational reform is based on transformations towards the conception of a new world, as a result of technological advances and new knowledge communities, where the parameters are established mainly by various international organizations, and where countries implement, evaluate, integrate and describe the necessary conditions for education. The multigrade classroom and the elements that are developed in it are conceptualized. The critical pedagogy of Gramsci and Freire should be part of the teaching preparation.

Keywords: multigrade classroom, educational reform, critical pedagogy

Wednesday, 23 June 2021

GMT

#

Name(s)

Title of Presentation

08:00 – 08:30

3.5

Nicholas Sun-Keung Pang

The Quality Assurance Movement: A Lesson from Hong Kong Schools

Full text



Abstract

In the last two decade, the Education Bureau has implemented a two-pronged approach to assuring the quality of education in Hong Kong: an external mechanism via inspection and an internal framework via self-evaluation. However, both of which are mainly top-down and not as effective as expected. This paper reports on an investigation into the effectiveness of implementing self-evaluation in Hong Kong schools and the factors that may have hindered and/or facilitated such a movement. In the conclusion, suggestions are made for policy makers and school practitioners' considerations when they strive to maintain sustainable development in schools.

Keywords: quality assurance, self-evaluation, school inspection, sustainable development, continuous improvement, Hong Kong

08:30 – 09:00	3.6	Boyan Zahariev & Ilko Yordanov	An Assessment of Teacher Performance in “Teach for Bulgaria” Based on Value-added from Test Scores
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Full text



Abstract

The paper presents results from the evaluation of the Teach for Bulgaria (TFB) program, which is part of the Teach for All global network. TFB activities have relevance for a variety of fast-track pathways to the teaching profession. The evaluation is based on a quasi-experimental assessment of teacher performance through student value-added scores. Value added is estimated using the full datasets from successive standardized state examinations in Bulgaria after grades 4, 7 and 12. We found that TFB had most significant impact in mathematics and natural sciences which tends to be stronger in smaller schools and schools with disadvantaged students. The teacher recruitment system designed by TFB was also quite good in predicting teacher performance in mathematics and natural sciences but was not predictive of value added in humanities and language teaching.

Keywords: value added, program evaluation, teacher effectiveness

09:00 – 09:30	3.7	Ruslan Abdullaev	The Impact of National Independence and Globalization on the Status of English Language Instruction within Uzbekistan
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Full text



Abstract

Uzbekistan is a multinational country where the Uzbek language remains the only official language within the country. While historically the Russian language has served the function of a lingua franca for ethnic minorities, and was often viewed as a second “mother tongue” within Uzbekistan, its status appears to be declining with ascent of the English language since independence in 1991. Clearly, the English language has been viewed as a more desirable alternative to the more repressive Russian language, and was viewed as a basic opportunity to obtain an internationally based education. It is often seen as the route to better employment within a competitive global marketplace. The importance of English language instruction was underscored by the first President of Uzbekistan, Islam Karimov, and the role of English was also emphasized in both education and the media. The emphasis on continuous English language training was also included in the presidential decree. Today, English language instruction begins in the 1st grade, rather than in the 5th grade of primary school. However, with this emphasis on continuous English language instruction, have teacher education programs in Uzbekistan kept pace? Has there been financial support for the development of quality English language instruction throughout Uzbekistan's schools? Moreover, has this emphasis on quality English language instruction been universal across all populations within Uzbekistan? These issues will be examined in detail within the paper.

Keywords: English language instruction, global marketplace, teacher preparation, Uzbekistan

09:30 – 10:00	3.8	Mashraky Mustary	Policies and Strategies to Improve Education in Bangladesh
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Full text



Abstract

Education in Bangladesh is one of the basic requirements for everyone considering the idea that the country has a high number of uneducated individuals. The research herein focuses on examining and analysing the strategies and policies that Bangladesh uses to ensure it enhances the education in the country's schools. The theory adopted is the accountability theory, to show how the government of Bangladesh is trying to take measures to improve education. A thorough literature review explains what happens, which in turn justifies the policies and strategies presented there. A brief conclusion and recommendations follow.

Keywords: education in Bangladesh, policies and strategies, improvement of the education system

10:00 – 10:30	Break		
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10:30 – 11:00	3.9	Hana Vonkova & Angie Moore	Motivation of Students for English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL): Current Research Foci in Different Countries
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Full text

Abstract

Content and language integrated learning (CLIL) and English as a medium of instruction (EMI) are emerging as the preferred contexts of language learning. CLIL and EMI classes continue to



proliferate in schools around the globe. The aim of this paper is to investigate the current research trends in studies of motivation to learn within EMI and CLIL settings. We sought to identify the current countries of research, educational levels, and themes that prevail in EMI and CLIL motivation research. We performed a topic search of the keywords "CLIL" or "EMI" and the keyword "motivation" in the Web of Science database for Social Sciences Citation Index (SSCI) articles published in 2020. We analyzed 17 articles related to motivation within EMI or CLIL contexts. The results showed that European countries produced the most research, with Spain being the most prolific. A majority of the studies took place at the secondary and tertiary levels of education. Comparative studies of CLIL or EMI contexts with that of traditional classrooms emerged as the prevailing theme. Future research could include more studies regarding the impact of CLIL on students at the primary level of education, in addition to studies of students from varied socio-economic backgrounds.

Keywords: English as a medium of instruction, content and language integrated learning, motivation, Europe, Asia, South America

11:00 – 11:30	3.10	Shqipe Gashi Ramadani	Education for Sustainable Development in Civics Education: Capacity and Implementation in Sixth Grade
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Abstract

This research study examines the relationship between teachers' capacities and the implementation of Education for Sustainable Development (ESD) in sixth grade civics education (CE). Specifically, the presentation of ESD in the sixth grade of the CE curriculum, the teachers' preservice and in-service preparation, and the content, methods and teaching tools that teachers use in the teaching process are reviewed based on the Curriculum Implementation Theory of Rogan and Grayson. Their theory stresses the constructions of the capacity to support innovation and the essential elements of an implementation profile. There is little research on the implementation of ESD and the available studies are in the context of school in general and for some subjects. There are no studies in the field of civics education found in the review. This case study samples the work of eight teachers in Kosovo using a variety of qualitative methods. Data collection used a semi-structured interview and curricular documentation (curricula and teacher planning). Data was processed through thematic analysis. The results will contribute to the implementation of ESD, to policy-making regarding teacher training, as well as to other stakeholders involved in teacher training.

Key words: curricula, ESD implementation, teacher capacity, sustainable development, civics education

11:30 – 12:00	3.11	Raya Stoyanova Mihaylova	Heuristic Potential of Actor - Network Theory for Studying Digital Technologies in Secondary Education and their Influence on Educational Inequalities
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Abstract

The role of digital technologies in education and how they should be integrated and used in terms of overcoming and not reproducing social inequalities, by transforming them into educational ones, is of key importance. In recent years, the influence of digital technologies in education has been researched in view of its different aspects. However, it is important to have a solid theoretical basis, in order to be able to understand the introduction of ICT in education. Solid theoretical lenses and perspectives are needed, to serve as a basis for serious empirical studies. The present paper focuses on the Actor-network theory. It is based on the notion that technologies are non-human actors in a network with a symmetrical active force, to that of human actors. The key research question in this paper is what is the heuristic potential of the Actor-network theory and its main concepts for studying digital technologies in education and their influence on social differences in terms of the different resources - material resources, competence, motivation – determining their use in the educational process. The key concepts in the theory like inscription, translation, mediator, non-human actors, assemblages and networks are analysed in order to understand their applicability for researching the role of ICT in education. The paper also offers a systematic review of studies which have applied this approach for researching different problems in education.

