



INTERNATIONAL CONFERENCE ON
TEACHING, EDUCATION AND LEARNING - 2021

"Shaping the Future with and for Sustainable Education Development"

BOOK OF ABSTRACTS

04 - 05 June 2021| Online

Academic Partner



Organized By



Book of Abstracts

The International Conference on Teaching, Education & Learning

(TEL 2021)

4th - 5th June 2021 | Online

Committee of the TEL 2021

iConferences

Tel: +94 11 2419433

info@i-conferences.com

Disclaimer

The responsibility for opinions expressed, in articles, studies and other contributions in this publication rests solely with their authors, and this publication does not constitute an endorsement by the TEL 2021 or iConferences of the opinions so expressed in them.

Official website of the conference

www.telconference.co

Book of Abstracts of the International Conference on Teaching, Education & Learning
(TEL 2021)

Edited by Assoc. Prof. Dr. Faizah Idrus

ISBN 978-955-3450-05-0

Copyright @ 2021 iConferences

All rights are reserved according to the code of intellectual property act of Sri Lanka,
2003

Published by iConferences, No: 178/13/B6, Gamsabha Road, Kelanimulla, Angoda,
10620, Sri Lanka

Tel: +94(0) 11 2419433

Fax: +94(0) 11 2419433

Academic Partner:

Kulliyah of Education, International Islamic University Malaysia, Malaysia

Organized By:

iConferences

TEL 2021 Committee

ASSOC. PROF. DR. FAIZAH IDRUS

(Conference Chair, TEL 2021)

Deputy Dean Students Development and Community Engagement, Kulliyah of Education (KOED), International Islamic University Malaysia (IIUM), Malaysia

PROF. DR. AINOL MADZIAH ZUBAIRI

(Keynote Speaker, TEL 2021)

Dean, Kulliyah of Education (KOED), International Islamic University Malaysia (IIUM), Malaysia

PROF. MANJULA VITHANAPATHIRANA

(Keynote Speaker, TEL 2021)

Professor in Educational Psychology, Faculty of Education, University of Colombo Sri Lanka

DR. MARIAM MOHAMAD

(Keynote Speaker, TEL 2021)

Centre for Instructional Technology and Multimedia Universiti Sains Malaysia, Malaysia

TS. DR. SITI HAJAR HALILI

(Session Chair, TEL 2021)

Senior Lecturer, Department of Curriculum & Instructional Technology, Faculty of Education, University of Malaya, Malaysia

MS. THULAKSHANA LIYANAGE

(Conference Convener, TEL 2021)

Conference Manager, iConferences, Sri Lanka

MS. NADEESHA LIYANAGE

(Conference Secretariat, TEL 2021)

Conference Coordinator, iConferences, Sri Lanka

Editorial Board - TEL 2021

Editors in Chief

Assoc. Prof. Dr. Faizah Idrus, *Deputy Dean Students Development and Community Engagement, Kulliyah of Education (KOED), International Islamic University Malaysia (IIUM), Malaysia*

The Editorial Board is not responsible for the content of any research paper

Scientific Committee - TEL 2021

Assoc. Prof. Dr. Suhailah Hussien, *Deputy Dean (Academic & Industrial Linkages), Kulliyah of Education, International Islamic University Malaysia, Malaysia*

Dr. Nasser Mansour, *Associate Professor of science Education, University of Exeter, UK, Centre for Research in STEM Education (CRISTEME), Editor: Social Sciences & Humanities Open SSHO Journal*

Dr. Sao Leng IEONG, *Faculty of Education, University of Macau, China*

Dr. Siti Hajar Halili, *Senior Lecturer, Department of Curriculum & Instructional Technology, Faculty of Education, University of Malaya, Malaysia*

Dr Li Li, *Associate Professor in Language Education and Director of MEd in TESOL, Graduate School of Education, University of Exeter, United Kingdom*

Prof. Thiruvadanthai Geetha, *Department of Education, University of Delhi, India*

Dr. Nafiza Ferdowshi, *Department of Educational and Counselling Psychology, University of Dhaka, Bangladesh*

Dr. Dickson K.W. CHIU, *Faculty of Education, University of Hong Kong*

Assoc. Prof. Dr. Ahmad Zabidi Abdul Razak, *Deputy Dean (Research & Development) Faculty of Education, University of Malaya*

Assoc. Prof. Dr. Faizah Idrus, *Deputy Dean Students Development and Community Engagement, Kulliyah of Education, International Islamic University Malaysia, Malaysia*

Dr. D. Parimala, *Department of Education, University of Delhi, India*

MESSAGE FROM THE ACADEMIC PARTNER TEL 2021



In the name of Allah, the most gracious and merciful

Assalamualaikum warahmatullah wabarakatuh

I have the great pleasure to welcome all participants and presenters to the 2021 Teaching, Education and Learning Conference (TEL, 2021). Even though we are all still challenged with the pandemic that has not ended, the spirit of sharing amongst academics and researchers has not dampened. Thus this conference is hoped to achieve one of its goal of becoming a platform to cultivate the culture of sharing in order for us to further empower educational practices in our local as well as global contexts.

It is also hoped that this year's conference will further enhance the network for teachers, researchers, lecturers and students from all over to share their ideas, innovations and new knowledge in teaching and learning. It is my sincere hope that this conference will be a golden opportunity for the experts in education to discuss various issues, challenges and sharing of best practices surrounding educational practices at all levels.

On behalf of the conference committee, we are happy to receive many renowned speakers to speak and share their ideas during paper presentation sessions that have been planned. We would also like to thank participants of TEL 2021 for their effort and contribution in this conference. With this large number of participations from around the world, this conference can provide opportunities for intellectual dialogues, discussions and sharing of experiences and ideas.

