



CNA-Q
A DECADE *of* EXCELLENCE

GLOBAL INNOVATORS 2013

Conference Abstracts

In Alphabetical Order

“ARE YOU READY” for the Many-to-Many Model of Collaborative Learning? (Poster)

Joseph Yang (College of the North Atlantic-Qatar)

The social networking concept can easily empower today's learners to collaborate and learn from each other. Timothy Chester (Chester, 2012) proposed a many-to-many model powered by Internet technologies to provide a concept of online social networking framework allowing learners anywhere to collaborate in their learning endeavor. This session showcases our attempt to pilot the many-to-many model of collaborative learning for a higher education course setting. A wiki forms the framework for the course. The course's emphasis is to promote small group work, collaboration among groups and to encourage collaborators to contribute resources to form the course content foundation. This session will discuss the rationale of adapting this model for learning, its potentials and outcomes. The structure of the wiki that shapes the framework of the many-to-many model will be described in detail as with the pedagogy associated with it. The live course wiki will also be demonstrated.

Joseph Yang is an Information Technology instructor at CNA-Qatar. He is interested and actively promoting the integration of educational technology in teaching.

A Challenge in Teaching English in the Vocational: The Material Design (Presentation)

Cherifa Ghomrasni (Agence Tunisienne de Formation Professionnelle, Tunis, Tunisia)

This presentation will provide an idea about designing and adapting material for English class in vocational training in Tunisia. Over the years many teachers realized that teaching English for vocational trainees is becoming more and more difficult for both the teacher and the trainee. Trainers find difficulties in adapting their material to the new developing technologies and the trainees who do not feel at their ease in the classroom. They do not make the link between what they see in the factories and the companies where they spend their period of training and the English language classes they have to attend. That is why most of them fail this subject of their training at the training center. Things need to be changed. Teachers have to find ways to design and adapt their material to fill the preceding gaps and make the English classes in vocational training efficient for the learners.

Cherifa Ghomrasni is an English teacher at the Tunisian Agency of Vocational Training. She's got a Bachelor of Art in English language. She's been teaching English for vocational training students for 13 years. She teaches both technical and Business English. In 2012 she became a teacher trainer.

Academic Credit: An Uncommon Currency (Presentation)

Anthony Hudson (University of East London, United Kingdom) and Nick Davy (Association of Colleges)

Whilst the processes for accumulating and transferring academic credit are well established in some educational systems, such as North America, learners in other systems may accumulate credit but find the transfer process problematic. These challenges are often exacerbated for learners in technical and vocational education

We set the scene for our presentation by providing an overview of credit accumulation and transfer schemes from international, through to national and local - highlighting policy drivers, strategic enablers for institutions and barriers faced by the learners. We report on work in progress from seven pilot projects, funded by the UK Department for Business Innovation & Science, which aim to promote learner progression through credit transfer arrangements and collaborations. Early findings from the pilot projects, some of which are geographically based and others industry based, reveal innovative learner centered practice which may be scalable and lead to the creation of new pathways for learners.

Tony Hudson is a social scientist and Fellow of the UK Higher Education Academy. As Research Manager at Continuum, University of East London he has undertaken research for a number of funders on vocational progression, with a focus on learner voice and credit from the learner's perspective.

Nicky Davy- No Bio Available

Addressing Mental Health in a Booming Economy – Issues and Answers (Invited speaker session)

Dr Anoop Sankaranarayanan (Hamad Medical Corporation)

Mental health is an integral and essential component of health; neuropsychiatric disorders account for about 14% of the global burden of disease. Mental disorders increase risk for communicable and non-communicable diseases, and contribute to unintentional and intentional injury. Mental health affects progress towards the achievement of several Millennium Development Goals, such as promotion of gender equality and empowerment of women, reduction of child mortality, improvement of maternal health etc.,

Qatar is currently the fastest growing economy in the world with a compounded average real GDP growth of 15.7% during 2006-10. A booming economy creates more job opportunities and promotes migration. However, booming economy also comes with a price; it widens the social divide. Poverty and social inequality have direct and indirect effects on the social, mental and physical well-being of an individual.

This presentation will provide an overview of literature on the topic and stimulate discussion on identifying locally accepted solutions.

Dr Anoop Sankaranarayanan is a senior consultant psychiatrist specializing in geriatric psychiatry. He is also responsible for education and is the Associate Program Director for the Residency Training Program in Psychiatry and the Program Director for the Fellowship Training Program in Geriatric Psychiatry.

Prior to his arrival here, he was the Director of Hunter Valley Mental Health Services in NSW, Australia. He has been actively involved in scientific research and published in peer reviewed journals and presented in national and international conferences.

Apprenticeship Training Through Blended Learning (Presentation)

Greg Ryan (College of the North Atlantic Stephenville, Newfoundland, Canada)

This presentation will illustrate how innovative technology can lead to astonishing student pass rates of high stakes exams. Greg Ryan has melded multiple learning spaces into one coherent learning environment through the use of; high definition videoconferencing equipment, multiple site synchronized interactive white boards, student response remotes, and a learning management system.

By using technology and innovative methods, Greg Ryan will show how he has created an engaged class spread across a variety of locations; even if individuals are in remote areas they will feel as if they are "a part of the class" not as if they are watching a class take place. This presentation will give you the opportunity to participate in this innovative blended learning classroom for yourself. Get a full understanding of how a blended learning classroom can be more successful than a traditional classroom setting.

As a dual Red Seal journey person, *Greg Ryan* teaches both HDET and TTM students. He joined the College two years ago after ten years in industry. Greg has revolutionized instruction for advanced students by using technology to educate those in isolated areas.

Attitude in Using Cooperative Learning in ESL classroom: Perceptions of Technical Students (Research Paper)

Nurhazeleen Bashah (Politeknik Merlimau Melaka, Malaysia)

Technical educations benefit students directly by before and after graduation. By inculcating cooperative learning in ESL classroom among the Technical students, it motivates the students to get involved in their learning by engaging them in problem-solving activities that construct knowledge. This paper aims at investigating the Technical students' attitude in using cooperative learning in ESL classroom and explores the students' views on the use of the cooperative learning. The findings reveal the improvement of the students' performance in ESL classroom and positive feedback from the students on the use of cooperative learning activities. The study provides some pedagogical implications and suggestions for further investigations. It points out to the fact that cooperative language learning provides students with the necessary social and academic skills, promoting productivity and achievement, which are also the aims of communicative language teaching. The survey results can be used to give further implications for the creation of ESL curriculum especially in TVET.

Nur Hazeleen is an English Language Lecturer. She is a final year postgraduate student of TESL in Malaysia National University. Her research interests are on Learning styles and strategies focusing in ESL classroom, sociolinguistics and language learning as well as psycholinguistics in Education.

Business Transformation and Innovation Through Storytelling (Research Paper)

Ginger Grant (Sheridan College, Canada)

The demand for innovation within organizations is a world-wide concern. In order for innovation to occur, creativity must first be unleashed in the individual. Education is under heavy criticism for failure to produce the workforce needed to meet the innovation challenge. The solution lies in human imagination.

Many have tried to 'teach' creativity which results in a prescriptive focus on tools and process but has limited if any, emotional engagement. Emotion is a necessary component as the creative drive is intrinsic, it originates from within. In order to increase innovative capacity in our organizations, we need to first increase creative capacity in individuals.

Further, creativity is personal; so the student dictates the context of reflection and explores the belief system that motivates exploration of the creative force. This is a constructivist approach to learning that seeks to transform the learning experience by having the student engage with their own story.

Ginger Grant is a Professor in the Faculty of Business at Sheridan College. She received her PhD from Pacifica Graduate Institute and is a member of the Stanford "Creativity in Business" teacher/trainer team. Her research interests include design-driven innovation and experiential learning.

Career Counselling, Vocational Guidance and Evolution of ACVG in Pakistan (Research Paper)

Sabeen Imran Ahmad (Punjab University, Pakistan)

Career counselling and vocational guidance has become an extremely important field for human resource development. Guidance and counselling services in technical and vocational education are important for the education system and to the labour market. The vocational training situation in Pakistan is not remarkable as compared to other countries (Mustafa, Abbas, Saeed, & Anwar, 2005). Political instability, out dated curricula and lack of industry and technical education linkage are the main problems in the country (Shah, 2010). Unfortunately, there is no proper mechanism of formal guidance and counselling concept in our institutions neither there is an appointment of full or part time counsellors (Azeem, Mehmood, & Rashid, 2011). This research project is focusing on the need of career guidance in vocational and technical education by elaborating the current system of Pakistan. Also it is focusing on the evolution of first ever association of career and vocational guidance (ACVG) in Pakistan.

Sabeen Imran Ahmad is lecturer by profession and working with Punjab University since last seven years. She has done Masters in Public Administration with majors in Human Resource Management. She is also member of association of career counsellors and vocational guides (ACVG) of Pakistan.

Careers Advisors as Change Agents and Innovators (Research Paper)

Abdulridha Jaffar Dismal and Christine Elizabeth Coutts (Bahrain Polytechnic)

The Kingdom of Bahrain seeks to make Bahraini youth the employees of choice, posing major challenges for Careers Advisors in counselling and supporting students to plan for their futures in a way that contributes to the economic development of the country.

Careers advisors, school principals, industry and governmental agencies shared information and considered ways to collaborate at a forum. Stakeholder focus groups, surveys and interviews were then held to consider the availability and usefulness of Bahrain's labour market information. This research also revealed that Careers Advisors face many difficulties, including accessing reliable information about government plans and employer needs. Some innovative ways to overcome these and other obstacles were reported. Of particular interest was the degree of influence that parents play in student career decision-making in Bahrain.