Keywords: digital technologies, education, social inequalities, actor-network theory, concept

12:00 – 12:30	3.12	Alise Oļesika & Eva Strazdiņa	Visual Literacy as the New Frontier for Digital Social Innovation
<p>Abstract</p> <p>The Republic of Latvia has developed Education Development Guidelines 2021-2027, identifying key policy initiatives, including strengthening vocational education institutions as the sector's excellence and innovation centers. Vocational Educational Law determines the acquisition of qualifications and the development of professional skills. However, there is a lack of attention to the sustainability aspects of skills developed by young people based on the social innovation paradigm.</p> <p>The above mentioned areas indicate the need to raise young people's awareness of digital social innovation, anticipating the collaboration of innovative consumers and communities, applying digital technologies to create knowledge and solutions for society, combining the social and technical dimensions of innovation.</p> <p>OECD (2030) Future of Education and Skills emphasizes that due to the digitalization in contemporary routine, digital and data literacy are considered to be core foundations, and being literate in this context requires the ability to apply textual and visual information in various formats, contexts, and use it for diverse purposes.</p> <p>The research aims to analyze the characteristics of visual literacy as an incentive for digital social innovation in vocational education. Data analysis was performed using Qualitative Deductive Content analysis and Inquiry graphics (IG) to analyze textual and visual communication messages. QSR Nvivo 12 program was used for data processing. The research results reveal features of digital social innovations in students' projects and its significance in professional media education.</p> <p><i>Keywords: digital social innovation, education policy, visual literacy, vocational education</i></p>			
12:30 – 13:00	Break		
13:00 – 13:30	3.13	Michelle Otto	Covid-19: The Quality of Teaching and Learning in an Online Classroom vs Traditional Schooling
<p>Abstract</p> <p>In the midst of the Covid-19 global pandemic, the world was forced to improvise, adapt, and overcome the challenges of the sudden shift from traditional schooling to online teaching and learning. Globally, more than 1.2 billion learners are out of school losing invaluable time with their educators, peers, and the wider community. According to teaching staff in the United Kingdom additional support is needed to be able to make this transition as effortless as possible which includes but is not limited to additional teacher training in Information and Communication Technologies (ICT). With this shift there are further challenges that arise such as creating and maintaining a continuous presence in the classroom. However, skills such as meta-cognition, communication and the alteration of expectations have significantly improved in some cases as opposed to in-person teaching and learning, whereas mental health and attitude to learning declined. In this paper the challenges and opportunities presented in online teaching and learning are compared to that of traditional schooling.</p> <p>This would be of particular interest to researchers, policy makers, and teaching staff.</p> <p><i>Keywords: covid-19, information and communication technologies (ICT), online teaching and learning, traditional schooling, United Kingdom</i></p>			
13:30 – 14:00	3.14	Kevin Teise & Emma Barnett	Is Decentralisation a Suitable Response to Improve South African Rural Education?
<p>Abstract</p> <p>South Africa (SA) has a decentralised education system. It is generally assumed that decentralisation improves the effectiveness and efficiency of education by responding to the needs, values, and expectations of local communities. This desk-top paper assesses the potential of decentralisation to improve the quality and effectiveness of SA rural education. This it does by locating decentralisation within neoliberalism which we argue is the impetus behind the decentralisation of SA education, and the reason for the decline in the quality and effectiveness of rural education. We also highlight certain tensions between the various decentralised spheres of governance, - the central and provincial Departments of Education and school level governance structures. We indicate how these tensions potentially hamper the effectiveness and</p>			

efficiency of rural education. The paper concludes with some recommendations aimed at improving rural education.

Keywords: decentralization, neo-liberalism, rural education, South African education policy

14:00 – 14:30	3.15	Siphokazi Kwatubana & Vivian Thuso Molaodi	Leadership Styles That Would Enable School Leaders to Support the Wellbeing of Teachers during COVID-19
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Abstract

In times of crisis, people look up to their leaders and expect that they would minimise the impact of the crisis at hand. Leaders in such situations must grasp and address the crisis while maintaining a sense of normality. In this research, we drew on data from a literature search to answer the following question: What can be learnt from studies on teacher wellbeing during the COVID-19 crisis, that can help us to determine the leadership style needed to support teacher wellbeing? A literature search was conducted to create a database of articles that focused on teacher wellbeing during the COVID-19 crisis and school leadership. The following four keywords/phrases were used during the search: crisis management in schools; crisis management during COVID-19 in schools; leadership styles for crisis management; and leadership styles in support of teacher wellbeing during crisis situations. The review included both national and international studies. This paper highlights two leadership best practices for navigating teacher wellbeing challenges posed by the coronavirus pandemic, namely distributed leadership and compassionate leadership.

Keywords: COVID-19, teacher wellbeing, school leadership during crisis situations, leadership styles

Full text



14:30 – 15:00	3.16	Godsend T. Chimbi & Loyiso C. Jita	Teachers' Life-history Narratives and Reform Policy Implementation at Classroom Level
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Abstract

In many countries across the world, teaching is regarded as a noble profession. However, in some countries, it has degenerated into a low status occupation. This qualitative study explores the life-history of four Zimbabwean teachers and how they were implementing the New Curriculum Framework 2015-2022. The self-identity theory provides the framework for this life-story narrative. Data were collected using three-tier semi-structured interviews, non-participatory lessons observations and document analysis. Findings indicate that individuals join teaching for a myriad of reasons. For some it may not be their first, second, or even third career choice. Teachers' life histories seemed to promote or constrain reform implementation. It was interesting that one participant, who became a history teacher by accident appeared to enjoy the profession and embraced the new curriculum. Systematic career guidance and improved remuneration can assist in recruiting committed and gifted individuals to the teaching profession; thereby improving teacher retention and increasing chances of reform implementation.

Keywords: life-history narrative, career aspirations, self-identity, reform implementation, classroom practice

Full text



15:00 – 15:30	Break
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15:30 – 16:00	3.17	Siphokazi Kwatubana & Vivian Thuso Molaodi	Ensuring the Continuation of School Feeding Programmes during COVID-19 Pandemic: A Case of "New Normal" Management
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Abstract

The issue of school feeding is placed at the top of global agenda currently more than ever before. Challenges imposed by COVID-19 have created an opportunity to broaden and deepen debates focusing around the significance of school feeding programmes internationally. Throughout the duration of the lockdown period, billions of learners worldwide were no longer receiving school meals regularly, thus negatively impacting their health and wellbeing. The aims of this paper were to highlight: challenges that school leaders were faced with, in ensuring that learners were fed during the pandemic and the type of management that would enable them to continue feeding learners even during the crisis. The "new normal" management emerged as three modalities that were introduced by the Department of Basic Education and were implemented to ensure continuity of school feeding. The adaptive and situational leadership approach seemed to be more suitable, as the traditional way of managing was no longer adequate in meeting the demands of feeding learners in a crisis situation.

Keywords: school meals, school leadership, adaptive leadership, situational leadership

Full text



16:00 – 16:30

3.18 Vimbi Petrus Mahlangu

Exploring Challenges of Supervising Postgraduate Students in Open Distance Learning in Higher Education Settings

Abstract

The paper explores the challenges of supervising postgraduate students in open distance learning in higher education. The researcher argues that inaccessibility of information and services provided by supervisors, can contribute to a low quality of students' success. The responsibility of institutions is to ensure that facilities provided to supervisors are always appropriate in order to supervise students in distance education. Moore's Theory of Transactional Distance assumes that distance is a pedagogical, not geographic phenomenon. It raises questions about understandings and perceptions that might lead to communication gaps. The challenges in distance postgraduate supervision originate from the spatial and temporal distance and disconnection between the supervisor and student. It is assumed that some universities may not have adequate staff with PhDs to supervise students. However, the challenges of supervising postgraduate students are the lack of supervision skills, changing of supervisors, and the mode of supervision employed.