I would like again to welcome all delegates to the conference and I urge all of you to take this opportunity to be actively involved in sharing ideas and knowledge for us to progress ahead despite our distance and challenges faced. I also take this opportunity to record my appreciation to the committee for their contribution to the success of this conference.

Thank you.

Prof. Dr. Ainol Madziah Zubairi
Dean
Kulliyah of Education,
International Islamic University Malaysia, Malaysia

MESSAGE FROM THE CONFERENCE CHAIR TEL 2021



It is our pleasure to welcome you to the International Conference on Teaching, Education and Learning 2021 with the themes ‘Shaping the future for and with Sustainable Education Development’. A major goal and feature of it is to bring academic and people from the industry together to exchange and share their experiences and research results about most aspects of science and social research, and discuss the practical challenges encountered and the solutions adopted. In this time of hardship due to the pandemic, we are still fortunate and blessed to have this conference and are able to listen, hear and learn from the others on issues that will help us to shape our future be in in academia or other fields.

We hope you will have a technically rewarding experience, and use this occasion to meet old friends and make many new ones.

TEL 2021 promises to be both stimulating and informative with a wonderful array of keynote and invited speakers from different expertise. Delegates will have a wide range of sessions to choose from. Although initially we planned for a two-day conference, this one day session is filled with interesting and invigorating titles.

The program consists of invited sessions and discussions with eminent speakers covering a wide range of topics in education and social research. We hope your experience with TEL 2021 is a fruitful and long lasting one. With your support and participation, the conference will continue its success in future.

We would like to thank the organiser, staff, the members of the program committees and reviewers. They have worked very hard in reviewing papers and making valuable suggestions for the authors to improve their work. We also would like to express our gratitude to the external reviewers, for providing extra help in the review process, and the authors for contributing their research results to the conference. Special thank goes to Kulliyah of Education, International Islamic University Malaysia for taking on this challenge to co-host the conference despite other pressing issues at hand.

Thank you once again and enjoy your conference.

Assoc. Prof. Dr. Faizah Idrus,
Deputy Dean Students Development and Community Engagement,
Kulliyah of Education (KOED),
International Islamic University Malaysia (IIUM), Malaysia

ABSTRACTS OF VIRTUAL ORAL PRESENTATIONS
--

ABSTRACTS OF KEYNOTE SPEAKERS

- | | | |
|----|--|----|
| 01 | Assessments and Examinations During Crisis: The Malaysian Experience | 01 |
|----|--|----|

Zubairi A.M

- | | | |
|----|--|----|
| 02 | A Blended Learning Primary Teacher Education Innovation: Lessons From an International Collaboration Between Europe and Asia Amidst of COVID 19 Pandemic | 02 |
|----|--|----|

Vithanapathirana M.V

- | | | |
|----|--|----|
| 03 | Reaching The Full Potential of Dyslexic Children through Mobile Assistive Technology | 03 |
|----|--|----|

Mohamad M

HIGHER EDUCATION INSTITUTIONS (A)
--

- | | | |
|----|--|----|
| A1 | 04 From the Training Room to the Classroom: Applying Concepts from Corporate Training and Tertiary Education to A Secondary International School | 05 |
|----|--|----|

Polley N.D.A

- | | | |
|----|--|----|
| A2 | 05 Importance of Having a BSc Degree in Maritime Sciences in Sri Lanka: A Needs Analysis | 06 |
|----|--|----|

Disanayaka S.M, Sedrick P, Perera H, Medagama P, Widyalandara R.C

- | | | |
|----|---|----|
| A3 | 06 Innovative Practice to Incorporate Multiple Intelligence in Teaching by Teacher Trainees | 07 |
|----|---|----|

George A.N

A4	07	Teacher Professional Development through Harezmi Educational Model	08
		<i>Kıvanç-Contuk T, Atay D</i>	
A5	08	Socio-Demographic Characteristics, Personality Traits and Stress Level of Senior High School Students at De La Salle Medical and Health Science Institute	09
		<i>Conwi L.J</i>	
A6	09	Grade 8 Students' Conceptual Understanding of Electric Circuits Using Virtual Manipulatives	10
		<i>Mistades V.M and Bantolo J.P</i>	
A7	10	Status of STEM Education in Sri Lanka in Relation to Awareness of the Secondary Science Teachers	11
		<i>Chandrajith U.G</i>	

E-LEARNING (B)

B1	11	The Dominance of E-Learning Methods Over Studies: Problems and Solutions	13
		<i>Abbas S.A</i>	
B2	12	Applying The Flipped Learning in A Linguistic Class	14
		<i>An Y</i>	
B3	13	ICT Teachers' experience on the use of Google features in secondary classrooms in Sri Lanka: Professional development towards blended learning	15
		<i>Amarasinghe S</i>	
B4	14	Constructing The Subjective Well Being in Online Classrooms During The Pandemic Crisis: A Case of Malaysian Lecturers	16
		<i>Hussien S</i>	

B5	15	Comparative Study of E-Learning Readiness and Socio-Economic Factors During Covid-19 Pandemic: Evidence from High School Students in Urban and Rural Areas of Indonesia	17
		<i>Moch. Bambang S</i>	
B6	16	Need of Bring Your Own Device (BYOD) among Enforcement Officer at Ministry of Domestic Trade and Consumer Affairs Malaysia	18
		<i>Sharuddin N.H, Mohamad M, Mahazir I</i>	

ENGLISH LANGUAGE & COVID-19 (C)