Chris Coutts (Ed. D., M.Ed.Admin., (Hons), B.Sc) brings a wealth of educational leadership experience from NZ. She is Executive Director at Bahrain Polytechnic. Her research interests include Drop-out, Transition, Enterprise Development, Labour Market Intelligence, Employability Skills, & Problem Based & Work Integrated Learning.

Abdulridha Jaffar Dismal- No Bio Available

Competency Based Teachers' Education: Single Entry, Multiple Exit! - A Paradigm Shift of TVET Teachers' Development in Bangladesh (Research Paper)

Md. Serajul Islam (International Labour Organization, Dhaka, Bangladesh)

This paper investigates the different exit options of TVET teachers' qualifications of the new Competency Based Teachers Education (CBTE) system to deliver TVET program in Bangladesh.

The CBTE program consists of twelve units of competencies which have five learning fields including learning environment, learning materials, training delivery and assessment. The program includes 20 day face-to-face training plus self-study time within three months. It is a National Certificate-IV level program under National Technical and Vocational Qualification Framework (NTVQF) of Bangladesh.

The key innovation of the new program is the multiple exit options and qualifications. Participants who enrolled in the NC-IV program s/he would be able to obtain a range of qualifications e.g. Competency Based (CB) Trainer, CB Assessor having statement of achievement without completing full NC-IV.

This is a paradigm shift of traditional teachers centered into learner centered TVET delivery system in Bangladesh which may replicate in other TVET system.

Mr. Md. Serajul Islam has been working as Program Officer at ILO-TVET Reform Project Bangladesh for five years. He is an expert in planning, designing and implementation of educational programs for 18 years. He has been making important contribution to the current TVET reform in Bangladesh since 2008.

Creating Innovation through International Collaboration (Workshop)

Melanie Relton and Helen Kidd (British Council, United Kingdom)

This session will explore through case studies and group work the benefits of international collaboration partnerships in the area of technical education and their contribution to innovation.

The session will showcase the experience of existing international partnerships between centres of vocational excellence in the UK, the MENA region and more widely worldwide. The session will combine short presentations followed by round table discussion with participants that will further explore the benefits of partnerships. The session findings will be captured in a report that will be made available to CNA-Q for dissemination.

Helen Kidd- No Bio Available

Melanie Relton is the Skills for Employability Regional Manager, MENA. For over four years Melanie has been responsible for managing British Council's skills work in MENA. Over that time, skills have grown to become a major element of British Council's education offerings in the region.

Creative Community: The Power of Giving (Presentation)

Paula Hayden and Kevin Pittman (College of the North Atlantic-Qatar)

The Advanced Writing Centre of the College of the North Atlantic - Qatar is designated by the College to develop and deliver a slate of Community Outreach Workshops, expanding on the traditional idea that writing centres are internal resources exclusively for students and faculty. The workshops are advertised in mass media inviting people to register at no cost. The workshops range from how to write letters of application for university entrance, to business proposals to journaling, short novel writing and scriptwriting for film. The workshops have been an unqualified success in terms of community response; participants' feedback confers a wider validation of the importance of writing and its potential for professional and personal development, which is all the more significant, given the EFL context of Doha. This presentation asserts that these are legitimate extensions of the core missions of the Writing Centre and its host institution, and shares the story of the impact of the experience on participants

Paula Hayden spearheaded the CNAQ-AWC community outreach program and continues to be inspired and humbled by new writers who share their work so openly.

Kevin Pittman is a Writing Mentor and current MENAWCA Vice-President. Kevin's professional background includes publishing and film production.

Design for the times: using course management software systems.

Kate Sutton Jones (ESS Jay Consulting)

This participatory session will introduce course management software systems, outlining the benefits of various platforms. It will demonstrate how to infuse CMS into existing practice through blended learning or fully online courses. Benefits such as the 24/7 access to course related materials, drop boxes for assignments, online quizzes, use of academic analytics and resources linked with integrated communication and discussion areas will be included. Participants will be invited to discuss the pros and cons of the most widely used CMS systems - both fee for use and open source. They will also have the opportunity to experience ways to connect with other educators around the world to enhance teaching, develop collaborative learning experiences for students and close the gap between those who are connected and those who aren't.

Kate Sutton Jones specializes in curriculum design, program development and technology infusion. Working with partners worldwide, she provides leadership in developing connected classrooms. Ms. Sutton Jones received a Bachelor degree from McGill University, a Masters from UBC and is currently completing her doctoral work at Walden University.

Does real time video conferencing offer the same quality of instruction as an in classroom environment for first year college students? (Research Paper)

Ranjan Patro (College of the North Atlantic, Canada)

Videoconferencing has been used as a form of education for more than 20 years. Though its existence in education has been documented for this time, it remains to be proven if videoconferencing (VC here after) can be considered equivalent to classroom teaching at the post-secondary level.

This study reports the statistical analysis of formal standardized summative evaluation for Physics and Psychology courses offered concurrently and synchronously via VC and in class. The data was recorded over three consecutive years. Student test scores and prior academic achievements will be presented and both a qualitative and quantitative investigation of defined variables will be discussed. Results show that there is indeed a difference in the quality of instruction and, with some specific treatment of these differences potential improvements to video conferencing are articulated.

Ranjan Patro is with the Department of Physics at the College of the North Atlantic, Happy Valley-Goose Bay campus.

Effective Entrepreneurial Pedagogical Skills to Promote Entrepreneurial Intentions among the Students of Technical and Vocational Education in Punjab (Research Paper)

Muhammad Zaheer Asghar, Government Staff Training College, Murree, Lahore, Punjab Pakistan

The aim of the research is to adapt a curriculum and effective pedagogical skills for the entrepreneurial cognition development of the technical and vocational education students. Objective of the Research is based upon research question as following; to assess the impact of entrepreneurial knowledge; skills; and values on the attitude; perceived behavioral control; and subjective norms of the learner's towards entrepreneurial intentions.

It is a mixed type of research, both qualitative and quantitative research methods will be applied. Teachers of Technology Colleges will also be trained for effective entrepreneurial pedagogical skills to deliver KAB curriculum. Qualitative interviews will be analysis using Nvivo software. T-test, correlation and regression will be applied for analysis. Structural Equation Model (SEM) will be applied. The study will be helpful for TVE administrators, institutions and policy makers and curriculum developers for the development of programs to enhance entrepreneurial mind set of the students.

Mr. Zaheer is a PhD candidate. Currently he is working as a master trainer for the training of principals and teachers of technology colleges in the Punjab province of Pakistan. He is also the chief consultant for the development of a five year TVE strategic plan for Punjab

Effective Training Needs of Technical College Students for the Realization of Vision 20:2020 of the Federal Republic of Nigeria (Presentation)

Ugochukwu Chinonso Okolie (Ebonyi State University, Abakaliki, Nigeria)

Amidst various reform agenda policies, development plans and programmes, vision 20:2020, seven-point agenda and host of others, Nigerian leaders have articulated the vision, which target to catapult Nigeria into the league of the first global 20 economies by the year 2020. This paper highlights the effective training needs of technical students for the realization of vision 20:2020 of the Federal Government of Nigeria. It defined technical college as that aspect of Technology Education meant for production of craftsmen and master craftsmen; subjects offered in technical colleges leads to award of National Technical Certificate (N.T.C) by National Business and Technical Examination Board (NABTEB) to graduates who will be self-employed and contribute towards realizing Vision 20:2020 of Nigeria. It discussed major factors that retard effective training of college students such as low level

industrial development, poor learning conditions etc. Possible ways of improving the training needs of technical college students were suggested.

English for Employability Project (Presentation)

Adel Ali (Vocational Training Centre Bach, Tunisia)

Research carried out into Tunisia's English language needs for the professional world over the last four years identified English as a strategic priority for employability's future. The English for Employability (E4E) project was launched as a response to this need. The goal of this project is to improve the quality of vocational English training and through this the employment prospects for Tunisian youth in vocational education.

In my presentation, I will highlight the key phases of the project including teacher training and train the trainer stages with emphasis on the Teaching Knowledge Test (TKT) program. This program improved our teaching methods and professional confidence and prepared us for the phase of Curriculum development and Materials design.

I will demonstrate how this partnership between the British Council Tunisia and the ATFP (Tunisian Agency of Professional Training) in the E4E program influenced the teaching and learning in vocational education in Tunisia.

Adel Ali is a master trainer of English. He has been teaching ESP in a vocational training centre in Tunisia for over 14 years. He had worked as instructor of petroleum and business English in British Gas Tunisia for 8 years before joining the Tunisian Agency for Vocational Training.

Entrepreneurship Education and Youth Employability in the Arab Region:

Building National Capacities and Sharing of Experiences(Invited speaker session)

Sulieman A. Sulieman,(UNESCO Regional Bureau-Beirut), Lisa Frielburg (UNESCO-UNEVOC International Centre for TVET-Bonn)

Entrepreneurship education is a useful strategy for addressing growing needs in the Arab region for youth employment, providing learners with knowledge and competencies that empower them to face socio-economic challenges and changes throughout their lives. Promoting and fostering Entrepreneurship Education contributes to the achievements of the Education for All (EFA) campaign, TVET Strategy (2010-2015), and the Third International Congress on TVET Recommendations (Shanghai, May 2012), with focus on how can the education system foster better skills and competencies needed in the world of work and life in general.

Entrepreneurship Education (EPE) in the Arab States (2009-2012) is a joint project between UNESCO Regional Bureau for Education in the Arab States-Beirut, the UNESCO-UNEVOC International Centre for TVET-Bonn, and the StratREAL Foundation, UK. Component One focused on the collection, systematization and dissemination of innovative and successful experiences of EPE from different countries of the region (2009–2010). Four country case studies of Egypt, Jordan,

Oman and Tunisia, as well as a regional synthesis report, were prepared and published highlighting the national and regional contexts and expectations of EPE in the Arab region. The emphasis of Component Two has been on providing technical support for the development of strategic plans to facilitate the incorporation of the EPE concept in the education systems of the Arab region (2010–2012), focusing on the development of national and regional strategies for EPE, placing prominence on Policy and Coordination; Curriculum Development; Teacher Education and Training; and Networking and Connectivity. Jordan, Lebanon, Morocco, and Oman were selected for Component Two of the project. The project has been successful in placing the integration of EPE in the education system at the forefront of the government agenda, and many initiatives have been taken to further develop the EPE concept and ensure effective implementation.