Keywords: supervision, postgraduate, students, open distance, learning, environment

Full text



16:30 – 17:00

3.19 Daniela Petrušić

The Cultural Impact of Music on Society with a Special Emphasis on Consumerism

Abstract

Today's society, defined as the consumer society, marks an intertwining of many different cultures influencing the entire population, mostly the young. Cultural studies explore all aspects of culture, including music, and their ultimate goal is to understand the changes occurring within the framework of contemporary culture. Music has its own cultural value and makes a major impact on consumer behavior, creating and shaping the interests, motivations, and desires. Nowadays, consumerism is the dominant form of a consumer society, and it was proven that music is used in a targeted way to increase consumption. In this paper, will attempt to point out the importance of educating young people about quality music and its benefits for the formation of their musical taste.

Keywords: music, culture, consumerism, cultural studies, teaching music

Full text





Gala Gathering

Wednesday, 23 June 2021

GMT 17:00

We invite you to join us for an informal gathering to share some laughs with friends and colleagues from around the world. This will be the perfect opportunity to share some stories, play some games and have a drink (of your choice) with your peers. There will be a few surprises as well.

Also, we invite you to take an active part by finding photos of your visits from the past BCES Conferences in Bulgaria and share your most vivid memories from your previous trips.

Do not miss it!

Thematic Section 4: Higher Education & Teacher Education and Training

Section Chair: Professor Dr. James Ogunleye, Academy of Innovation & Management, United Kingdom

Thursday, 24 June 2021

GMT	#	Name(s)	Title of Presentation
08:00 – 08:30	4.1	James Ogunleye	Examining the Challenges of Exponential Growth of Students Seeking Admission into Higher Education in Nigeria
<p>Abstract</p> <p>Nigeria has seen a phenomenal growth in the number of students seeking admission into tertiary education in the last sixty years since the country's independence from the United Kingdom. The evidence of growth is much more pronounced among students seeking admission into publicly-funded universities than private universities. The situation got to a point particularly in the two ten years that less than half of 1.3 million average annual applicants secured university admission. This paper examines this phenomenon and the challenges that the management of growth present to the regulatory authority and higher education institutions. The methodological approach is based on the scoping review of literature and the data collected from the regulatory authority, National University Commission, and the Joint Admission and Matriculation Board (JAMB), which is responsible for conducting matriculation examination for entry into tertiary institutions – universities, polytechnics and colleges of Education – in Nigeria. The paper finds that, although licensing and promotion of private universities were significantly increased to boost enrolment capacity in the last twenty years, a significant proportion of students seeking university admissions still have a strong preference for public universities. The paper, in conclusion, offers a set of recommendations about the reforms needed to address the challenges of university admission into the Nigerian higher education.</p> <p><i>Keywords: higher education, university admission, National University Commission, JAMB, Nigeria</i></p>			
08:30 – 09:00	4.2	Chin-Wen Chien	Taiwanese Elementary School English Teachers' Perception of Contextualized Language Instruction in Textbooks
<p>Abstract</p> <p>The Ministry of Education in Taiwan stipulates that English curriculum must be competency-based for the elementary, junior, and senior high schools, starting from fall semester in 2019. Under the new Twelve-Year Basic Education Curriculum Guideline, materials for English instruction must be contextualized. Contextualized language instruction is beneficial because learners can transform their language knowledge from known to unknown, from local to global, from simple to complex, and from concrete to abstract.</p> <p>This study explored 41 Taiwanese elementary school English teachers' perception of contextualized language instruction and their perception of textbooks. The data analysis of textbooks, questionnaires, and interview reached the following conclusions. First, participants were aware of the basic concepts of contextualized language instruction, but with limited competence in word knowledge. Secondly, these participants considered that relevant and authentic contexts and tasks in textbooks were lacking. Suggestions were provided in terms of integration of contextualized language instruction into language teacher education and provisions of authentic contexts and tasks in textbooks.</p> <p><i>Keywords: authentic, context, contextualized language instruction, perception, textbook analysis</i></p>			
09:00 – 09:30	4.3	Shabana SG. Khattak, Fatima Rahim, Zunara Ahmed, Shanza Aslam & Shagufta Habib	Covid-19 Impact on Higher Education in Pakistan

Abstract

The spread of Covid-19 has plumped all the socio-economic activities around the globe. Announcement of closure of higher educational institutes held in Pakistani universities. This comparative study analyses traditional learning system (TLS) of before the Covid-19 and virtual learning system (VLS) implemented after the Covid-19 pandemic. Furthermore, the study highlights female students' pedagogical problems that are randomly selected from of the International Islamic University Islamabad (IIUI). Mixed-methods research approach (qualitative (semi-structured interviews) and quantitative (structured-questionnaire)) has been followed. Thus 40 interviews were conducted via WhatsApp recordings, ZOOM meetings and Google Meet and the questionnaire was distributed in Google Form among 168 sample students of IIUI. The study revealed that majority students faced problems in understanding their lectures slides and recordings, non-cooperative attitude of the teachers and insufficient subject resources. Our sample students were under immense anxiety and stress of extra-workload, poor-grading system and mental and physical health disorder. Despite of these problems they were in favour of online examination rather than promotion without terminals examination.

Keywords: higher education, Covid-19, pedagogy, learning management system (LMS), traditional learning system (TLS), virtual learning system (VLS)

09:30 – 10:00

4.4 Mapitso Veronica Kgabo

Challenges Experienced by Lecturers in Supporting Students at an Open Distance e-Learning Institution

Abstract

Institutions of higher education in South Africa have seen a shift in the student demographic of student population, and from contact teaching approaches to distance and online approaches to instruction. This has posed challenges as students find themselves without adequate support in online environments to successfully fulfil their studies. There are few studies that focus on the challenges lecturers experience in an open distance e-learning (ODEL) setting. This paper seeks to narrow that gap by exploring the challenges experienced by lecturers in an ODeL institution, which offers massified higher education for part-time students. The study is aimed to determine and explain how lecturers could use their concerted skills to benefit students. The research is embedded in Moore's transactional distance theory and adopted Vygotsky's social constructivist approach. In terms of methodology, a qualitative research approach with a phenomenological design was used. Data were collected through open-ended semi-structured interviews from participants of the College of Education (CEDU) at the University of South Africa (UNISA). Transcription and thematic analyses of data were completed to identify themes.

Findings from the study revealed that lecturers in CEDU were not inducted on their core functions hence the shortcomings in delivery of student support services. The study recommends that further research be conducted on how to support and empower lecturers within CEDU to give students leading-edge support.

Keywords: support challenges, ODeL experiences, distance learning, transactional distance

Full text



10:00 – 10:30

4.5 Tania Gómez Sánchez,
Maria Alfredo Moreira &
Begoña Rumbo Arcas

What Do Teachers Think about Performance Evaluation in Higher Education? A Study in Spain

Abstract

The proposal presents an analysis of the impact of the educational and economic policies in the European Higher Education Area, specifically with a focus in the faculty performance evaluation process, in a given national context. An empirical study was carried out at a public research university in Spain, with the purpose of identifying the perceptions of the faculty about the evaluation model in place. To that end, 14 semi-structured interviews were carried out using a phenomenological approach in its design. The results indicate that teachers find evaluation an important process, but highlight the contradictions in the mechanisms of teacher performance assessment in higher education and in general, question assessment policies and their purposes. Teacher evaluation is perceived as an imprecise and confusing process, which mainly affects new teachers, highly bureaucratic, mostly quantitative and with uncertain consequences. In their view, any evaluation model should include professional development that does not take place.

In conclusion, higher educational policies for Teacher Performance Assessment (TPA) need to be reoriented. TPA models must be taken in account teachers perspectives and needs. Teachers consider that they must be evaluated, but the model is quite focused to quantify, and they think in other kind of approach will be better, a more global, holistic and reflective model.