C1	17	Refusal Strategies in English among Teaching English as A Second Language Undergraduates in Sri Lanka	20
		<i>Sewwandi K.L.S</i>	
C2	18	The Application of Culturally And Linguistically Responsive Pedagogy In English Speaking Classrooms – A Case Study	21
		<i>Bt. Abdul Jalil C.R</i>	
C3	19	Exploring English Language Anxiety Classroom Through Culturally Responsive Teaching: A Multiple Case Studies	22
		<i>Tuan Ab Hamid T.M.H</i>	
C4	20	The Behavior of Educational Organizations During The Covid Period 19 (Literatur Review)	23
		<i>Rizka G.M</i>	

[01]

ASSESSMENTS AND EXAMINATIONS DURING CRISIS: THE MALAYSIAN EXPERIENCE*Zubairi A.M**

Kulliyyah of Education, International Islamic University Malaysia (IIUM)

*Email: ainol@iium.edu.my

The pandemic has changed the landscape of education in almost all parts of the world. Malaysia has not been spared from the changes when schools have to go online and examinations have to be rescheduled or redesigned in 2020 and early 2021. In the last two years, the education authority has to face debates with stakeholders in defending that quality education is not sacrificed when national and standardized examinations are no longer conducted. This paper presents the scenario of the changes in the national examinations and illustrates the reactions of the stakeholders, namely parents, school teachers and school administrators towards these changes. It later presents the principles of teaching and learning for quality education that relate to the Malaysian Education Philosophy. The paper revisits the philosophy of education of the country and gets readers/audience to revisit education from a global perspective of humanizing education. Some of the issues raised include rethinking learning in the disruptive era by revisiting the role of assessment of student learning and it ends with providing salient issues that need to be given serious attention as a way forward for assessment in the post pandemic era.

Keywords: Assessments, examinations, philosophy of education, assessment of student learning

[02]

**A BLENDED LEARNING PRIMARY TEACHER EDUCATION INNOVATION:
LESSONS FROM AN INTERNATIONAL COLLABORATION BETWEEN EUROPE
AND ASIA AMIDST OF COVID 19 PANDEMIC**

*Vithanapathirana M.V**

Faculty of Education, University of Colombo, Sri Lanka

*Email: manjulav@edu.cmb.ac.lk

CONTESSA is the acronym for **CON**temporary **TE**aching **S**kills for **S**outh Asia, which is cofounded by Erasmus+ Capacity Building Project of the European Union 2019-2021. Initiated by University of Graz, Austria and Technical University, Dresden, Germany with South Asian partners from Cambodia and Sri Lanka intends to establish a primary teacher education program in a Blended mode to equip current and future teachers with the skills needed to develop a variety of teaching methods which they can in turn use to engage, empower and educate their students (<https://contessa-project.eu/>). The project targets three groups; teacher educators, trainee teachers and in-service teachers. The project was designed through rigorous needs surveys involving all client groups in each beneficiary institution. With the COVID pandemic the international collaborative activities were confined to online meetings and exchange of emails. However, all activities were done through discussion and participatory decision making between project institutions in Europe and partner institutions in Asia. Teacher educators of the Faculties of Education at University of Colombo and Open University of Sri Lanka are professionally upgraded through co-development of modules. Institutional infrastructure development for smart education was fulfilled. The efficient communication and commitment of project leaders and project staff of the beneficiary University faculties have enabled a steady flow of the project activities amidst of the lockdown situations of each member country. Trainees will be provided with a program that consists of newly designed online modules for self-study giving an emphasis to the acquisition of modern teaching skills. This teacher education program will be introduced via an Open Education Resources platform in English as well as in all national languages and be accredited by the state authorities of higher education.

Keywords: CONTESSA, blended learning, teacher education, teacher professional development, teacher educator, COVID 19

[03]

**REACHING THE FULL POTENTIAL OF DYSLEXIC CHILDREN THROUGH
MOBILE ASSISTIVE TECHNOLOGY***Mohamad M**

Universiti Sains Malaysia, Malaysia

*Email: mmohamad@usm.my

Dyslexia is one of the most common learning disability that affects one's ability to read and write. Many interventions methods are currently in use, however more studies need to be done to determine which interventions work best. Digital technologies can be used in order to train, assist and even enable the learning process. Nonetheless, not much have been explored in previous studies regarding the implementation of tactile letters as multisensory approach together with the mobile application. The intervention approach which been explored is either conducted solely by using tactile letters or by using mobile applications in learning about alphabets. There is a gap in combining both intervention approach to support dyslexic children. Therefore, this research is intended to add value to the knowledge and discovery of the framework for the combination of tactile letters with mobile application in teaching alphabet to dyslexic children. A qualitative approach will be selected because the aim is to provide a rich picture of the experience of all involved during the study; teachers, parents and the dyslexic children. The expected output of the study is the establishment of the framework which includes content, activity and assessment regarding the integration of mobile learning and tactile letters which could also be the guidance for the special needs education. It is envisaged that the study will address the issues of inequalities among the disable people and parallel to the needs of Industrial Revolution 4.0 in integrating digital technologies.

Keywords: Dyslexia, tactile letters, mobile application, mobile assistive technology, special needs



VIRTUAL ORAL PRESENTATIONS SESSION (A)
HIGHER EDUCATION INSTITUTIONS

A1

[04]

**FROM THE TRAINING ROOM TO THE CLASSROOM: APPLYING CONCEPTS
FROM CORPORATE TRAINING AND TERTIARY EDUCATION TO A
SECONDARY INTERNATIONAL SCHOOL**

*Polley N.D.A**

Christian Heritage College, Brisbane, Australia

*Email: nathan.polley@gmail.com

The COVID-19 pandemic has changed the nature of secondary education and encouraged teaching through blended and e-Learning formats. This article explores how the author integrated concepts and theories he previously applied in tertiary education and corporate training to develop a teaching methodology for a business curriculum developed for secondary education in Cambodia and delivered in an international school. The teaching methodology was found to streamline curriculum development, was adaptable to the changing conditions and improved overall lesson delivery. The study recommends that the teaching methodology be explored further and be developed as a framework to support new and developing teaching staff.