In Lebanon (as example of the four countries participating in Component Two of the Project), UNESCO, ILO, and ETF are having a joint effort with the Ministry of Education and Higher Education in linking Entrepreneurship Education and Learning to the National Qualification Framework (NQF), in order to promote youth employability in various sectors of the economy (i.e. tourism and services). The government is taking initiatives to develop long-term strategy for such actions, involving both Public and Private Sectors.

UNESCO and the Ministry of Education/TVE Centre of Excellence in the Kingdom of Bahrain organized a Regional Workshop on Entrepreneurship Education in the Arab States (Manama, Kingdom of Bahrain, 10-12 December 2012), to promote exchange of innovative curriculum guidelines and teachers training materials in both general education and TVET programmes. The use of ICTs and websites will facilitate better communications between education and training institutions, with leading role for UNEVOC Centres in the Arab countries.

UNESCO Regional Bureau-Beirut and UNESCO-UNEVOC International Centre on TVET-Bonn are taking steps with three institutions in the region to facilitate National, Sub-Regional, and Regional Cooperation on Entrepreneurship Education:

- Educational Research and Development Centre (CRDP), Lebanon;
- National Centre for Vocational Guidance (NCVG), Oman; and
- Virtual University of Tunis (VUT), Tunisia.

The paper will highlight other areas of cooperation, as part of UNEVOC Network in the Arab region, taking note of project achievements in Jordan, Lebanon, Morocco, and Oman in the following areas:

1. Policy and Coordination;
2. Curriculum Development;
3. Teachers and Instructors Training; and
4. Networking and Connectivity.

Evolution of a College-Based Applied Research Enterprise (Presentation)

Raymond Peter Hoensen, (Red River College, Canada)

Applied research has evolved from "side-of-the-desk" to a formal enterprise within Canada's college system. Reflecting the economic development mandate of the Canadian college system, coupled with federal policy shifts to support industrial innovation; and driven by both the vision of RRC leadership and a grassroots desire by College faculty to engage in applied research, a vibrant applied research and innovation environment has been built at RRC. The resultant research enterprise has supported over 50 local, regional, national and international partners; and now

is achieving critical mass with \$25+ million in research infrastructure, six Research Centres, three Research Chairs and an annual research budget of \$2+ million.

The keys to success have included:

- * visible senior/executive leadership and support;
- * buy-in by Schools, faculty, staff and students;
- * responsiveness to community needs;
- * flexible intellectual property practice to enable economic development;
- * supportive government policies;
- * experienced staff; and
- * focus.

Ray Hoemsen, P. Eng., has specialized in “The Business of Science™” for over 25 years. Since his appointment as founding Director of Applied Research & Commercialization at Red River College, a well-respected applied research enterprise has evolved which is recognized as a Canadian leader.

Experiences from College of the North Atlantic - Newfoundland & Labrador, a Leader in Distributed Learning (Presentation)

Thersea Pittman (College of the North Atlantic, Canada)

Newfoundland and Labrador, the easternmost Canadian province, is a leader in distance education at the community college level. With a population of approximately 515,000 and 700 geographically dispersed communities, innovation in education has been crucial for advancement of the province and its economic prosperity. In 1998, College of the North Atlantic was well ahead of the global curve in creating a Distributed Learning Centre pilot project. The mission was to develop online courses and programs that provide opportunities for learners living in rural areas or those who may be constrained by barriers of location, time or circumstance. For the past 14 years, Distributed Learning has experienced strong and steady increase in enrollment in college courses, due in part to its innovative use the latest technology tools to provide a richer teaching and learning experience for faculty and students. The key elements to this success will be highlighted and examined.

Theresa Pittman is the Chair, Office of Distributed Learning, College of the North Atlantic, NL. In this capacity, she provides strategic leadership and operational management to technology-enabled distance education initiatives. Theresa has a B.Commerce, B.Post-Sec. Ed. & Master of Ed.(IT).

Faculty-run Instructional Development: Instructional Skills Workshop (Presentation)

Cheri MacLeod and Cynthia Welsh (College of the North Atlantic-Qatar)

This presentation will provide participants with information about an effective faculty-run program for instructional development called the 'The Instructional Skills Workshop' [ISW] and new 'educational technology' version of the ISW, the ISW 2.0. Facilitators will also share their experiences using the ISW with TVET faculty at a technical college in the Middle East.

Participants will

- * learn about the beginnings of the ISW in Canada, its expansion and the application of this training model in a college setting,
- * the development of a new follow-up called the ISW 2.0 focusing on educational technology in the classroom
- * view, or join in as an active participant in an ISW component [the mini-lesson and feedback cycle],
- * review their ideas on if the ISW could fill a need at their institution,
- * receive resources and contact information on how to bring the ISW to their institution.

Cheri MacLeod, PhD, is a Teaching Specialist in Learning Technologies at the Teaching and Learning Centre, CNA – Qatar

Cynthia Welsh, MEd, is a Teacher Certification Specialist at the Teaching and Learning Centre, CNA – Qatar

Finding the Answers: Research Assistant Training in Qatar (Invited speaker session)

Sarah Inkpen, Tanya Lopez and Andrea Comeau (College of the North Atlantic- Qatar)

In 2010, College of the North Atlantic-Qatar developed a research assistant program with curriculum designed for post graduate training in a cohort-based program. The growing demand for applied research skills in Qatar was the catalyst for the development of this unique continuing education certificate program. The launch of the Qatar National Research Fund and the release of the Qatar National Vision 2030 document were important indicators of the need for this program. Now in its third cohort delivery, the program continues to evolve while answering and meeting challenges for quality research professionals. Opportunities for research practicums exist internally at CNAQ and externally within various industries in Qatar. These opportunities ensure the program's continued success for future cohorts. This panel presentation will highlight the cohort model and success of individual participants. Challenges of using the cohort delivery model will be discussed, as well as issues with incorporating culturally relevant learning materials.

Sarah Inkpen is a math instructor at the College of the North Atlantic-Qatar. She has won awards for innovation in education. She has an international research and teaching background.

Tanya Lopez is a Program Development Coordinator at College of the North Atlantic – Qatar. Her educational background is in Sociology and Adult Education. She has extensive experience in institutional research and has been involved in a number of social research projects over the past ten years.

Andrea Comeau celebrates 10 years as a communications instructor at the College of the North Atlantic in Qatar. With a diverse employment background including supply chain management, life skills coaching, and literacy program management, she brings her own unique perspective to teaching in the Gulf.

From Policy to Practice: Transforming Tanzanian TVET (2010-2013) (Presentation)

Heidi Janes (Fisheries and Marine Institute, Memorial University of Newfoundland, Canada)

Tanzania has adopted competency based education and training (CBET) as the national TVET strategy. CBET methodologies and tools are seen as instruments to engage students and enable Tanzania's TVET system to produce technically competent graduates.

This session will provide an overview of how Tanzanian TVET is being transformed from a knowledge based, traditional system. Steps in the CBET conversion will be highlighted as will benefits and challenges.

The presenter has worked for three years with an agricultural college in Tanga, Tanzania, where she collaborated with stakeholders to convert traditional curriculum and instruction to CBET. Additionally, she completed a national consultancy on CBET implementation and provided training on CBET approaches/best practices for the 30 senior TVET stakeholders in Tanzania.

The presenter will share Tanzanian TVET/CBET project experience and insights. Participants will be challenged to consider Tanzanian lessons learned as they work to achieve positive educational change in technical and vocational education.

Heidi Janes, M. Ed., is a curriculum development specialist at the Fisheries and Marine Institute of Memorial University, St. John's, NL, Canada. She has significant international work experience, including consulting in and collaborating with technical and TVET stakeholders in Tanzania.

Generation Y: The Perception On Learning Via E-Learning, Facebooking And Blogging (Presentation)

Nurul Ain Md. Zulkifly (Universiti Kuala Lumpur Malaysian Institute of Aviation Technology
Dengkil, Selangot, Malaysia)

Media has taken over the learning process to accommodate the Generation Y preferences where E-learning which comprises all forms of electronically supported learning and teaching, Facebooking which started off as a social networking service and Blogging is a personal journal published on the World Wide Web consisting of discrete entries are now platforms for academicians to communicate with students. This paper examined the Generation Y

perception on learning via E-learning, Facebooking and Blogging. Universiti Kuala Lumpur Malaysian Institute of Aviation Technology (UniKL MIAT) students represented the Generation Y. This research explored the media usage frequency in learning process, suitability of the media in learning process and ability of the academicians to control censorship. Data was gathered by distributing the questionnaires using convenient sampling among UniKL MIAT Bachelor and Diploma students. Thus, this research is very helpful in understanding the needs of the students to assure a colourful learning process.

Nurul Ain Binti Md. Zulkifly has been teaching English for almost 13 years. She graduated with Masters in Corporate Communications from Universiti Putra Malaysia in 2007. In 2000, she graduated from UPM with a Bachelor of Arts (English). She is a qualified Rater for Air Traffic Controller (ATC) and Pilot.

Giving Students a Voice to Achieve Positive Change: Using Appreciative Inquiry to Maximize Student Learning (Workshop)

Paul MacLeod (College of the North Atlantic-Qatar)

This workshop discusses the experiences of the author using Appreciative Inquiry to enhance student engagement and learning. It will first, briefly, address the underlying principles of Appreciative Inquiry before participants are shown how to utilize a strengths-based approach in the classroom. Participants will then work through their own individual, mini-inquiry. The workshop will conclude with a question and answer session. Participants will learn about what Appreciative Inquiry is, how to use it in the classroom and will gain hands-on experience using the techniques discussed. This session will be useful for anyone interested in learning new and innovative approaches to boost student engagement and learning.