Keywords: higher education, perception, teacher evaluation, university professors

10:30 – 11:00 Break

11:00 – 11:30	4.6	Alexander Gerganov, Petya Ilieva-Trichkova & Pepka Boyadjieva	Why Study More when You Can Bribe: Corruption as a Challenge to Participation in Adult Formal Education
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Abstract

Different determinants of participation in adult formal education have been explored in the literature both at the individual level and at the country level. The influence of corruption, however, has rarely been discussed at the macro or meso levels and never at micro level. Against this background, our study aims at exploring the influence of tolerance to corruption and perception of corruption in the education sector as individual-level variables linked to participation in adult education. Drawing on micro data from Eurobarometer 88.2, conducted in EU27 and the UK in 2017, we employ a binary logistic regression model to estimate the odds of having continued full-time formal education to at least 25 years old (25 years is the reference year in the international Adult Education Survey).

While controlling for different socioeconomic characteristics, we found statistically significant associations between the dependent variable and both corruption variables. Results show that there is a negative link between tolerance to corruption and participation in adult education: respondents who are more tolerant to corruption practices are less likely to continue their full-time education beyond the age of 25. In addition, respondents who believe that corruption is widespread in the education sector are less likely to participate in adult education. These findings suggest that not only corruption at the macro level could be an important factor linked to participation in adult education, but at the individual level as well, shaping people's expectations and potentially even influencing their choices of whether to continue their full-time education or not.

Keywords: adult education, corruption, perception of corruption, participation in adult formal education

11:30 – 12:00	4.7	Gordana Stankovska, Dimitar Dimitrovski, Zebide Ibraimi & Imran Memedi	Online Learning, Social Presence and Satisfaction among University Students during the COVID-19 Pandemic
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Abstract

The outbreak of the coronavirus disease 2019 (COVID-19) in various countries at the end of last year has transferred traditional face-to-face teaching to online education platforms, which directly affects the quality of education. Also, students' satisfaction is extremely important in the effective implementation of online learning. Thus, the main goal of this research was to investigate the possible relationship between online learning, social presence and satisfaction with online courses among university students. The Distance Education Learning Environments Survey (DELES), the Social Presence Scale (SPRES) and the Satisfaction Scale were administered to a sample of 280 university students. The results indicated that there was a significant positive relationship between online learning, social presence and satisfaction with online courses. Also, we found a significant positive relationship between social presence, satisfaction, instructor support, student autonomy, interaction and collaboration and authentic learning, but negative correlation between social presence, satisfaction, personal relevance and active learning. The study concluded that designing types of assignments that involve collaboration among students, and instituting authentic learning experiences that align with students' interest, will improve students' social presence, online learning and students' satisfaction in online courses.

Keywords: COVID-19 pandemic, online learning, social presence, satisfaction, university students

Full text



12:00 – 12:30	4.8	Barbara Kušević	Can I ask a Question to Which I Do Not Know the Answer? University Professor's Authority Revised
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Abstract

Within the dominant transactional style of teaching, the professor's position is defined by his/her status and expert authority, where any expression of his/her deficit of expertise, reasoning insecurities or doubts, which dialogic teaching in its unpredictability necessarily brings in, can be considered a threat to the professor's inviolable authority. This research explores some of the challenges of teaching, which makes professors' knowledge deficits or emotional burdens visible to students. The research methodological approach introduced several examples of pedagogical situations observed and collected during the author's teaching at the higher education level, and framed within the theoretical tradition of critical theory/pedagogy and the concept of emotional ecology. The main result of the undertaken analysis reveals that the

professor's revised authority, constructed on a more egalitarian basis, through a dialectical exchange of ideas, arguments and emotions with students, can be considered truly pedagogical; but, in conclusion, also risky in the era of performativity in higher education, as well as demanding for all subjects involved in the process.

Keywords: authority construction, higher education, dialectic nature of teaching, performativity

12:30 – 13:00

4.9

Feime Llapashtica-
Lipscomb

Competency Based Curriculum - Language
Competences

Abstract

This paper addresses the challenges of learning language and literature in line with the competency-based curriculum. Language represents an important subject, which is taught as a separate subject, and it helps develop the identity of students, and through language, other subjects are taught. The concept of language competence is a challenge faced by teachers in the classroom. Addressing language competencies in this paper is important to learn language and literature, so that students can easily develop their skills to use it, communicate more effectively on one hand and on the other hand, they need to master the language as a science in order to express their identity and cultural values.

Additionally, this paper analyzes literary texts from a linguistic and stylistic aspect, with regards to its functions. Through language thoughts and opinions are constructed and conveyed to others in written form called text. Addressing language competencies will provide teachers with new experiences to understand this concept, giving them the idea that students need to focus more on the "done" part of language learning, thus enabling an accurate measurement of language skills and abilities.

In the end, conclusions drawn can aid teachers with how to overcome difficulties and develop language competencies.

Keywords: curriculum, language competence, text, stylistics, literary text

13:00 – 13:30

4.10

Snježana Dobrota

Multicultural Music Education in the Context of
Higher Education

Abstract

The paper has explored the influence of age / year of study, high school education, additional music education, engaging in music in leisure time and frequency of going to the theatre and classical music concerts on students' world music preferences, and the relationship between world music preferences and familiarity of music. The research was conducted on a sample of students from different faculties of the University of Split and the University of Zagreb, using a questionnaire composed of two parts: The Sociodemographic Questionnaire and The Music Preferences Questionnaire. The results do not confirm the influence of the type of high school education or age / year of study on students' world music preferences. Furthermore, the influence of additional music education, engaging in music activities in leisure time or the frequency of going to the theatre / classical music concerts on students' world music preferences has not been confirmed. The existence of a relationship between familiarity of music and students' world music preferences has been confirmed. The obtained results have significant implications for music pedagogy, especially in the context of higher education.

Keywords: music pedagogy, multicultural music education, world music preferences, higher education

Full text



13:30 – 14:00

Break

14:00 – 14:30

4.11

Hana Pavlisová & Hana
Hyksová

Teaching at Faculties of Education During the 2020
Pandemic: A Perspective of Teachers in the Czech
Republic

Abstract

In response to WHO's declaration of a global pandemic in March 2020, the Czech Republic applied social distancing measures and a lockdown, which has had a serious impact on students, parents, and educators alike. As they were not allowed to meet in person at universities, teachers and students had to learn to swim in the rough waters of online teaching. Although distance learning and blended learning are modes well established and commonly used at Czech universities, transferring courses online must have been a challenge for many. The presentation describes specific examples of the impacts the 2020 pandemic had on university teaching based on the experiences of academics teaching at Czech faculties of education. The main research method used in this empirical research is the questionnaire, which investigates teachers'

perceptions in five key areas: Subjective (dis)advantages, Course, Lesson, Support, Innovation. The presentation brings a detailed view of the measures adopted at universities during the pandemic and elucidates its negative and positive aspects as well as the possible future implementation of distance teaching elements into regular face-to-face courses.

Keywords: *e-learning, distance learning, blended learning, pandemic, survey, teaching*

14:30 – 15:00	4.12	Cheryl North, Kimberly C. Feldman, Michele L. Stites & Eugene C. Schaffer	Impact on Student Learning: The Contribution of a Professional Development Collaboration
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Abstract

Schools of education are often criticized for not effectively preparing teacher candidates and teacher education research has been criticized for lack of rigor in examining the impact on student learning. Teacher preparation accrediting agencies have responded with requirements for programs to demonstrate the effectiveness of their graduates based on their students' achievement. This has proved challenging for programs that lack access to student achievement data. To examine teacher effectiveness, one mid-size state university devised a strategy using publicly available state data.

This case study presents an analysis of the mathematics performance of students as it relates to a Professional Development School program for cooperation between Laurel Woods Elementary School and University of Maryland, Baltimore County (UMBC). With almost 50% of the school's 1st through 3rd grade teachers being UMBC graduates, this analysis of 3rd grade achievement data provides insight into the impact of teacher education graduates on their students' achievement. The study compares Laurel Woods' overall and subgroup data with that of the state. The results indicate that teacher education programs and Professional Development School partnerships can contribute positively to the success of schools where a high proportion of teachers are from one teacher education program.