Keywords: Finks Taxonomy of Significant Learning; P3 Task Taxonomy; blended learning; secondary education

A2

[05]

IMPORTANCE OF HAVING A BSc DEGREE IN MARITIME SCIENCES IN SRI LANKA: A NEEDS ANALYSIS

Disanayaka S.M¹, Sedrick P¹, Perera H¹, Medagama P¹, Widyalankara R.C²*

¹Department of Marine Simulation, CINEC Campus (Pvt.) Ltd., Malabe, Sri Lanka

²Department of English, CINEC Campus (Pvt.) Ltd., Malabe, Sri Lanka

*Email: samadhi@cinec.edu

Sri Lanka has a long history of conducting Maritime courses and producing competent Maritime professionals. To ascertain the academic needs and the lacks of Sri Lankan Maritime professionals this study collected data from a population of Sri Lankan merchant Seafarers who had obtained a Sri Lankan CDC/ COC through a digital questionnaire of 26 questions. An online survey was conducted for a period of 3 months and 164 responses were received. The analyzed data recognizes that 76.2% of the population of Sri Lankan merchant Maritime professionals claim to be in possession of Diploma level qualification related to Maritime Sciences. 90.2% of the population do not have a degree in a related field. 84.8% state that there is a need in Sri Lankan Maritime professionals for a BSc degree in Maritime Sciences. Findings further indicate that the majority of the respondents need BSc degree in Maritime Sciences to improve their professional confidence and for better opportunities in placements and promotions in the merchant marine field. The majority state that they feel marginalized as many Seafarers of other nationalities who are juniors, equal or higher rankers have degree level qualifications in Maritime Sciences. Approximately all respondents state that if a degree program is implemented, they would do it in the earliest possible opportunity and facilitation should be provided to institutes which can provide BSc degree in Maritime Sciences strictly complying with international standards. Sciences. This study aims to form the basis for formulating a policy paper on the necessity and importance of having a BSc degree in Maritime Sciences in Sri Lanka.

Keywords: Seafarers, BSc degree; Maritime Sciences; Sri Lanka

A3

[06]

INNOVATIVE PRACTICE TO INCORPORATE MULTIPLE INTELLIGENCE IN TEACHING BY TEACHER TRAINEES*George A.N**

Faculty of Education, Goa University, India

*Email: georgeannaneena@gmail.com

There are several core subjects in the B.Ed. (Bachelor of Education) course taught but they do not find their way into the teaching of various school subjects. This fails the purpose of teaching educational psychology particularly, which deals with every aspect of teaching and assessment. The teacher trainees were learning the educational psychology theories but not implementing. In order to assist the teacher trainees to incorporate the educational psychology theories, into their own method subject (school subjects chosen by teacher trainees for teaching), the investigator introduced this innovative practice. The purpose of the project was to equip teacher trainees, identify the strategies to enhance their classroom teaching of different method subjects by using Multiple Intelligence and to find the impact of use of Multiple Intelligence in teaching, on classroom management in the schools. The theory was presented in 5 lectures with PowerPoint, videos and explanation by the investigator. All 100 teacher trainees made an oral presentation to the B.Ed. class in 3 sessions, on how they would use Multiple Intelligence in teaching their method subject. Later implemented their ideas of using Multiple Intelligence in the 20 schools they were assigned to, for four months of Internship. They were given a feedback sheet (designed by the investigator) to record the classroom management problems. the results showed the classroom management improved in 75% of the schools, 88% school students showed increase in participation in all method subjects. The teacher trainees should be given ample opportunities to link educational psychology to their method subjects.

Keywords: Multiple intelligence, school teaching, teacher education, educational psychology

A4

[07]

TEACHER PROFESSIONAL DEVELOPMENT THROUGH HAREZMI EDUCATIONAL MODEL*Kıvanç-Contuk T**, Atay D

Bahçeşehir University, Turkey

*Email: tuba.kivanc@hotmail.com

Harezmi Educational Model, a national model first piloted in 2016, is based on the inclusion of multi-disciplines, use of computational skills in problem-solving process, development of life skills, and using robotics, coding and game designs in learning (Turkish Ministry of National Education, 2018). Teachers who are interested in implementing this model are expected to attend in-service training for several weeks to gain theoretical knowledge and practical skills. The purpose of the present study is to explore how the whole process starting with trainings to implementation in class has affected teachers' beliefs, perceptions, and attitudes regarding teaching. Sixteen teachers participated in this study. Data came from an online survey with 11 open-ended questions and online focus group interviews. In the analysis, the recurring themes were determined through content analysis and themes that emerged at the beginning and end were compared and contrasted. The results suggested that besides a critical eye on their teaching, teachers developed their collaboration skills through multi-disciplinary approach and increased teacher autonomy and student-centeredness through process-oriented approach. Findings will be discussed in relation to teacher professional development. This study is an attempt to fill the gap in the field concerning this model and how this model has the potential to contribute to the professional development of teachers.