Paul MacLeod is a certified Appreciative Inquiry facilitator. A lecturer in the Language Studies Department at the College of the North Atlantic-Qatar, he is completing his doctorate in educational leadership. His research interests include Appreciative Inquiry and academic integrity.

Helping Life Long Palestinian Refugees through Vocational Training (Invited speaker session)

Samar El Yassir

The Palestine Youth in Lebanon have endured years of hardship since their displacement with the latest being the conflict of 2007 in Nahr El Barid in Northern Lebanon which left the majority of the camp in ruins, and many refugees without work or income.

Our project that started in 2010 in the camp has been the focus for hundreds of these Palestinian refugees and their glimpse of hope for a better work opportunity and a better living. *Enhancing vocational training in Nahr El Barid*

Camp for the Palestinian youth is helping the youth to gain specialized and practical knowledge to become independent and find good jobs. With extremely high drop-out rates in the camps, vocational training is often the only remaining pathway to decent employment. As such, it is a critical need for those who have left school. Several NGOs attempted to answer the urgent call for vocational training among youth. However, our study has pointed out a number of deficiencies in the sector and has issued urgent calls for reforms.

Last year, ROTA empowered and supported 70 young men and women in pursuing vocational training in Plumbing, AutoCAD/ 3D Max and Graphic Design. These three trades are in demand, and can secure jobs for these young students. This is a part of ROTA's comprehensive program for building the capacity of VT providers in Nahr El Bared. This year the project is moving further improving vocational training services in local institutions and helping the employability of students.

The main results of this intervention is that 27 vocational instructor have increased skills to deliver courses, vocational training management have increase skills to improve the quality of services offered by their institutions , 200 students receive enhanced vocational training in 4 key professions with market-based likelihood for employment and more than 100 students receive job placement support.

Improving the Productivity of the Qatari TVET System and Workforce (Presentation)

Scott Murray (DataAngel Policy Research Inc., Canada)

Our analyses of PISA data for Qatar suggest that the majority of Qatari TVET students lack the advanced literacy and numeracy skills needed to acquire new technical skills and knowledge efficiently and to apply them to a globally competitive level once they enter the workforce.

Our presentation will provide attendees with:

an overview of the national framework that has been developed to guide skill up-grading initiatives in Canada's TVET system;

an overview of the web-based adaptive tools that the Government of Canada has developed to assess key skills rapidly and reliably;

a summary of four national projects that have used the national framework to realize significant skill gain.

Our goal will be to suggest how Canadian institutions might help Qatar apply the approach and tools to improve the productivity of TVET investments.

T. Scott Murray, President, DataAngel Policy Research and Adjunct Professor, University of New Brunswick. retired Director General of Statistics Canada, expert in the assessment and remediation of reading skills and on policies related to skill and productivity growth.

Innovations in technical training provision in the South African Clothing Industry (Presentation)

Hoosen Rasool, FR Research Services Durban, Kwa Zulu-Natal, South Africa

The purpose of the presentation is to produce an innovative model for delivery of technical training to workers in the South African Clothing Industry. The industry requires a considerable injection of skills to become globally competitive.

Due to financial constraints it is necessary to develop a training delivery model that ensures high quality training without the inherent cost risks of maintaining an expensive infrastructure.

The presentation recommends the Platform Model for the local clothing industry based on a two-sided network, entailing a triangular set of market relationships to deliver integrated training offerings. On one side of this network are specialist training providers. On the other side are manufacturers needing training services. The need for these two groups - the network's "sides" - to interact with each other efficiently creates the opportunity for the emergence of Platform Intermediaries.

Hoosen Rasool is a researcher and management consultant for FR Research Services. He focuses on aligning TVET Colleges to the demands of local labour markets. He is an advocate of building labour market research capacity in TVET Colleges for decision-making and training investments.

Innovative Learning with iPads (Workshop)

Khalid Omar Yassin (Aspire Academy, Qatar)

This workshop is designed for all educators and subject teachers, seeking innovative ways to make the most out of iPads in teaching and learning, or would like their students to use iPads more in classrooms. iPads inspire creativity and hands-on learning with features that are not found in any other educational tool used in the classroom. During this workshop the presenter will acquaint participants with an extremely cool application which allows some highly interactive sessions to happen between them and their students. Such a tool will definitely change the way teachers use iPads in their classrooms. The workshop will show teachers, through hands-on examples and interactive demonstrations, how this application turns classrooms into an engaging learning environment; and, it will teach them ways to integrate this amazing resource into math, languages, social studies, science and any other subject across the curriculum. This is a bring-your-own iPad workshop.

Khalid Omar Yassin is currently a mathematics teacher at Aspire Academy, Qatar. His main focus is on using technology-based tools to support learning in and outside the classroom. He has a Bachelor's degree in Mathematics and followed it with an MBA. Khalid is active in the area of teacher training.

Instructor Tutoring in the Classroom: A Merger of Domains (Research Paper)

Edwin Balsom (College of the North Atlantic-Qatar)

This presentation draws on ideas explored in "Tutoring," an on-line article by Heisawn Jeong (2013) that examines past and current research on the effectiveness of traditional tutoring sessions in relation to classroom teaching. The presentation advocates for a merger of the two domains of teaching and tutoring, with a focus on writing as a subject. Studies indicate that tutoring is a more effective teaching approach, but one generally relegated to ancillary status in the classroom. Also, instructors already have a discrete set of tutoring skills, but these are often underutilized or ineffectively employed. Through strategic lesson planning, technical and vocational instructors can engage students in the basic tutoring structure of one-on-one or small group discussions, although peer and electronic tutoring will also be mentioned. Overall, the merging of the domains of teaching and tutoring in the classroom enables students to understand concepts heuristically so they become more effective learners.

Dr. Ed Balsom has been a CM instructor at CNA-Q since 2002 and a tutor in the Advanced Writing Centre since 2011. His research areas include writing and student-centered learning.

Investigating the Implementation of Blended Learning Instruction in Mathematics Foundations at Higher Colleges Of Technology (Research Paper)

Manuel Tablante Eusebio (Higher Colleges of Technology (Abu Dhabi Men's College)
Abu Dhabi, United Arab Emirates)

This study examined the implementation of blended learning instruction in Mathematics Foundations at Higher Colleges of Technology (HCT). Utilizing case study design, quantitative data on Foundation Mathematics students (both from the predominantly online blended class and the predominantly face-to-face class) were generated from archival records and through survey questionnaire while qualitative data were drawn via teachers' narratives and interview of selected students. Results showed that predominantly face-to-face blended model is appropriate to Mathematics Foundations in Higher Colleges of Technology. The study concluded with a blended learning instruction model taking into account learners' academic performance and both teacher and learner's evaluation of the online component of the course.

Manuel T. Eusebio is a faculty member in mathematics at the Higher Colleges of Technology (ADMC).

iPad Learning Workflows - reflections and technology integration (Presentation)

Helene Christina Demirci (Higher Colleges of Technology - Abu Dhabi Men's College United Arab Emirates)

The purpose of the presentation is to describe how using iPad learning workflows can enhance the iPad learning experience and heighten student engagement by creating learning pathways that bring the whole iPad learning experience together in a final creative piece that can be shared with others. This innovative method will also contribute to ensuring that students are engaged in the iPad learning pathway in a structured manner and also confirm that the desired learning outcomes are achieved. Teachers will learn how using iPad learning workflows can help them assess the level of technology integration achieved in the classroom.

Helene Demirci is an English faculty member at Abu Dhabi Men's College. She has been teaching English for 20 years in England and Turkey and most recently the UAE. Her interests lie in using educational technology to engage students in learning. She holds an MA in TEFL.

Leader League-Peer Coaching at CNA-Q (Poster)

Nicole Penney, Larissa Thurlow, & Patricia Murphy (College of the North Atlantic Qatar)

The Leader League was implemented in Fall 2011. The guiding principle of the program is "students helping students". This reflects our core belief that students are best positioned to support fellow students as they transition into their roles as a college student.

It is now in its second year of operation and has five student positions providing peer support to CNA-Q students.

The Leader League's main tasks are:

1. Learning Skills Workshop - visiting classes and delivering workshops on skills development and student success strategies
2. Peer Coaching- helping students find resources on campus, assisting with note-taking/study skills, decision making skills, helping new students transition into the role of a college student
3. Hold weekly meetings including setting the agenda, facilitating, time keeping, taking minutes and documenting key decisions made in the meetings
4. Attend bi-weekly coaching sessions to further develop their leadership skills and see the coaching process modeled.

Nicole Penney is Student Counsellor at CNA-Q. Nicole's background is in teaching, counselling and education. Professionally, Nicole strives to support and empower students to reach their goals and potential. Nicole values continuous education and life-long learning and is a member of the Canadian Counseling and Psychotherapy Association.

Patricia is a counsellor with CNAQ. She is well acquainted with working with diverse cultures, having lived and worked in Canada, UK, Africa and the Middle East. She enjoys working with students to optimize their mental

health by providing comprehensive counselling services. Patricia is interested in latest developments in psychotherapy and counselling.

Larissa is an executive coach and organizational development specialist at the College of the North Atlantic Qatar. As an educator, she has extensive international experience in empowering and supporting learners to leverage their strengths to develop and maximize their personal and professional potential.

Leadership and Innovation in Technical and Vocational Education in the United Arab Emirates: Ensuring Student Success (Research Paper)

Rolin Sidwell (Ministry of Higher Education and Scientific Research Abu Dhabi, United Arab Emirates)

The Abu Dhabi Vocational Education and Training Institutes (ADVETI) established by Ruler's Decree in 2007 have employed innovative teaching and learning strategies to achieve the mission of ensuring that graduates are "Work Ready and Ready to Work."