Keywords: *teacher preparation, assessment of teacher performance, student learning, professional development schools, low-cost evaluation, impact of teacher education on schools, preservice teachers*

Full text



15:00 – 15:30	4.13	Joanne Bakos Antrim	Addressing Challenges in Education 2020 – Concordia University Texas, United States
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Abstract

The year 2020 brought with it the challenge of a pandemic. COVID-19 knows no boundaries and has impacted the entire world. Instead of fighting a known enemy the human population found themselves fighting a common and invisible enemy.

Education around the world was impacted as schools closed to keep people safe and to try to stop the spread of the virus. Countries began to implement plans to safely educate students. The purpose of this study is to share how one university, Concordia University Texas, in the United States and this professor have met and continue to meet this challenge.

The last 4 weeks of the spring 2020 semester were virtual. The university then embraced a hyflex model for the 2020-2021 school year. This included limiting the number of people in a classroom or other setting and keeping at least 6 feet of distance with masks required at all times. Students could then decide day to day, class to class, if they would attend in person or virtually. Although some students come to class in person most attend virtually. Athletics, which were limited to small practices during the fall semester began participating in competition during the spring 20-21 semester. Indoor sports (basketball, volleyball) do not allow in person spectators and are live streamed for spectators. Outdoor sports (baseball, softball, soccer, golf, tennis) allow for spectators with distances monitored.

At Concordia University we will continue to monitor the pandemic and stay abreast of the science surrounding the pandemic and education with the goal of keeping students safe while providing a quality education.

Keywords: *Covid-19, hyflex, university, United States, synchronous, asynchronous*

15:30 – 16:00	4.14	Marie J. Myers	New Challenges: Developing Explicit Pedagogies of Noticing
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Abstract

This paper is about an instructor in a university teacher program aiming at improving the students' ability for noticing in order to guide subsequent decision-making and actions in teaching. Whereas added awareness may come naturally to some people, others need to develop a habit and a way to identify important aspects. University students tend to surf the net at high speeds for a quick overlook of contents. While this is a great ability, they often do not stop long enough to

Full text

identify what needs to be retained. For teaching purposes, it is crucial to learn to anticipate, develop the appropriate noticing strategies and to act, as this is a professional requirement. After discussing contextual aspects, we describe the actual problematic and follow with the relevant theoretical underpinnings. Within these, we look at strategizing, developing awareness, and the capacity to act. The method used is qualitative and involves the analysis of the instructor's teaching journal notes. Findings point to the need for variety in activities, looking at pace and affinity in communities of practice as well as storage into memory leading to subsequent action.

Keywords: noticing in teaching, mastery of content, professionalization

16:00 – 16:30	4.15	María del Rosario Hernández Coló & Xóchitl Adriana Hernández Martínez	From Face-to-Face to Virtual Education in a Blink of an Eye: The Impact of Switching to Online Learning on UNAM FES Acatlán Teachers and Student's Performance and Emotional Health
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Abstract

The only assertion that can be made about the future of humanity, after the global COVID-19 pandemic, is that it will never be the same. It seems that the only certainty is uncertainty, and that the way to solve any task is to start over, to learn new routes for roads that we knew like the back of our hand. We were prepared to update our competencies but not to renovate ourselves overnight.

All aspects of our life have been affected, whether is personal, social, work or academic. Considering this, teachers and students will have to reconsider our tasks and roles as key participants in the education process. The transition from face-to-face to virtual instruction was so unexpected that even today, some teachers and students do not quite understand that their "new academy" implies envisaging a new way of planning, approaching, and determining teaching and learning objectives, etc.

This exploratory and descriptive research study aims to know the opinion of the teachers and students at UNAM FES Acatlán in Mexico, regarding the change in the teaching modality as a result of the global pandemic, in order to propose strategies that allow us to restructure, teaching and learning processes appropriate to the current circumstances. The initial findings show that both teachers and students lack strategies to convey/acquire knowledge effectively, and training on the use of ICT has not been enough to accomplish aims. This situation has had a negative impact on their emotional health which is reflected on their academic performance.

Keywords: online learning, face-to-face learning, emotional health, academic restructuring, impact of COVID-19 in education

16:30 – 17:00 Break

Thematic Section 5: Law and Education

Section Chair: Dr. Elizabeth Achinewhu-Nworgu, Ulster University, UK & Ireland

Thursday, 24 June 2021

GMT	#	Name(s)	Title of Presentation
17:00 – 17:30	5.1	Elizabeth Achinewhu-Nworgu	Covid-19, a Rumour That Became Reality: The Impact on Business Education Students of Using Online Learning
Full text	<p>Abstract</p> <p>This work is part of an ongoing research project and literature review on the role of art in education and the interrelationships between art, creativity and online learning (focused on Business Education students from a university in Mexico). This research looks at the experiences of international students studying a business programme in the UK of the move to online teaching and learning that was suddenly imposed by the Covid-19 pandemic. The first part shares the issues and challenges of the Covid-19 pandemic on international students studying in the UK based universities that were identified in a seminar organised by FLS and QC Media Team. The second part draws on a guest lecture delivered to Business Education students from a university in Mexico using online learning, which sought to ascertain their experiences and the support needed during the current Covid-19 pandemic. The methodology used was a focus group with the students, using a set questions focused on their experience of engaging in online teaching and learning, compared to traditional classroom-based, face-to-face learning. The findings of the research confirm that the move to online teaching and learning has had both negative and positive impacts on the Mexico students, in relation to creativity, arts and painting practice. Tellingly, both groups of students – from the first stage and second stages of the research – said they wanted to go back to classroom based face-to-face teaching and learning. All of the students indicated that they wanted more support from their teachers and their institutions.</p> <p><i>Keywords: Covid-19 pandemic, students, teachers, online learning, classroom contact, creativity, arts and painting</i></p>		
			
17:30 – 18:00	5.2	Obraori Nmabunwa Peters Adiola & Chinuru Achinewhu	Safeguarding the Future and Right to Education of Children with Disabilities in Nigeria
Full text	<p>Abstract</p> <p>Children, just like every human, are entitled to rights which have been described by some as fundamental and inalienable to human existence. The right to education is one of such rights and is essential in the development of man and his society. Disability stands as a major hindrance in the actualization of the right to education of children in Nigeria. This paper examines the plights of Nigerian children with disabilities as it relates to their right to education. It highlights the physical, social and attitudinal barriers children with disabilities face which negate and hamper their right to education. The discussion in this paper is hinged on the legal regime that affects the right to education of the Nigerian child with disabilities which include: Nigeria's Constitution; Nigeria's Child's Right Act; the Convention on the Rights of the Child; Universal Declaration of Human Rights; and the African Charter on Human and Peoples Right. It posits that attitudinal change and need for the adoption of best practice are the panacea for the protection of the right of education of Nigerian children with disabilities.</p> <p><i>Keywords: children with disabilities, right to education, child's right and attitudinal barriers</i></p>		
			
18:00 – 18:30	5.3	Uchechi Bel-Ann Ordu	The Role of Teaching and Learning Aids/Methods in a Changing World
Full text	<p>Abstract</p> <p>The activity and method of teaching and learning identifies the input factors (students, teachers, instructional materials), the process (research, leadership, student services), and the output factors (employable graduates, knowledge creation and economic growth). Teaching and learning activity is also seen in the skills, attitudes and research orientation of the students.</p>		

Negative physical and social conditions may affect the quality of effective teaching and learning. It is important that an enabling environment be put in place for effective teaching and learning skills. Furthermore, it is the responsibility of teachers to be sufficiently trained on the use of teaching aids, and have full understanding of their subject in order to pass on the right knowledge to students. The use of pictures, video clips, objects, internet facilities help the students to have a real-life imagination of the context of what is being taught. This leads to the reinforcement of learning: what we hear we forget; what we see we remember; what we do we understand. Motivations for transforming 21st century learning are the lack of preparation for life and work, emerging student characteristics, disengagement and high dropout rates, lack of motivation, the changing conditions and needs of the 21st century labour market, and global scenarios like economic and social crises, global diversity, and climate change. By effectively delivering knowledge content, students acquire transferable skills to be globally competent, think out of the box, and have an intelligent understanding of the complexity of technology.