Keywords: Harezmi Educational Model, professional teacher development, teachers' perceptions, attitudes

A5

[08]

**SOCIO-DEMOGRAPHIC CHARACTERISTICS, PERSONALITY TRAITS AND
STRESS LEVEL OF SENIOR HIGH SCHOOL STUDENTS AT DE LA SALLE
MEDICAL AND HEALTH SCIENCE INSTITUTE**

*Conwi L.J**

Cavite State University, Philippines

*Email: lconwi@dlshsi.edu.ph

Students involved with medical school are perceived as being stressful because of the difficulties in the field. The study was conducted to determine the relationship of personality traits and stress level as basis for the development of counseling intervention for senior high school students. This study utilized descriptive correlational method. The study involved 1,003 senior high school students, with ages ranging from 15-20 years old. Research instrument used were the personal data sheet, individual personality inventory scale, student stress inventory. Frequencies, percentages, standard deviation, Eta coefficient, Spearman rank correlation coefficient and P-value were the statistical measures employed in the analysis of data. Majority of the senior high school students are 16-17 years old. Females outnumbered male students in the population. The average monthly family income was ₱50,001 to ₱100,000. Most students were living with two biological parents and one sibling. Senior high school student's dominant personality types are extraversion and agreeableness. Also, the result revealed that the leading stressors centered on academic workload, anxiety, high expectation of parents and environmental concern. In general, there was no significant relationship between personality traits and stress level in the study. However, it was found that there is significant positive correlation between personality trait of neuroticism and the stress level of the students. In addition, there is significant negative correlation between personality trait of extraversion, conscientiousness, and openness and stress level of the students. Meanwhile, there is no significant and negative relationship between the personality trait of agreeableness and stress level of the students.

Keywords: Correlational, counseling intervention, development, personality, scale

A6

[09]

GRADE 8 STUDENTS' CONCEPTUAL UNDERSTANDING OF ELECTRIC CIRCUITS USING VIRTUAL MANIPULATIVES

*Mistades V.M** and Bantolo J.P

De La Salle University, Manila, Philippines

*Email: voltaire.mistades@dlsu.edu.ph

The challenge to Physics teachers is finding ways to address students' alternative conceptions and misconceptions. Traditional instruction often fails to change these ideas because they are deeply held by students. In this study, we report the effects of using virtual manipulatives on students' conceptual understanding of the topic, electricity. In learning the concepts on DC circuits, energy, current-voltage-resistance relationship, and potential difference, the students used the Physics Education Technology (PhET) interactive simulations project of the University of Colorado, in particular, the Circuit Construction Kit DC Virtual Lab simulation app. The virtual activities that the students conducted was able to augment the class discussion. The results of the post-instruction administration of the assessment instrument, Determining and Interpreting Resistive Electric Circuits Test (DIRECT), revealed that the simulations helped the students analyze the physical aspects of electric circuits. Technology integration in classroom discussion of electric circuits effectively engaged students to learn more about the Physics concepts.

Keywords: Conceptual understanding, electric circuits, virtual manipulatives, interactive simulations, Physics

A7

[10]

**STATUS OF STEM EDUCATION IN SRI LANKA IN RELATION TO AWARENESS
OF THE SECONDARY SCIENCE TEACHERS***Chandrajith U.G**

Post Graduate Research Student, Faculty of Education, University of Colombo, Sri Lanka

*Email: chandrajith@dste.cmb.ac.lk

STEM Education is a newly developed branch of teaching which has an approach to learning and development through integrating the areas of Science, Technology, Engineering and Mathematics. STEM was introduced across the world with the aim to develop students for future career opportunities since careers are rapidly changing in parallel to scientific and technological advancement. STEM learning activities are designed to develop critical thinking, problem solving, creativity, communication, and collaboration in the student and are implemented in an interdisciplinary approach to keep the STEM nature to encourage innovations. STEM education is currently being introduced to the education system in Sri Lanka. The objective of this study was to examine the status of teachers' awareness on STEM education since this is an emerging and demanding reform in Sri Lanka. One hundred and ten teachers comprising 85% females and 15% males from six national government schools in suburban areas of southern province were selected as the sample for the survey. Fifty-five percent of them had experience more than five years in teaching. Teachers were asked whether they were aware about STEM education. It was revealed that over 90 % of the sample 'had not heard' about STEM education. Of the 6% of teachers who had heard, only 3% were able to name STEM disciplines. It can be recommended that there is a need to introduce STEM education for teacher education in Sri Lanka and subsequently as a reform in school curricula.

Keywords: STEM education, Sri Lanka, awareness, science teachers, teacher education



VIRTUAL ORAL PRESENTATIONS SESSION (B)

E-LEARNING

B1**[11]****THE DOMINANCE OF E-LEARNING METHODS OVER STUDIES: PROBLEMS AND SOLUTIONS***Abbas S.A**

Santiago de Compostela University, Galicia, Spain

*Email: sura_amer11@yahoo.com; suraaamer.abbas@rai.usc.es

This paper sheds light on e-learning, whose importance has swiftly growing over the past year by learners after the closure of schools and universities in more than 100 countries worldwide due to the rampant Coronavirus disease (COVID-19), and what are the problems and solutions that must be followed to facilitate the educational process. This study is largely quantitative, and it will use quantitative research methods to collect data by distributing questions to the research community consists of 10 teachers and 25 undergraduate students in the medical technical faculty at Al-Kitab University. The data were analyzed by content analysis technique and divided into themes, sub-themes and codes. The paper found that both students and teachers used technology to ensure the continuity of the educational process. In addition, both teachers and learners have different positive and negative opinions about the distance education platforms and the conditions facing them from the weakness of the Internet and the weakness of electronic skills for both parties. Ideas were put forward on the development of equipment and methods used for distance education activities using artificial intelligence to simulate the real educational environment. This study recommends educational institutions to restructure the curriculum and make it compatible with the electronic environment, just like the real academic environment.