First, ADVETI's leaders know that graduates must be prepared to apply their skills and knowledge in a global environment where understanding the predominant language related to a technical area is essential.

Second, ADVETI's leaders recognized that many Emirati students would benefit from a curriculum that emphasized communication and professional workplace skills development.

This paper will present observations about successful practices based on four years of direct observation of their implementation. It may be expected that elements of these innovative practices might be adapted to the benefit of programs and students in other parts of the world.

Rolin Sidwell: Commissioner Positions: *UDC: Associate Provost: Community College. *Executive Director, ELC which regulates 75 colleges, universities in the District of Columbia. *Education advisor to 3 DC Mayors. *CFO, Deputy Director, Office of Postsecondary Ed., DC. *English Professor

Learning on the Go - Mobile TVET (Workshop)

Mervi Jansson-Aalto (Omnia, The Joint Authority of Education in the Espoo Region, Espoo, Finland)

This workshop focuses on how to make the most of mobile devices in technical and vocational education and training. The best practices demonstrated in the workshop have been tried and tested in Finland, where vocational education is the number one choice for over 50 % of the youth.

Tablets and other mobile devices have been used in Finnish vocational education and training for the past two years with excellent learning outcomes. Media rich content and the social aspects of learning have clearly increased motivation and promoted higher order thinking.

However it's not just about students having devices. In order to achieve better learning outcomes, teachers need to

understand that changes in technology also mean changes in pedagogy. In this workshop participants will be introduced to how technology has been successfully integrated into the curriculum followed by a hands-on session where participants will design a new learning experience.

Ms. Mervi Jansson-Aalto, MBA, Specialist in competence-based qualifications, Head of Learning Solutions, Omnia has extensive experience in developing technology enhanced learning environments. Her work has been recognized in the WISE book *Learning a Living -Radical Innovation in Education for Work*.

Lights Camera Action- Life after PowerPoint! (Presentation)

Glenn Cake (Qatar Canadian School)

Photostory 3 for Windows is the ideal tool for teachers and students to enhance presentation. This free software allows for visual creativity in any subject matter. Participants will learn how to create slideshows using personal digital photos or pictures from the internet.

Once the timeline is built, digital storytelling authors can add in special effects, soundtracks, and their own voice narration to your photo stories. These creations can be further personalized with titles and captions. The hidden beauty of this is that the final product WMV- small file size which can be viewed on any Mobile-based portable device. Participants of this session will learn how to integrate such short films into their curriculum.

Glenn Cake has over 20 years of teaching experience. Most recently, he worked with the Centre for Distance Learning and Innovation in Newfoundland, Canada. His teaching took place via distance using a virtual classroom and Learning Management system. Currently, he is teaching IT at QCS in Doha.

Making it Happen: Leading and Learning to Enhance the Academic Quality Culture of a VET Provider Organization (Research Paper)

Christina Hong (Southbank Institute of Technology Brisbane, Queensland, Australia)

This paper presents a case study of the changes and innovations being undertaken at one VET provider organization in Queensland, Australia to reform and enhance the academic quality culture of the institution. The presenter, in her role as the SBIT Deputy Chief Executive with responsibility for academic quality and strategy, responds to the identified need for leaders to share their stories about what they do and what influences shape their work.

Contextualized within a dynamic Australian VET sector, this case study tells the developing story of an institution that is moving towards a more project-based, outcomes-focused and evidence-based orientation. It is anticipated that the telling of this institutional story will inform and precipitate dialogue between providers across a variety of VET settings as to how the challenges of academic quality are both led and managed.

Dr Christina Hong is the Deputy Chief Executive Southbank Institute of Technology, Brisbane, Christina is a career educator across school, VET and higher education with a record of international publications and presentations and has served as a visiting professor in the USA, Hong Kong and Korea.

Methods to Assist Math Students Individually (Poster)

Catherine O'Brien (College of the North Atlantic – Qatar)

This poster will explain some of the methods used at the College of the North Atlantic - Qatar to assist students of mathematics on an individual basis. It will include help from the instructor as well as methods students can use anytime of the day to help themselves.

Catherine O'Brien is the Coordinator of the Mathematics Help Centre at the College of the North Atlantic - Qatar. Previously, she has worked in Toronto, China, India and Nigeria at both secondary and post-secondary schools.

Motivation and Engagement: Adding Variety Without an On Button (Workshop)

Sherry Ruth and Jane Pringle (College of the North Atlantic – Qatar)

Technical education - is it only software, apps, laptops and tablets? In the race to have our classrooms keep pace with technology, the danger may be an increasing focus on screen-time to the extent that other effective learning tools are overlooked. This workshop will present a wide variety of simple tools - such as coloured blocks, foam balls and Mood Dudes - and demonstrate how they can be effectively incorporated into today's technology-driven classroom. The workshop will provide many adaptable ideas on how to use these tools in the classroom to engage students' senses, capture students' interest and maximize learning.

Sherry Ruth is an instructor and Student Success Program Developer at CNAQ.

Jane Pringle has taught in China, Canada, and for the last 9 years in the Gulf Region (UAE and Qatar). Currently at CNA-Q, she is an Instructional Coordinator for beginner level FL courses, of which an important aspect is Student Success and the preparation of students for a successful educational experience.

No Health Without Mental Health: Qatar's Strategy

Suhaila Ghuloum (Hamad Medical Corporation, Qatar)

Mental health services in Qatar are going through significant transformations to achieve the best standard of care for patients, whereby the right treatment is provided to the right person at the right time and place, across the lifespan. Recognizing the importance of mental health as a contributor towards the general health of the population of Qatar, the Executive Committee of the Supreme Council of Health endorsed the National Mental Health Plan for Qatar and mental health is now one of the top priorities for the National Health Strategy of the country.

In this presentation, I will give a brief background of the progression of psychiatric services from past to present. I will talk about existing challenges, aspirations, and achievements. I will describe the future plans, and all the ongoing efforts towards translating the strategy into real practice. The Department of Psychiatry at Hamad Medical Corporation is currently the primary provider of mental health services; my presentation will cover clinical, academic, and research activities at the department. I will also give an overview of how the plan will affect other sectors at a national level.

Dr. Suhaila Ghuloum is a Senior Consultant Psychiatrist at Rumailah Hospital and Assistant Professor at Weil Cornell Medical College- Qatar.

Occupational Standards Quality Procedure (Research Paper)

Henning Klaffke (Hamburg University of Technology, Hamburg, Germany)

The Hamburg University of Technology has invented a quality procedure to guarantee the matching of occupational standards to the level of work needed in different regional labor market. Core of the quality procedure is a pilot test. The development of the pilot test refers to classical test theory and contains multiple-choice test items. Thus this pilot test has been distributed to app. 40 skilled workers in order to validate the test items and the specifications of the standard.

Two different research methods which had been applied in various countries are the basis for the quality procedure. The results are the foundation to review and restructure occupational standards. This research paper will introduce the scientific approach of the quality procedure based on best practice results of one occupation. Matching the quality of occupational standards to the labour market is an important and first step to develop high-quality educational and assessment standards.

Henning Klaffke is a vocational researcher at the Institute of Technology, Work Processes and Vocational Education of the Hamburg University of Technology. His research field is International Vocational Education Research and Analysis of Work Processes.

One Side of the Equation (Research Paper)

Hussain Ebrahim Seroor and Chris Coutts (Bahrain Polytechnic)

Student Services at Bahrain Polytechnic support Students' leadership and career development through mentoring, coaching, advising and counselling. Student Services work closely with Faculties to ensure a coordinated approach to meet student needs. In collaboration with industry partners, the Polytechnic ensures that its students receive a quality educational experience that develops the technical and employability skills that will open the door to rewarding career opportunities. Students are encouraged to make the most of the opportunities available to them to develop themselves as leaders and as citizens.

Research conducted in Bahrain showed that students' decision making about careers is not well connected with the needs of the labour market. However, this is only one side of the equation. A major factor to be considered in maximising a student's potential is the matching of their strengths and interests with available jobs, including the opportunities to become self-employed.

Chris Coutts brings a wealth of educational leadership experience from NZ. She is Executive Director at Bahrain Polytechnic. Her research interests include Drop-out, Transition, Enterprise Development, Labour Market Intelligence, Employability Skills, and Problem Based & Work Integrated Learning.

Hussain Ebrahim Seroor- No Bio Available

Outbound Train: The Instructor Support Project, Universal Design for Learning and the Role of Technology (Research Paper)

Donnacha John Paul Cavanagh (College of the North Atlantic-Qatar)

The paper discusses the changes in learner characteristics of students at the College of the North Atlantic (Prince Phillip Drive Campus) and the necessity to adapt instructional methods to meet the needs of diverse learner groups. The primary focus was on increasing the use of technology in instructional materials through the theoretical framework of the Universal Design for Learning principles. A qualitative needs assessment was conducted through instructor interviews and surveys, instructional strategies and materials were developed and a pilot project was implemented for a six week period.

Donnacha Cavanagh is a Communications Instructor at CNAQ. He is in his eighth year of instructing adults in diverse locations such as: Qatar, Newfoundland, Korea, Western and Arctic Canada. Before teaching he worked as a cook in the Canadian Navy. He lives in Doha with his wife Erin and son Dillon.