Keywords: *teaching, learning, students, teachers, labour market, global competence*

18:30 – 19:00

5.4

Chuku Princess Adaeze

Merger and Other Business Combinations as
Corporate Restructuring Mechanisms in Nigeria

Abstract

A corporate organization (private or public owned) is an integral part of the society in which it does business and it has direct impact on the economic and the social well-being of that society, through its employees, suppliers and distributors to mention but a few. Therefore, failure of such an entity potentially affects the livelihood and well-being of those dependent upon it. This is because corporate bodies may be the life blood of a whole nation, making the chain reaction consequent upon any business failure a very serious matter. This paper critically examined the extent to which merger and other business combinations as corporate restructuring mechanism are leveraged on to bring about a structural adjustment which enables vast economic resources to move more quickly to their highest value use. This paper adopted the doctrinal methodology, using primary and secondary sources of legal research. This paper relied on theoretical framework of the Positivist theory of law, the Realist school of thought, and the Contractarian theory. The paper further examined the responsibilities of the Federal Competition and Consumer Protection Commission Act of 2018 as it contributes to the economic development of Nigeria by protecting and promoting competitive markets, enabling informed consumer choices and protecting the rights of consumers. The paper recommends that the Nigerian Government should put in place a more robust regulatory framework which will guide the process involved in the merger and acquisition of firms and also ensure strict compliance, because any competitive business environment whose ideology is backed up by a robust framework, has the capacity to improve the economic situation of a nation, and the new legal order on corporate restructuring in Nigeria today may not bring about the much-desired economic turnaround.

Keywords: *corporate organistaions, economic, social wellbeing, nation, merger, business, consumers, government, compliance to regulations, competition and consumer protection*

Friday, 25 June 2021

GMT

#

Name(s)

Title of Presentation

08:00 – 08:30

5.5

Queen Chioma Nworgu
& Elizabeth Achinewhu-
Nworgu

How Has the COVID-19 Pandemic Affected Nigerian
Women Entrepreneurs in the UK?

Abstract

The impact of the COVID-19 pandemic, and the policy of lockdowns, on business in general, and certain sectors of the economy, has been widely discussed during the last year. Less is known, however, about the impact on specific groups of economic actors within the UK economy. This small-scale research project explores the impact that the pandemic and lockdown has had on Nigerian women entrepreneurs with enterprises in the UK. The paper considers the context in which these women were operating before the pandemic, the additional challenges created by lockdown and the disruption to many of their businesses, and the impact it has had on these women's lives and their businesses. It concludes that more business support is needed for this highly resilient and versatile group of female entrepreneurs during this uniquely challenging period.

Keywords: *women entrepreneurs, motivation, embracing change, virtual work practices, crisis of COVID-19, ethnicity*

Full text

08:30 – 09:00

5.6 Sharon Thabo Mampane

Discourse on ECD Practitioners' Perceptions of Leadership Practices in a Multicultural Environment: The South African Context

Abstract

This empirical paper reports on perceptions held by early childhood practitioners about leadership in a multicultural environment. The paper problematises leadership in early childhood development (ECD) centres dealing with diverse ethnic children from the Black South African communities. Among others, it discusses the attributes required for leading a multicultural ECD environment, to contribute to ECD centre effectiveness. Managing a multicultural community is complex, however experienced leaders appreciate the validity of differences and commit to managing a multicultural environment. This empirical paper employed qualitative semi-structured approach to interview managers and practitioners on perceptions held about ECD leadership in multicultural centres. The increasing demands and expectations on ECD centre leaders having learners from diverse cultures, languages and backgrounds, reveal preparation and support challenges. Achievement of positive perceptions may require training, support and resources, because their absence may in fact lead to heightened tensions and prejudices about leaders by practitioners. Recommendations are that ECD centre managers be supported by government to develop cultural pluralism, inter group harmony, and the ability to think, work, and live within a multicultural context.

Keywords: early childhood education, early childhood development (ECD), ECD centre, township, leadership, practitioner perceptions, multiculturalism, diversity, multicultural environment

Full text



09:00 – 09:30

5.7 Tebogo Jillian Mampane

Revisiting the Tension between Management and Leadership Practices in Ensuring Quality Teaching and Learning

Abstract

Leading and managing schools across the globe requires accountability for the utilisation of resources entrusted to schools for improving the quality of teaching and learning in schools. Little, however, is known about the school managers' effectiveness in accounting for the schools quality teaching and learning. This paper explored school managers' accountability in leading and managing schools for quality teaching and learning in South Africa. The research question posed is: How effective are school leaders and managers in addressing the tension between management and leadership practices in ensuring quality teaching and learning? Despite most school leaders and managers believing that they do their best to improve the effectiveness of teaching and learning in schools, available literatures on the same, contradict these perceptions. The study therefore concludes that, school leadership and management is not an effective accountability mechanism for ensuring quality teaching and learning in schools in South Africa and recommends a policy shift on school leadership from a control approach to an innovative and collaborative approach.

Keywords: leadership and management, accountability, contextual intelligence, teaching and learning, collaboration

Full text



09:30 – 10:00

5.8 John Onyemauche Oparaduru

Quality Education and the Nigerian Dilemma: Imperatives for Counselling

Abstract

In this paper the researcher aimed to investigate the counsellors' perceptions towards the quality of education and the Nigerian dilemma as well as its imperatives for counselling. The qualitative analysis of the answers followed to identify the aspects that represent the content of formal education, quality of teaching, curriculum, and personal characteristics of the teacher, funding, staff remuneration, control and evaluation/examination. This also cuts across the educational implications of the essentialist theory, the progressivism as well as the reconstructionism. Another aspect centered on the counselling as a necessity for quality education to thrive. The paper concluded by suggesting that counselling should be seen as a tool to make the quality of education to thrive by giving it all supports by all educational stakeholders and ensures that adequately trained counselors should be posted to all levels of our educational institutions that will stand in the gap of the rising challenges in our educational system.

Keywords: quality education, Nigerian dilemma, imperative for counselling

Full text



10:00 – 10:30

Break

Thematic Section 6: Research Education & Research Practice

Section Chair: Associate Professor Dr. Ewelina K. Niemczyk, North-West University, South Africa