Keywords: E-learning, coronavirus, education, technology

B2

[12]

APPLYING THE FLIPPED LEARNING IN A LINGUISTIC CLASS

*An Y**

KC University, South Korea

*Email: yrran@kcu.ac.kr

Background: There have been many studies on the variables to predict learning outcome, most of which focused on academic self-efficacy and metacognitive strategies. In general, they have been concerned with e-learning or offline classroom environments, with a limited research on those variables in the flipped learning (FL) class. Meanwhile, research into the flipped learning itself has been on the boil, in regard to the questions of the notion and implication that flipped learning presents and imparts. The research also centered on developing an instructional design model and verifying the effect of the flipped learning method on the basis of the application cases. **Aims/Objectives:** The research of this paper inquiries into diverse predictor variables as to the learning outcome in the environment of flipped learning which necessarily entails learners' self-directed learning. **Methods:** In a class of linguistics which was taught with a method of Constructivism-based flipped learning, there were 15 student participants. While taking the class, the students also went through the various surveys of academic achievement, academic self-efficacy, and formative self-evaluation. In addition to these quantitative research methods, we also adopted a qualitative research method, in which the students engaged in the in-depth interview regarding their ideas and feedback about the flipped learning class they attended. **Results:** Among others, academic self-efficacy has been discussed as a major predicting factor that helps to improve learners' academic achievement. It is considered a motivational factor, and this paper looks into how to boost this self-efficacy, by virtue of teaching and learning strategies. In the meantime, the perceived academic achievement, which is considered an important resultant variable showing the lesson effect in the environment of flipped learning, was determined as a variable of learning outcome. Our research investigates whether the academic self-efficacy, which is a learner-characteristic factor, significantly influences the learning achievement in the flipped learning environment. With such a research question, we found that both academic self-efficacy and learning achievement were improved at a significant level, with the flipped learning teaching-learning strategies. **Conclusions and Recommendations:** It's not clear whether the FL strategies we've designed for the class of linguistics were effective enough because the results of our research revealed that only the preference for task difficulty, among other subfactors of self-efficacy, has increased. It's not clear whether the changes in a subfactor have promoted the students' academic achievement even though they said in general what was learned in the FL class was useful. However, it's clear that the students of linguistics showed some positive changes in a portion of self-efficacy, and that they articulated their learning occurring through the FL classroom over a semester. In this regard, we can go ahead with a further analysis, tapping more into the qualitative results.

Keywords: Flipped Learning, Constructivism, academic self-efficacy, academic achievement

B3

[13]

**ICT TEACHERS' USE OF GOOGLE FEATURES IN SECONDARY CLASSROOMS
IN SRI LANKA: PROFESSIONAL DEVELOPMENT TOWARDS BLENDED
LEARNING**

*Amarasinghe S**

Faculty of Education, University of Colombo, Sri Lanka

*Email: samadara@dste.cmb.ac.lk

Covid-19 pandemic have speeded the adoption of digital technologies in education. Sri Lankan government authorities decided to close all schools island wide and online teaching learning process through the utilization of Information and Communication Technology (ICT) was commenced. The use of platforms such as Google is one of the best fitting classroom practices to address this situation. This study explored the perception, current practices of Google features and learning needs of ICT teachers in secondary classrooms in Sri Lanka. The study used a quantitative dominant mixed method. A survey done using Google forms with fifty-four secondary school teachers, who taught ICT as the main subject and twenty interviews with a sub sample revealed that teachers perceived the use of google features were very helpful to conduct their virtual classrooms in this pandemic. Findings also show, of the google features the majority used (83.3%) google drive and the least aware (13%) and least used (2%) feature is google lens. Further, revealed that though most of the teachers are familiar with Google docs(66%), sheets(63%), slides(61%), maps(70%) and forms(66.7%) to a satisfactory level, the awareness of google classrooms, sites and earth is not satisfactory. However, though most of the teachers are aware of some google features they rarely use the features in the secondary classrooms. However, teachers indicated that they need to optimize learning all google features as they have not explored to bring about the benefits for their professional development.

Keywords: ICT, Google

B4

[14]

CONSTRUCTING THE SUBJECTIVE WELL BEING IN ONLINE CLASSROOMS DURING THE PANDEMIC CRISIS: A CASE OF MALAYSIAN LECTURERS'*Hussien S**

Kulliyah of Education, International Islamic University Malaysia

*Email: suhailah@iium.edu.my

Purpose/Objective: Teaching and learning at higher educational institutions in Malaysia has also been affected by the pandemic crisis of Covid-19. A year after 'online teaching in crisis' was introduced, there is a general acceptance amongst lecturers that the renewed norm of learning now includes the adaptation of the online mode besides the face-to-face mode of teaching and learning. In enduring online teaching in a crisis, many studies have found that lecturers' emotional and psychological well-being were also affected (Adedoyin & Soykan, 2020). However, very few studies have discussed the impact of online teaching on lecturers' social well-being (Lischer, Safi, & Dickson, 2021). Hence, the aim of this paper is to explore how university lecturers attempted to construct the subjective well-being in a virtual classroom amidst isolation and barriers to social interaction and presence in the online teaching mode. **Methodology:** The study employed the exploratory case study design and involved four university lecturers who were individually interviewed through Google Meet platform. Pattern analysis was employed where two subjective realms i.e., the personal and professional well-being were defined and constructed. **Results:** Results of the study indicate that the lecturers attempted to improve their online teaching through social presence, participation and interaction throughout the subjective realms. In this regard, it can be deduced that despite of limited socialization and restricted movement due to the crisis, lecturers as social beings, have continued to engage in acts that were bound to lead to social cohesion, even in the virtual space of the online teaching and learning. Such acts include establishing good rapport and close monitoring of the students, collaboration with their colleagues, seeking various support from their institution and also attending professional development courses offered by external organizations. **Conclusion:** Although lecturers faced many challenges in online teaching due to the restriction of movement, they managed to face and resolve them through social interaction in the virtual space. Such acts have helped them to maintain their social well-being while improving their personal and professional development during the pandemic crisis.