Perceptions of Undergraduate and Postgraduate Students towards the Challenges and Opportunities of Blended Problem-Based Learning (PBL) for Distance Learning in Career and Technical Education (CTE)

(Research Paper)

Desmond Neil McKenzie (University of Technology, Jamaica)

This study assessed the undergraduate and post graduate students' perceptions of the challenges and opportunities of blended Problem-Based Learning (PBL) for distance learning in Career and Technical Education (CTE) in a selected university in Kingston, Jamaica. A total of forty-three (43) registered university students were randomly selected and used as the sample for the study. Three research questions guided the study. One set of questionnaire, consisting of twenty (20) items with ten (10) using a 5-point Likert's type response pattern ranging from Strongly Disagree (SD) to Strongly Agree (SA), was used to collect data from the respondents on the perception of the challenges and opportunities of blended PBL for Distance Learning in CTE in the selected university. Frequency Tables, Percentage Counts, and Statistical Mean analysis were used on the computer software Predictive Analytics SoftWare (PASW).

Desmond N. McKenzie holds a Bachelor of Education Degree (honours) in Industrial Technology with a major in Mechanical Technology. His desire is to become an implementer of change in the perception of TVET through substantial graduate work in the field.

Personal Growth Initiative and Self Esteem as Predictors of Academic Achievement among Students of Technical Training Institutes (Research Paper)

Najma Iqbal Malik (University Of Sargodha, Punjab, Pakistan)

The study was carried out to examine the productivity of Personal growth initiative and self-esteem for academic achievement among students of technical training institutes enrolled in BSc IT, Civil, Electrical and Electronics engineering programs. Rosenberg self-esteem scale (Rosenberg, 1965) and Personal Growth Initiative Scale (PGIS, Robitschek, 1998) was used for data collection. The sample 150 students from five different institutions of Sargodha city i.e., Govt. Poly Technical Institute, Hira Poly Technical Institute, University Of Sargodha and University of Lahore Sargodha Campus. Pearson correlation and regression analysis showed that Personal growth initiative and self-esteem has significant positively correlation however only Self-esteem was found to be the predictor of academic achievement. T-test analysis revealed significant gender differences in terms of academic achievement however there were no significant differences found in terms of Personal growth initiative and self-esteem.

Dr. Najma Iqbal Malik is Assistant Professor and Chairperson of Department of Psychology at University of Sargodha, Pakistan.

Personalizing Professional Autonomy in the Tertiary Self Access Center (SAC) (Presentation)

Kirsten Gear, Al Musanna College of Technology, Oman)

Academic death occurs when students are not personally engaged in the learning process. Unfortunately, there has also been research which upholds the informal yet widely held belief that independent study skills are lacking or nonexistent among GCC learners (SQU Conference, 2012). This risks frustration amongst students and resentment amongst teachers thereby creating a toxic cycle of failure for the individual, the community and the region. Taking the stance that it is the duty of the Self Access Center (SAC) to bridge the public domain of the classroom with the private thoughts of students' individual learning behaviour, thereby inciting personal management, responsibility, motivation and leadership, this presentation will discuss how the SAC at Al Musanna College in Oman has successfully accommodated different students' needs by creating a semi-structure, mixed-typology environment where learners-as-clients gain autonomy through self-directed modelling, training, guided self-reflection and metacognitive activities (Gardner and Miller, 1999, pp. 53-55).

Kirsten Gear has been teaching EFL internationally for 10 years. She has a 2-year MA TESOL degree, a PGCE in Tertiary Teaching and Learning, a CELTA certificate and is an IELTS examiner. She is currently working in Oman as the Self Access Center Coordinator at Al Musanna College of Technology.

Practical Career-Life Development and Learning Enhancement Tools for the Busy TVET Professional

(Workshop)

Nigel Phillips (Swinburne University and Career Life College, Melbourne, Australia)

The greatest tragedy in the world is the number of people who get up each day locked out of the ability to achieve their full potential. The link between self-defined career-life success and subjective well-being provides a compelling reason for all educators to possess a toolkit of customisable career-life development tools to best meet the individual needs of their students. Such a career-life toolkit is, perhaps, even more important for those who work in Vocational Education and training.

This workshop will explore the practical application of career-life development strategies, techniques, methodologies and tools to support TVET students define and progress towards their extraordinary.

Leaving this workshop you will have a clearer perspective of the discontinuous forces shaping career-life development and four new tools to support your own and your students' career-life development.

Nigel Phillips is an international consultant who specialises in career-life development coaching. He is the CEO of two companies providing career and vocational education and training. He is also the subject convener for Swinburne University's Post-Graduate Programs in Career Development.

Practical Teaching and its Importance in Teaching Civil Engineering (Research Paper)

Khaled Shaaban (Qatar University)

Students pursuing their civil engineering degree usually learn the theory part in class but may struggle relating theory to practice if the instructor have no industry experience. Engineering graduates can benefit more when civil engineering courses are taught by instructors that have both academic and practical experience. An instructor with industry experience can motivate students, enable them to relate what was learned in the class with the real world, and allow them to start developing their own engineering judgment, which is essential for the successful practice of civil engineering. The paper discusses the importance of practical experience in civil engineering education, problems facing practical teaching, and successful practices in practical teaching.

Dr. Khaled Shaaban is an Assistant Professor in the Department of Civil Engineering at Qatar University. He is a registered Professional Engineer in several states in the US and has been a principal investigator for many research projects that resulted in numerous published papers and presentations.

Proposition of a Content Model for Simulation Based E-Learning (Research Paper)

El Hassan Laaziz (FSTS, Settat, Morocco)

During last decade, there were a growing interest of consortia and E-learning community, to contents integrating simulation as a learning activity. Learning contents based on simulation are widely used. Literature on simulation based learning activity, considers it to have a great ability to transfer skills into real-life and job situations and to produce positive learning outcomes. However, contributions on Simulation based e-learning contents are mainly focusing on simulation as the core content using either a simulator running out of the LMS environment. There are very few about simulation activities completely running on LMS.

The purpose is to contribute in more specifying simulation learning objects with additional metadata to be incorporated in LMS and e-learning contents and to propose a new content model for Simulation based E-learning,

especially mixed content which uses simulation as a supplement activity and in which simulation activity should be executed and tracked completely on the LMS.

El Hassan Laaziz, MBA is an Industrial Engineer and lecturer in the Engineering school in Casablanca. He is a PhD candidate at CED/LLIDS/FSTS.

Qatar National Development Strategy 2011-2016: Technical Education and Vocational Training Pathways to Employment (Invited Speaker session)

Bardia Mohammed, Senior Researcher; Ahmed Menne, Specialist, and Wadha Amer Alhadri, Researcher

Guided by the Qatar National Vision 2030, which foresees a transition towards a diversified knowledge-economy, Qatar is establishing a comprehensive modern educational system at all levels of education and training. Qatar is taking a holistic approach to human capital development - from kindergarten, general education, higher education and Technical Education and Vocational Training (TEVT), including lifelong learning opportunities.

TEVT is seen as essential for absorbing Qatari students who are not academically inclined, as well as for meeting the needs of the labour market. A central thrust the human capital component of Qatar National Development Strategy 2011-2016 is to broaden pathways for post-secondary students as well as for high school drop-outs. TEVT provides opportunities for young Qataris to develop their full potential and increase the employability of the unemployed. Alternative pathways, including TEVT, are offered in all advanced countries and are an imperative for Qatar as technical workers provide the backbone of all economies.

No Bios Available

Readiness for Work: Working on Employability (Presentation)

Maria Karen Norton (British Council, Tunis, Tunisia)

This presentation will provide insights into the ongoing dialogue brokered by the British Council between the Ministry of Vocational Training and Employment, educator, and employer agencies in Tunisia.

The systems approach drawn up and the roles and responsibilities the range of stakeholders have undertaken to better prepare learners, to make the transition from training centre to workplace smoother, will be revealed.

Improved English teaching and learning has added value to vocational centres - embedding English into the curriculum.

There are, naturally, learning points to be shared. Even if Tunisia was rated as the second top country in KPMG's 2012 Change Readiness Index, change has not been straightforward. With frequent re-shuffling of cabinet positions

in post-revolution Tunisia, there has been the added challenge of building new relationships quickly to ensure newcomers keep abreast of the projects. Slippage and a culture of non-compliance have been managed through close working with the Ministry.

Maria Norton has been learning to deal with the challenges of international co-operation in post-revolution Tunisia for almost 2 years; this experience has taught her the value of building passion and competence. She is not immune to the delights of Tunisia and is a fan of the extensive coastline.

Re-Branding TVET in Malaysia (Case Scenario: Sarawak) (Research Paper)

Asleena Helmi and Syed Nizamuddin (Sarawak Foundation, Kuching, Sarawak Malaysia)

Under the 10th Malaysian plan, the Ministry of Education has plans underway in implementing a dual-pathway approach with some degree of mobility between the two pathways -academic and technical, which emanated from Germany's VET framework. In promoting TVET, akin to the efforts of other Asian countries, the Sarawak government through its Sarawak Corridor of Renewable Energy (SCORE) development plans has begun to place significant emphasis and pro-active role in giving adequate basic education and suitable skills training, either technical or vocational for better employment. However to stay competitive, new skills need to be acquired in order to be relevant to the industry. Strengthening links between education and labour markets might eradicate the skills mismatch between supply and demand in technical workforce. Thus this paper explores these issues and highlights various aspects on TVET policies via re-branding initiatives of TVET institutions in Sarawak.

Asleena Helmi and *Syed Nizamuddin*, are Special Officers & Advisors with TVET Development & Planning Department, Sarawak Foundation, Malaysia

Research, Technology and Environmental Issues in Experiential Learning (Presentation)

Sarah Inkpen, Kerry Suek, & Stephen Monk (College of the North Atlantic-Qatar)

Phase I of the Save the Turtle Project began in 2008. This experiential learning project had students from all departments designing a prototype of an autonomous environmental research robot (ERR) to help the endangered Hawksbill Turtle indigenous to the Gulf region. Using Mindstorm robotic kits, students designed, built and programmed robots to collect and store data. The lab-without-walls portion included a trip to Malaysia and Borneo's Turtle Island. The students were also involved with the satellite tracking programme in Qatar.