Friday, 25 June 2021

GMT	#	Name(s)	Title of Presentation
10:30 – 11:00	6.1	Ewelina K. Niemczyk	The Impact of COVID-19 on Higher Education Institutions: Focus on Research and Teaching Practice
<p>Abstract</p> <p>The COVID-19 pandemic manifested in health and socioeconomic crisis that highly influenced higher education sector on many levels. UNESCO reported that in April 2020, higher education institutions were closed in 185 countries. This shows a dramatic and disruptive impact the pandemic had on all involved in higher education, from students to staff. The pandemic, however, also showed the importance of higher education to society and the need for higher education institutions to share research expertise about how to overcome the risks posed by COVID-19. This work relies on review of international research projects and global surveys conducted about the impact of COVID-19 on higher education. For the purpose of this paper, the attention is devoted to the impact of the pandemic on research and teaching at universities. The results showcase how the pandemic disrupted research activities and teaching practice around the world and how universities responded to the challenges posed upon them. The reported efforts taken by higher education institutions provide lessons of commitment and creativity that can be informative internationally. Now more than ever, comparativists are well positioned to provide solutions to current global challenges and to envision the path from the crisis to a better future for research and teaching in HEIs.</p> <p><i>Keywords: COVID-19 and research, research and teaching during pandemic, research in times of uncertainty, research ethics, higher education, comparative education, global challenges</i></p>			
11:00 – 11:30	6.2	JP Rossouw	The Implications of Physical Distancing during Covid-19 for Education Researchers
<p>Abstract</p> <p>Physical distancing, isolation and an absence of face-to-face meetings with participants and respondents, as ramifications of the current Covid-19 pandemic, have an adverse effect on research projects, research processes and data generation. Furthermore, researchers' professional development and career prospects are seriously hampered, most notably those of early career academics. These predicaments considerably outweigh the admitted positive effects of the pandemic on research endeavours. The literature sources consulted were published in 2020 and 2021. This paper therefore can merely claim to reflect an early 2021 cross-cut of the rapidly developing pandemic and its influence on higher education, and specifically research. This paper represents a scenario where the focus has shifted from the 2020 lockdowns and travel restrictions to the 2021 vaccination period. It explores the implications of physical distancing – the relative absence of unhindered personal contact – in the sphere of research in general, and especially research in education contexts. A literature survey generated several insights from scholars worldwide, while personal experience also forms part of the discussion. As indicated by the literature, researchers have to make the most of the current virtual communication during data generation, conferences and interaction with colleagues and fellow project participants. I trust that vaccination will soon ensure that physical distancing will become unnecessary during research and on the campus.</p> <p><i>Keywords: physical distancing, social distancing, isolation, professional development, data generation, virtual contact, technology usage</i></p>			

Full text



Full text



11:30 – 12:00 6.3 Franziska Bieri Teaching Research Methods with a Global Focus

Abstract

The internationalization of undergraduate and graduate curricula has received much attention in Higher Education yet the implementation of such efforts differs greatly both in scope and quality across institutions, disciplines and individual courses. The paper considers the importance of and options for teaching research methods from a global perspective. Such a perspective requires deliberate attention to cross-cultural concerns in all stages of the research process. A global lens will define what questions we ask and what methodological designs we consider. Similarly, we must critically evaluate our theoretical and epistemological underpinnings. Lastly, there are unique best practices to observe in international or cross-cultural studies with regard to data collection, analysis and interpretation. The paper presents insights on how we can foster these research skills and global research competencies through curriculum design and teaching. I share examples from a multidisciplinary doctoral program in the United States. Specifically, I reflect on the process of developing globally relevant learning objectives, integrating diverse literature, and creating suitable assignments. The redesign of a quantitative research methods class offers particular ideas on how to infuse a global perspective when teaching statistics.

Keywords: internationalization, research methods, global research competence, curriculum design

12:00 – 12:30 6.4 Oliver Tafadzwa Gore Students' Perspectives regarding (Dis)advantage on Making Choices about Universities to Enrol in: A South African Case

Abstract

Although engagement of the low-income students increased since the introduction of inclusive policies in the post-apartheid higher education in South Africa, inequality of access, participation and achievement still persists. While focus has been on increasing enrolment and addressing students' concerns in universities, little attention has been dedicated to exploring student (dis)advantage when making choices about a given university. This study aims to understand the opportunities that students from diverse socio-economic backgrounds have in making choices about the universities they wish to attend. Using the capability approach the findings of this study show that when students have the opportunity and agency to make informed decisions about university selection, they are able to follow their desired educational and career goals and become advantaged. This qualitative study draws from semi-structured interviews from 26 final-year undergraduate and honours students from one South African university. Findings show that despite of students' aspirations, the low-income students' abilities to make informed decisions were constrained by the circumstantial factors particularly the interplay of lack of financial resources, support and information, and failure to meet the required entry requirements, which imply disadvantage. By a way of contrast, middleclass students' decisions were based on their long-term plans and were reflective of their rational choices pointing to advantage. While universities might not be able to address some of the reported challenges, the study offers some recommendations for universities and schools to consider as a way of improving students' inclusive access to universities.

Keywords: access to higher education, equality, selecting university, inclusivity in education, South African higher education

Full text



12:30 – 13:00 6.5 Ondrej Papajoanu, Hana Vonkova & Jiri Stipek Examining the Differences in Student Self-Assessment of Their Skills in English as a Foreign Language: A Pilot Study Comparing Male and Female Lower Secondary Students

Abstract

Developing English language proficiency is of utmost importance for education systems across Europe. Self-assessment of one's English as a foreign language (EFL) skills is a widely used source of information concerning learners' level of language proficiency. Thus, an investigation of the way different groups of learners assess their language skills is warranted. In this pilot study, we examine the self-assessment of both general and specific (reading, writing, listening, speaking) EFL skills from a sample of Czech lower secondary students and compare these self-assessments across genders. We also analyze the relationship of the self-assessment of specific EFL skills with the self-assessment of general EFL skills for male and female students. Our results show that Czech students are more confident in their receptive skills, while the productive skills are more closely related to their overall language self-assessment. Further research should take into consideration

Full text



the differences in scale usage between different groups of students, possibly utilizing methodological approaches such as the anchoring vignette method.

Keywords: *English as a foreign language, language skills, self-assessment, differences in scale usage*

13:00 – 13:30 Break

13:30 – 14:00 6.6 Dairai Darlington Dziwa & Louise Postma Reorienting Art Teacher Education Pedagogy towards Learner Empowerment during COVID-19 Restrictions

Abstract

Due to the COVID-19 pandemic lockdown restrictions, open and distance learning (ODL) has become the preferred delivery model of instruction at most institutions of higher learning. The ODL mode of instruction has become the most common alternative even for art teacher education amidst numerous practical challenges. This conceptual paper argues that the reorientation of art pedagogy in ODL changes learning and teaching habits of art practical content providing independent critical thinking as well as a new appreciation of learners' intellectual, emotional and social involvement in learning. The paper recommends critical art pedagogy as a pedagogy that develops critical skills and generates emancipatory and transformative patterns of teaching and learning art. This could inform both theory and practice as well as relinquish the lecturers' authority in traditional face to face teaching. Critical art pedagogy could address the dilemma faced by many institutions during this COVID-19 era in their desire to engage and empower art student teachers.

Keywords: *critical art pedagogy, critical thinking, gallery narratives, contemporary art, open distance learning, open data resources*

Full text



14:00 – 14:30 6.7 André du Plessis Complexity Theory as Paradigm when Researching Education Reform: The South African Case

Abstract

In education systems there is inter-connectedness with multiple sub-systems which interact with each other. This paper argues that complexity theory is well suited as a lens to research education reforms. Key elements of complexity theory that are particularly useful are applied to the South African case. Aspects of complexity theory include: interaction of the elements which constitute an education system; feedback based on these interactions; the connectedness of these elements; the emergence of new properties and behavior based on the interactions and feedback; the contexts of the different elements of the system; and the non-linear nature of the causes and effects of educational reform. Complexity theory not only enables researchers to research education reforms from a whole system perspective, but also accommodates the dynamic nature of an education system.

Keywords: *complexity theory, education systems, education reform, South African education system, education research*

Full text



14:30 – 15:00 6.8 Lynn Preston & Wanda van der Merwe Educator Self-Care: Lessons Learned from the Medical World

Abstract

As evident in the literature, to maintain optimal functioning of educators in the highly stressful educational environment, self-care is essential. In designing self-care initiatives one can borrow effective practices and approaches from the medical world, which assist medical personnel and patients to become aware, knowledgeable, and able to initiate self-care procedures with remarkable success. Scholarly literature highlights four aspects that are central to self-care, namely managing, monitoring, maintaining, and nurturing, all of which can be performed by the individuals themselves. These aspects are valuable in combatting burnout in stressful environments. This presentation relies on a qualitative study, where these principles were explored by interviewing hypertensive patients and obtaining their views on their needs regarding self-care. The findings show that by employing the simple strategies of managing, monitoring, maintaining, and nurturing, stressful reactions were minimised and more personal control was gained. Therefore, it is anticipated that by employing these strategies for educators, similar results can be obtained for self-care initiatives. The study further indicates that self-care programmes are vital for educators, as with health workers, who are usually front-line workers. Therefore, to initiate a programme consisting of these 4 self-care aspects, positive results can be obtained. By considering the three adaptive coping strategies that underpin an educator's cognizance of their

functioning, namely awareness, acknowledgment, and initiating self-care incentives, it can be suggested that self-care strategies implemented by the individuals are essential in supporting educators in their stressful environments. This presentation aims to highlight the possibilities and effectiveness of managing, monitoring, maintaining, and nurturing initiatives that educators can implement in their classroom environment.