Keywords: Subjective well-being, social interaction, social cohesion, online teaching, pandemic crisis

B5

[15]

COMPARATIVE STUDY OF E-LEARNING READINESS AND SOCIO-ECONOMIC FACTORS DURING COVID-19 PANDEMIC: EVIDENCE FROM HIGH SCHOOL STUDENTS IN URBAN AND RURAL AREAS OF INDONESIA

*Moch. Bambang S**

Yonsei University, South Korea

*Email: mbambangsulistio@gmail.com

As the global pandemic of the COVID-19 pandemic spread enormously, educational institutions were forced to close down in most countries, affecting 91% of pupils and caused massive disruption to the education sector. In Indonesia, 62, 5 million students from pre-primary to higher education in Indonesia are forced to shift from conventional learning to fully move into e-Learning. This study sought to explore students' readiness to cope in online learning both in urban and rural areas of Indonesia, and to find the relation whether socio-economic factors during pandemic affect their e-learning readiness. The theory underpinning the study was the e-Learning Readiness theory which measures eight dimensions: human resource, financial, technological, equipment, content, psychological, sociological, and environmental readiness. An online survey conducted, and a total of 1.260 students in urban and 846 students in rural areas joined the study. Data were analyzed using multiple regression and confirmatory factor analysis (CFA). Based on the findings, it is found that students in urban area are categorized ready but needs a few improvements in several aspects with the index of readiness 3, 47. In contrast, students are not ready in the rural area and need some works with index 3, 01. Besides, social factors including family background, students' motivation, and familiarity with e-learning, statistically affect students' e-learning readiness. Equipment availability and parents' salary in economic factors contributed to students' e-learning readiness.

Keywords: E-learning, readiness, students, digital learning, COVID-19, pandemic

B6

[16]

**NEED OF BRING YOUR OWN DEVICE (BYOD) AMONG ENFORCEMENT
OFFICER AT MINISTRY OF DOMESTIC TRADE AND CONSUMER AFFAIRS
MALAYSIA**

*Sharuddin N.H**, Mohamad M, Mahazir I

University Sains Malaysia, Malaysia

*Email: noorhusna@kpdnhep.gov.my

Mobile Learning using BYOD is an effective learning medium that will be developed to support enforcement officers at Ministry of Domestic Trade and Consumer Affairs (MDTCA) North Region. Nevertheless, the study of problem statement identified workload and constraints, training limited, and limited reference sources which will be discussed in this article. Therefore, this study will face problem statements and examine the effect of mobile learning BYOD with different job positions view. This study is qualitative in a nature case study. Methodology interviews were conducted with six respondents from different job positions at MDTCA Pulau Pinang. The result of this study showed that mobile learning with the "BYOD" concept is needed to achieve individual competencies in enforcement. The researchers have identified the rationale of the mobile learning BYOD concept is needed by enforcement officers to increase skills in learning opportunities development. The implications of this study will significant to improvement competency course achievement in knowledge and skills of enforcement to all MDTCA Northern Region.

Keywords: Enforcement, BYOD, mobile learning, workload and constraints, training limited, limited reference sources



VIRTUAL ORAL PRESENTATIONS SESSION (C)
ENGLISH LANGUAGE & COVID-19

C1

[17]

REFUSAL STRATEGIES IN ENGLISH AMONG TEACHING ENGLISH AS A SECOND LANGUAGE UNDERGRADUATES IN SRI LANKA*Sewwandi K.L.S**

Department of Linguistics, University of Kelaniya, Sri Lanka

*Email: suzan.liyanage@gmail.com

The speech act of refusal is regarded as a face threatening speech act since it shows a tendency towards misunderstanding among interlocutors of a second language. Therefore, the use of appropriate pragmatic knowledge relevant to speech acts is important in effective communication. The objective of this study is to discover the refusal strategies in English among Teaching English as a Second Language undergraduates in Sri Lanka and the impact of social status in making the identified strategies. A qualitative methodology was employed in this study with a sample of 35 undergraduates who completed a written Discourse Completion Test, as proposed by Beebe et. al with 12 scenarios for four speech acts; request, invitation, offer, suggestion. The results were analyzed according to a modified framework of refusal strategies which is a combination of the frameworks developed by Beebe et. Al (1990) and Al- Issa (2003). The results show that participants mainly used indirect strategies (88.76%) while direct strategies (11.24%) the least. More indirect strategies (40.67%) were used when refusing an interlocutor of higher social status while direct strategies (2.83%) the least. The present study concludes that indirect strategies are mainly used when making refusals while social status plays a prominent role in the process. This study provides insight for teachers to include speech acts as an important area of study in the curriculum to ensure effective communication. It paves the way for further research on refusal strategies which has not been subjected to research in Sri Lanka so far.