Phase II was completed in 2011. A robot, equipped with sensors and a data collecting device was deployed on the turtles' nesting beach. Phase III will begin in 2013 with a student field trip to Mantanani Island, Borneo. The

students will catch turtles and aid Dr. Nicholas Pilcher with his laparoscopy procedure. This paper will illustrate how experiential learning has melded research, technology and environmental issues.

Sarah Inkpen is a math instructor, *Kerry Suek* is a physics instructor and *Stephen Monk* is an IT instructor at the College of the North Atlantic-Qatar. The three presenters have been facilitators for this research since its inception.

Researching with the Big Guys: Community Colleges and Cancer Research (Invited speaker session)

Mike Long and Firouz Darroudi

When people think of cancer research and the search for a cure, ordinarily they will summon names such as American Institute for Cancer Research, Johns Hopkins University, Cambridge University, the German Cancer Research Center, and perhaps images of large dedicated research buildings housing high tech laboratories full of dozens of specialized teams of committed scientists working with incredibly expensive and sophisticated equipment familiar only to a scientific elite operating in the world's best universities and research institutes. And this is quite an accurate picture for the most part. Cancer research does require a massive technical infrastructure, enormous human resources and lots of money. But this is not the entire picture. At an ever increasing rate, community colleges and polytechnics, organizations that historically were never mandated to engage in research (never mind cancer research), are making substantial contributions to the body of knowledge that are leading to better cancer therapies, regimens and possibly cures.

This presentation explores how international community colleges and polytechnics are making substantive contributions to cancer research. It will suggest ways in which community colleges and polytechnics can engage meaningfully in such research programs and will also highlight how here at the College of the North Atlantic-Qatar we began our own cancer research initiative.

Dr. Michael Long is the Chair of the Office of Applied Research and Innovation at the College of the North Atlantic-Qatar. He holds a D. Phil. from Oxford University in English Literature and was a Rothermere Fellow while attending Oriel College, Oxford. He has held fellowships at a variety of institutions the Warburg Institute at the School of Advanced Studies (University of London), the University of Toronto and Memorial University of Newfoundland.

Dr. Firouz Darroudi is a senior research scientist, medical doctor and principle investigator at both the College of the North Atlantic-Qatar and the Department of Toxicogenetics at the Leiden University Medical Center, Leiden (The Netherlands). He has authored almost 200 scientific publications on cancer, human nutrition, environmental mutagenesis and radiation genetics.

Rethinking the textbook: interactive teaching texts (ITTs) for hands-on students (Presentation)

Ian Mauer & Keith Hackett (College of the North Atlantic-Qatar)

This presentation aims to show participants the potential of interactive teaching texts (ITTs) and how they can be applied in the field of technical education. There will be a brief explanation of how they differ from the traditional textbook and the advantages of implementing them in the technical classroom. The session will be hands on, in that participants will be able to see and get a feel for the interactive technology, thus realizing the technology's potential with an eye towards successful implementation of these objects in the near future.

An iPad is encouraged for participation and the free iBooks app should be downloaded.

Ian Mauer, an EFL instructor, comes from a linguistics background with a particular interest in curriculum design. *Keith Hackett*, also an EFL instructor, comes from a structural and historical linguistics background with a keen interest in publishing.

Role of Motivation in Language Learning (Presentation)

Mohammad Reza Reza Khodashenas (Apply and Scientific University, Iran) &
Elaheh Eli Amouzegar (Ferdowsi Virtual University, Iran)

This study overviews current research on the role of motivation in second or foreign language learning. It deals with the meaning of motivation from different views, and the scope of motivation within the context of language learning. It also deals with the role of motivation in developing language skills, specially reading and writing. It also shows the relationship between gender differences, learning strategies, teachers, and materials with the concept of motivation. Finally, it concludes that motivation has an influential role in all aspects of language learning.

Key words: intrinsic/extrinsic motivation, instrumental/integrative motivation, learning motivation, SLA.

Mohammad Reza Reza Khodashenas- No Bio Available

Elaheh Amouzegar is an MA student, at Ferdowsi Virtual University, Iran.

Scholarly Practice in TVET - Learnings From a Multi Sector Provider (Presentation)

Mary Faraone (Holmesglen Institute of TAFE, Victoria Australia)

The presentation will explore and outline:

- * what is meant by scholarship and scholarly practice and culture in TVET
- * the relationship of scholarship to pedagogical, disciplinary and professional knowledge and practice in TVET
- * the need for scholarly practice in TVET
- * implication for organisations, faculties and individuals in developing scholarly practice in TVET

The presentation will detail the learnings of Holmesglen's experience in developing, establishing and supporting scholarship and scholarly practice in its higher education programs and how scholarship and scholarly practice could be applied to TVET.

Mary Faraone is the Deputy Chief Executive at Holmesglen Institute of TAFE in Melbourne, Australia. The role and responsibility is varied and covers academic issues, strategic planning, and identifying and implementing new initiatives and partnerships including securing major overseas training projects.

Science and Education in the Cloud: Towards a Ubiquitous and Collaborative Environment for Higher Education in India (Presentation)

Manickachezian R, (NGM College Coimbatore, Tamilnadu, India) & Sivaraman Eswaran

Cloud computing is a pay-per-use consumption and delivery model that enables real-time delivery of configurable computing resources (for example, networks, servers, storage, applications, services). Typically, these are highly scalable resources delivered over the Internet to multiple companies, which pay only for what they use. Every education institution in India has distinct goals, standards and regulations, budget pressures, security concerns, and technical legacies. No single approach addresses all technology challenges, and solutions can rarely take a one-size-fits-all approach. With lower budgets and smaller IT departments, education institutions in India need more from their IT investments. A private cloud solution can help them reduce costs, increase flexibility and simplify management. A private cloud solution enables self-service provisioning, pooling of networking, storage, and compute resources to maximize the utilization of hardware by combining workloads from various applications and services in a managed, secure, and reliable way.

Manickachezian R- No Bio Available

Sivaraman Eswaran is a part-time Ph.D Research Scholar at Research Department of Computer Science, NGM college, Pollachi and currently working as Assistant Professor in Department of MCA at Dr.N.G.P. Institute of Technology, Coimbatore. His area of research is cloud computing.

Scientific Based Innovation among Arab Youth (Research Paper)

Fouad Mrad (UN ESCWA Technology Centre, Jordan)

Innovation cultivates a culture of enquiry, risk-taking and entrepreneurship to fuel economic development: "A Research and Development culture grows out of a social infrastructure of experimentation and entrepreneurship with solid recognition of achievement and appropriate rewards." Despite the record growth in the penetration and possession of technologies in the Arab world, the economic harnessing and rooted deployment of such technologies

have been disappointing. Lack of motivation to produce, unwillingness to take risks, disrespect to the principle of time, and the dependency on face to face engagement form combined attributes yielding unsatisfactory state of technology exploitation and mastering in the Arab World.

This presentation reflects on recent attempts and future trends to break this cycle and link the higher education system in Arab countries to local economy and community.

Fouad Mrad joined the UN in Dec 2009 and is Director of ESCWA Technology Centre. Professor in Electrical Engineering at the American University of Beirut (1993-2009). He worked for IBM USA (1990-1993). Jury member for Qatar Foundation “Stars of Science” 5 seasons. PhD from Purdue University, USA.

Sexual Harassment as Predictor of Low Self Esteem and Job Satisfaction among In-Training Nurses

(Research Paper)

Najma Iqbal Malik and Numaira Qureshi (University Of Sargodha, Punjab, Pakistan)

The present study was carried out to examine the impact of sexual harassment on self esteem and job satisfaction among in-training nurses of four teaching hospitals/medical institutes i.e., Aziz Fatima Trust Hospital, Faisalabad, St. Rafeel'S Hospital, Faisalabad, Combined Military Hospital, Lahore, and Fatima Memorial Hospital, Lahore. Data was collected from 120 female in-training nurses through Sexual Harassment Experience Questionnaire (Gelfand, Fitzgerald & Drasgow, 1995), Self-esteem scale (Rosenberg, 1965) and Job satisfaction scale (Macdonalds, Maclntyres, 1997). Results of the data through Pearson correlation and regression analysis revealed that sexual harassment was the significant predictor of low self-esteem and low job satisfaction among in-training female nurses.

Dr. Najma Iqbal Malik is Assistant Professor and Chairperson of Department Of Psychology at University Of Sargodha

STEP - Systematic Training for Effective Parenting (Workshop)

Ingrid Sandra Andreas

Does your child have low Self Esteem? Is your child lacking cooperation skills? Like to know how to communicate with your child? Are you interested in discipline that makes sense ?

Do you want to enhance your general Parenting Skills? STEP offers parents a realistic and practical approach to meet the challenges of raising children today. Ingrid will work today exclusively with you on your specific parenting challenges will give you a quick inside what parenting is all about. She facilitates this workshop for groups 8 - 15 persons.

Ingrid Masselink Andreas is a Child and Youth Therapist and Facilitator of 'STEP' (Systematic Training for Effective Parenting). After her study in Mass Communications and Latin American Studies at the Simon Fraser University in Vancouver B.C she continued studying Education, Neuro Linguistic Programming (NLP Master) and is now a certified Child and Youth therapist and counselor.

Suicide Assessment (Invited speaker session)

Dr. Adel Zaraa (Hamad Medical Corporation)

Globally, an estimated 700,000 people take their own lives annually.[1] In certain populations, such as adolescents and young adults, suicide constitutes 1 of the top 3 causes of death.

An alarming increase in suicides has been reported in the last decade. Therefore, clinicians must recognize the risk factors for suicide as a way of intervening in a self-destructive event and cycle.

The presentation discusses the following:

- Basic terminology applied to self-destructive activities and events
- Risk factors that can alert the clinician to early warning signs of suicide
- Protective factors that decrease the likelihood of suicide.
- Discussion of qualitative Bio-Psycho-Social factors associated with suicide in general and particularly in the State of Qatar.