Keywords: self-care programme, educator self-care, educational systems, burnout in stressful environments

15:00 – 15:30	6.9	Wanda van der Merwe & Lynn Preston	Educator Self-Care for Well-being in the Inclusive Education System: A South African Perspective
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Abstract

As in many educational systems, a supportive educational environment is not always evident, thus self-care initiatives emanating from the individuals themselves are vital for optimal functioning in any highly stressful environment. In the South African context, it is no different, educators need self-care initiatives to optimally function, as their environments are at times extremely stressful. During a literature review study regarding self-care, a meaningful theory of self-care was identified, namely Dorothea Orem's Self-Care theory, which was then used to facilitate a self-care programme for educators in South Africa. Orem's theory proposes four basic help methods, which human beings must engage in to stay alive and remain functional, namely (a) constant communication with individuals around them; (b) connection to and with their environment; (c) deliberate action to their identified needs and support to others; and (d) ability to identify, discover, develop, transmit or communicate their own and other's needs. Exploring these 4 methods in our work, it became evident that to enable South African educators to optimally perform, internally oriented therapeutic self-care is needed. Seen practically, this means teaching adaptive coping strategies that guide teachers to become aware, knowledgeable, and able to initiate self-care to satisfy their own needs. This presentation intends to stimulate discussion regarding the adaptive strategies that could be employed by educators in their own self-care initiatives to cope with the stressful South African educational environment.

Keywords: educational systems, educator self-care, self-care initiatives, stressful environments, Orem's theory

15:30 – 16:00	6.10	Gertrude Shotte	Theoretical and Conceptual Frameworks: 'Chips from the Same Block'?
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Abstract

This paper attempts to contribute to the discussion that seeks to clarify master's and doctoral research students' confusion about which type of framework to apply to their research investigation. The paper contends that much of the perplexity might have arisen from the fact that some literature sources have dubbed the two concepts as being similar, and/or have used the words *theory* and *concept* interchangeably, while other body of literature portray the two words as different constructs. Additionally, it seems that students' indecisions stretch to higher levels when they consider whether to pursue a deductive or an inductive approach, especially in the initial stages of the research. Both approaches are linked to theory – deductive to theory reduction and inductive to theory generation. In an effort to bring some clarity to students' misunderstandings, the paper makes use of two methodological strands – experiential and literature-based – to extrapolate information that is deemed useful in shedding some light on the misconstructions. The two strands reveal that both likeness and variance frame each notion. The fulcrum that supports the theoretical and conceptual frameworks, is *an idea*. The variance manifests itself in the authorship of the *idea* or *ideas*. In other words, the conceptual framework is shown to be the product of students' own thinking of their research, whereas the theoretical framework is a combination of the 'experts' perceptions that the researcher considers useful in analysing and interpreting his/her findings. The tentative conclusion from the literature probe is that, in spite of the fundamental likeness, there is a distinction between the theoretical framework and the conceptual framework.

Keywords: theoretical framework, conceptual framework, deductive reasoning, inductive reasoning, research design

16:00 – 16:30	Break
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16:30 – 17:00	6.11 Anna Czyż	Evaluation of Early Childhood Development Support Teams by Parents of Supported Children in Poland
<p>Abstract</p> <p>The aim of this research project was the evaluation of selected determinants of quality work of early childhood development support teams in terms of the support they provide to parents and a child in the therapy process. The research data comes from 68 parents of children, who were provided with the early support teams. The mixed-methods study utilized (a) the self-questionnaire constructed to assess the work of the teams as well as the parent's participation in the process of supporting a child and (b) the Social Support Scale by Kmiecik – Baran to assess parent's views about the support they receive from the team of therapists. The analysis covered areas such as family support by the therapists, work of teams and parent's participation in the teams. The work of early support teams was evaluated in the area of diagnosis; construct and implementation of intervention; responsibility for the course of therapeutic work; and support of parents. The role of the parent in therapy was also considered along with the strengths and weaknesses of the work of early development support teams. The findings of this research will allow for a more effective organization of child development support system. In addition, they will serve as a valuable source of information about the current needs of parents and children coping with special developmental needs.</p> <p><i>Keywords: early childhood development, support teams, special developmental needs, therapy, disability</i></p>		
17:00 – 17:30	6.12 Juliana M. Smith	Convergent Parallel Mixed Method Design as the Third Community of Knowledge Claim
<p>Abstract</p> <p>Many novice researchers experience difficulty in adopting a research design to investigate their research because of the conflicting notions on ontological, epistemological and axiological perspectives among qualitative, quantitative and mixed-method oriented methodologists. In this confusing situation of articulating a research design, this article provides novice researchers with information how to integrate both qualitative and quantitative data to explore reality from the perspective known as the pragmatic paradigm. In this regard the article aims at explaining the holistic views of mixed method research design, focusing on philosophical assumptions, generating research questions, collecting data, analysing data, ethical considerations and the quality of inference. This article focuses on the work of two PhD students who in their studies adopted a convergent parallel mixed method design to legitimize knowledge claims. It is anticipated that this work will be useful to novice researcher who are in doubt of how to employ a convergent parallel mixed method research design. In addition, the findings have potential to provide a guide for educational research indicating methodological possibilities for new knowledge claims.</p> <p><i>Keywords: pragmatism, philosophical assumptions, generating research questions, collecting and analysing data, quality of inference, convergent parallel mixed method design</i></p>		
17:30 – 18:00	6.13 Anela Nikčević-Milković & Katica Balenović	A Study on Cognitive and Affective Processes in EFL Academic Writing
<p>Abstract</p> <p>Academic writing is a complex mental activity and many students face difficulties, especially when it comes to L2 (second/foreign language) writing. We conducted a mixed-methods research study using Zimmerman & Risemberg (1997) social-cognitive model of writing to investigate students' usage of (meta) cognitive and affective processes in EFL (English as a foreign language) writing. The quantitative part of the research was conducted on 104 Croatian university students, future primary teachers. After that the qualitative part followed where two focus groups (8 students in each group) were formed of higher and lower-scoring students in the quality of written performance. Research results showed that students in the second measurement gained better-written performance compared to the first one meanwhile the qualitative research results showed differences between higher and lower-scoring students. While higher-scoring students paid attention to the most important part of the text (structure, grammar, vocabulary), lower-scoring students thought about the structure of the text just during the writing process while technical tasks of the text were highly difficult for them. Participants were aware of all cognitive processes when writing and they were able to use different types of knowledge, however lower-scoring students lacked metacognitive knowledge. The detailed account of findings will be reported during the presentation. We anticipate that sharing the results with international</p>		



community will provide understanding of self-regulatory learning processes in the field of writing as well as recommendations for EFL language learning in Croatia and abroad.

Keywords: academic writing, EFL learners, (meta) cognitive and affective processes of writing

18:00 – 18:30	6.14	Nataša Matović & Kristinka Ovesni	Subjects in Online Researches: Ethical Issues
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Abstract

18:30 – 19:00	Break
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XIX BCES Conference Closing

Friday, 25 June 2021, GMT 19:00

Thank you! by the Conference Chair

Thank you! by the Support Team

Concluding words by the Thematic Section Chairs

Who is the conference participant with the best knowledge of Bulgaria?

Comments

See you in June 2022!

Goodbye!

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