Keywords: Refusal strategies, speech acts, social status, teaching English as a second language

C2

[18]

THE APPLICATION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY IN ENGLISH SPEAKING CLASSROOMS – A CASE STUDY

*Abdul Jalil C.R**

International Islamic University Malaysia, Malaysia

*Email: cynthiajalil@gmail.com

In a multicultural country such as Malaysia, it is essential to include a culturally and linguistically responsive pedagogy (CLRP) in teachers' lesson preparation and if succeeded; CLRP would assist in the improvement of students' linguistic knowledge and skills. Currently, the Ministry of Education Malaysia (MOE) have embraced the Common European Framework of Reference (CEFR) for Languages as its basis for the reformulation of language education and the required usage of CEFR textbook, are using overseas cultural situations in their speaking activities. However, the use of a totally different English textbook that has overseas culture is challenging the teachers' CLRP. Hence, the main purpose of this study, was to find out whether teachers use language approach and materials that are responsive towards students' cultural and linguistic background. Through the qualitative methods of semi-structured interview and observation, the study hopes to learn about the teachers' pedagogy in teaching English speaking using both CEFR textbook as well as own materials and activities. It is hoped that the study will be able to identify if the teachers adapt local culture into the speaking lessons using CLRP and if using the book to teach English speaking would be a mismatch strategy. This study will also observe the different pedagogy of ESL and EFL background in Malaysian context, and recognize if there are any connections between culturally and linguistically responsive pedagogy (CLRP) with students' ability to speak English. It is expected that there will be some contributing factors for students' speaking ability in the English class and an induced CLRP lesson plan is hoped to gauge better students' interaction and participation. Finally, this study would recommend that teachers, especially those teaching the rural schools, be given the liberty to use their own relatable materials and activities with proper guidelines from the MOE.

Keywords: CLRP, CEFR, pedagogy, speaking, case study

C3

[19]

EXPLORING ENGLISH LANGUAGE ANXIETY CLASSROOM THROUGH CULTURALLY RESPONSIVE TEACHING: A MULTIPLE CASE STUDIES*Tuan Ab Hamid T.M.H**

International Islamic University Malaysia, Malaysia

*Email: tuanhanif12@gmail.com

Malaysia's diversity has been a very confrontational point in the education system. It's multi-stream feature which was formed by the very diverse ethnic composition of the people even before the country's inception. The modern Malaysia is interlaced with ethnic interactions, penetrating into the personal lives of Malaysians, and at a macroscope level, the governments' policies concern the ethnical dimensions of its population (i.e., Affirmative Action for Malays). It is apparent then the multiculturalism of Malaysia should be addressed in a more proactive way. English as a second language in Malaysia also brings with it ESL issues, and recent focus has been shifted to second language anxiety as an intrusive factor in Malaysian students' English language acquisition. Driven by the concern for English proficiency decline among Malaysians, it is felt that CRT might be able to reduce the Second Language Anxiety through its social-emotional learning. This study investigates the existence of Culturally Responsive Teaching elements inside three different school streams in Malaysia, and its relationship with Second Language Anxiety Levels among lower secondary school students. CRT is seen as a good teaching concept as it tackles problems of social-emotional learning environment, as well as addressing the diversity existing in Malaysian classrooms. The Exploratory Sequential Analysis mixed method will be employed in order to capacitate the study. Its rigorous nature will help ensure the study is able to measure the intended objectives effectively.

Keywords: Culturally Responsive Teaching, Issues in ESL, Malaysia, secondary education, multiple case studies

C4

[20]

THE BEHAVIOR OF EDUCATIONAL ORGANIZATIONS DURING THE COVID PERIOD 19 (LITERATUR REVIEW)

*Rizka G.M**

University of Lampung, Indonesia

*Email: gamal.rizka@staff.itera.ac.id

Background: The dynamics of schooling during a pandemic are necessarily pictured so that could be designed the right program. The dynamics of schooling are because that the school organization consists of various elements, both human and non-human elements. Humans have cultural capital and knowledge that shape their behavior and attitudes. Non-human elements become capital objects in carrying out tasks and achieving organizational goals. Besides, schools are multi-layered institutions and are related both internally and across sectors, in which there are people with cultural capital and knowledge. Therefore, school studies are very organizational important for manifest Policies that could well be implemented. **Aims/Objectives:** The purpose of this study is to determine the condition of the school organization during a pandemic Covid-19, from the scope of individuals, social groups, relations between organizations, relations between institutions, and related policies in special conditions such as during a pandemic Covid-19 this time. **Methods:** To obtain a comprehensive scientific knowledge framework, this article uses a literature review. The literature review was carried out by reviewing texts that discuss how the pandemic in Indonesia emerged, schools are an organization that affected, therefore schools must defend themselves by adjusting the strengths they have with the existing challenges. The study in this manuscript is in the form of a manuscript which discusses the school in terms of individuals collected in a system that is layered starting from the national level, local government, district government, and education units. The manuscripts are in the form of research reports, theoretical frameworks, observational studies, experimental, and manuscripts Policy. **Results:** The results of this study explain that for schools to remain focused on achieving educational goals with good quality, the integration of functions between school principals, teachers, and all school resources, groups of educators and education staff organizations, between organizations, institutions in society, and policy policies what is issued must go in harmony. **Conclusions and Recommendations:** The time of the pandemic has various implications sector, including sector education. The organization as a complex system is expected to become an organization that can promote healthy behavior physically and mentally during a pandemic. The school organization is covered by an individual with knowledge, attitudes, and behavior. Therefore, communication of behavior change is very important to be arranged strategically based on data for monitoring and evaluation and capacity building of school residents in pandemic conditions. The school organization is surrounded by individuals and social groups, therefore groups social could take effect to organization school is facing a pandemic. The school organization is covered by the public with relationships between organizations or communities so that communication social needs are adapted to pandemic conditions. Social institutions and institutions also surround school organizations, therefore social mobility is the main action in the promotion of health programs during a pandemic. School organization refers to policy advocated.

Keywords: School organization, covid-19, education



www.telconference.co

CONTACT US

178/13/B6, Kelanimulla, Angoda, Sri Lanka
Postal Code 10620 | Tel: (+94) 112 419 433
Viber /WhatsApp (+94) 776 261 847
Email info@i-conferences.com

ISBN 978-955-3450-05-0



9 789553 450043