Dr. Adel Zarra is Certified by the American Board of Psychiatry & Neurology. He is a Clinical Professor of Psychiatry at OUCOM, Ohio. He is a Sr. Consultant, HMC, Dept. Of Psychiatry, HMC, WCMC-Q and Chief, Consult –Liaison team (psycho-somatic) at HMC. He is the Ex- Chairman of The Psychiatry Counsel at the Northeast Ohio College of Medicine.

Supporting vocabulary acquisition in TVET (Workshop)

Danielle McArthur (Bahrain Polytechnic)

Through active involvement, the participants in this workshop will gain a deeper understanding of the importance of brain- based vocabulary acquisition strategies in TVET. The focus will be on activities that are especially useful with learners whose original language is significantly different from the target language. Participants in this workshop will have the opportunity to be actively involved in experiencing and applying brain-based learning strategies rather than just hearing about them. They will also find that the activities presented will provide insights that are applicable in other areas of TVET.

Danielle McArthur is an English language instructor and teacher-trainer currently working in the engineering department at Bahrain Polytechnic. She has been working in the field of English language training for 30 years, including eight years in the Gulf region.

Tapping into Success (Workshop)

Jacob Adrianus Melaard, Six Senses Spa, Doha, Qatar)

This 60 minute Fun and interactive workshop will explain how to use a technique called tapping. It has been clinically proven that the use of this technique drastically reduces the stress levels in the body. Tapping is a blend of ancient acupuncture and modern psychology. In traditional acupuncture one works with the bodies energy streams, called meridians. When these meridians are disrupted it will create either physical pain, emotional distress or disease.

EFT utilizes the same energy meridians as traditional acupuncture to treat physical and emotional ailments, without needles. Instead, tapping with the fingertips is used to stimulate energy into meridians on the body, while 'tuning into' a specific problem - such as a traumatic memory, anxiety, physical pain or stress. This method can quickly release stress and trauma from the body's energy system, allowing the body-mind to return to a balanced physical and emotional state.

Jacob Melaard is a Wellness Coordinator at Six Senses Spa Doha. He is an international certified Master Practitioner of NLP, Time Line Therapy™ and Hypnosis. He is a Level 2 EFT practitioner certified by the AAMET. He has trained individuals, groups and corporations.

Teacher Quality Improvement: Empowering teachers to deliver better education in Indonesia (Invited speaker session)

Djamaludin Ancok, PhD and Neila Ramdhani

Indonesia is a developing country confronted with a wide range of problems which need to be resolved, in order to improve the quality of life of its people. Education is one of the highest priorities for enhancing quality of life and sustainable development. From 2007 onward, Ministry of National Education of Indonesia has implemented Teacher Certification program which is designed to improve as well as standardize the quality of teacher in Indonesia. The Teacher certification program initiated by MONE is a program aimed to improve teacher quality. Based on a national teacher competence assessment conducted in 1999, less than 25% of Indonesian teacher fulfills the national standard requirements. Recently MONE published another survey result. In 2012, the highest score of Teacher Competence test was achieved by teachers from Yogyakarta region; however this score is lower than minimum score required.

In responding to the pressing need to improve teacher competence, Titian Foundation under the sponsorship of ROTA Program, Qatar Foundation, initiated Teacher Quality Improvement Program. The program focuses on facilitating teachers to be inspiring teachers, equipping teachers with capacity to implement a sound teaching method. In addition, the TQI Program also develops teacher's internal motivation and needs so that teachers will be proud of their profession as a teacher.

During 4 years of TQI program there have been 700 school head masters, 1440 teachers and 60 MONE trainers and school supervisors being trained and mentored. Therefore, indirect beneficiaries of this program will be at least 240,000 students.

Teaching ESP Mixed-Ability Classes: Diagnosing Problems and Adjusting Strategies and Approaches (Presentation)

Sana Ellarbi Bouzouita (Professional Training Center in Clothing CSFH, Tunisia)

Motivation and positive attitude are important factors when it comes to raise second language attainment (Lightbown and Spada, 2006). Unfortunately, the lack of motivation is recurrent in teaching and learning in technical education. It becomes then urgent to rethink about pedagogical approaches in this specific field.

In this presentation, we shall first, analyze some recurrent problems, mixed-ability classes have to deal with. We will then, see how communication with students and the awareness of their needs and interests could be effectively used to manage and orientate the teaching approach. The final stage will present some practical examples of mixed-ability strategies, which will facilitate the transferability of the presentation findings.

When analyzing the teacher and the learner's roles through this presentation, we feel compelled to change our traditional perception. The teacher's main role will be viewed as a learning facilitator, whereas the learners become responsible of their own learning.

Sana Ellarbi Bouzouita is an English teacher, in a vocational training institute in Tunis, since 1999. She obtained a Bachelor of Arts in 1996. She is currently writing a Master thesis on technical students. In 2012 she became a teacher trainer, thanks to a partnership with the British Council, Tunis.

Technical Education Landscape in the UAE: Qualifications & Opportunities (Presentation)

Sajida Hassan Shroff, TECOM Investments, Dubai, United Arab Emirates

Two inherent challenges within the United Arab Emirates (UAE) technical education sector are the lack of clarity regarding its impact on economic growth & development; as well as the fact that no country wide qualifications framework exists. In fact, there is neither a system to ensure universal recognition of institutions and programmes nor a consistent comparative framework among the various institutions.

In order to address this challenge, the National Qualifications Authority is combining best international practices for a system that will incorporate current qualifications paradigms and flow into the higher education quality assurance framework.

The presentation will provide an overview of UAE's technical education landscape & opportunities; and outline the NQA framework in order to illustrate the evolution of technical education in the UAE and support the value proposition offered by technical education.

Sajida Shroff is the Director, Strategy (Education Practice), TECOM Investments. Sajida focuses on educational investment centered on business efficiency; & policy enabling access & quality. She has an EdM from Harvard; a MBA from Emory University; and a BEd & BA, from the University of British Columbia.

Technology Management Issues in the Vocational and Technical Education Sector (Research Paper)

Arif Sikander (Abu Dhabi University, United Arab Emirates)

Technology strategies are increasingly being viewed by organizations as competitive weapons and instruments of business strategy. This study focused on the 'services' sector and within this sector it was decided to restrict the study to technical institutions. The reason for selecting technical institutions was that the performance of institutions in the technology area is more affected by technology strategies/policies than the non-technical schools and colleges. The study sought to identify and analyse the level of awareness of participants on technology strategy issues and the perception of departments (including those in the Ministries) about technology management.

Research on technology management issues relevant to the education sector is severely limited in the literature and has not been given much importance. The study sets the tone to open up discussions and research interest towards applying strategic technology management tools in the education sector.

Dr Arif Sikander is an assistant professor of aviation at Abu Dhabi University. He is a dynamic individual with local and international experience in engineering, entrepreneurship and innovation, technology management. He has a unique and rich combination of qualifications in engineering, business administration and education.

The Effect of Using CALL Software on the Improvement of the Listening Comprehension of the Intermediate EFL Learners (Poster)

Mohammad Reza Reza Khodashenas (Apply and Scientific University, Iran)

The present study attempted to discover the impact of using CALL software on the improvement of the listening comprehension of the intermediate EFL learners. After administering a listening comprehension pre test all 44 participants of the study were randomly selected to form the experimental and comparison groups of the study. In

the experimental group the participants were taught the listening skill using computer software, while the participants of the comparison group were given a placebo (traditional method of teaching listening was used). After the instruction a post test was administered to both groups. The result of the study indicated that there was a statistically significant difference between the groups. Therefore, it was concluded that the use of CALL software could improve the learners' listening skill.

Mohammad Reza Reza Khodashenas – No Bio Available

The Effects of Teaching Within-text Key Word Synonyms, Opposites and Related Words on Students' Performance on Reading Comprehension of TOEFL among Iranian EFL Learners (Poster)

Mohammad Reza Reza Khodashenas (Apply and Scientific University, Iran)

The present study was conducted to investigate the effects of teaching within-text key word synonyms, opposites and related words on students' performance on reading comprehension of TOEFL among Iranian EFL learners. To carry out the research, 60 Iranian EFL learners, who participated in a TOEFL preparation course, were selected as the participants of the study. Afterward they were randomly assigned into experimental and comparison groups. The experimental group was given a treatment including within-text key word synonyms, opposites and their translations, while the comparison group was given a placebo. To collect the required data, two instruments were administered to both groups during the experimentation. The results of the analyses revealed that the experimental group outperformed the comparison group and thus, it was concluded that teaching within-text key word synonyms, opposites and related words can improve the reading comprehension ability and general proficiency of EFL language learners.

Mohammad Reza Reza Khodashenas- No Bio Available

The Impact of Viva Assessment on Student Learning and Employability Skills in Undergraduate Higher Education In The Middle East (Research Paper)

Clare Walsh (Bahrain Polytechnic)

This paper explores the impact of viva assessment on learning and employability skills on students enrolled on courses in the Business School of Bahrain Polytechnic. More specifically, using the Assessment Experience Questionnaire devised by Graham Gibbs, the research examines the factors that impact on student learning and employability skills, with particular focus on viva assessment. The sample comprises students who are taking modules as part of the Bachelor of Business programme, as well as tutors involved in viva assessment. Multiple data

collection methods are used. These provide evidence of the participants' attitudes to learning, employability skills and viva assessment allowing the research to focus on individual and group experiences.

Clare Walsh is undertaking an Ed.D at Bristol University, UK and also holds a faculty position at the Business School of Bahrain Polytechnic. Clare has completed an MBA, MBS, MA, B.Sc and a PGC Teaching & Learning. Her current research interests lie in the area of learning and education policy

The term 21st Century Skills is now firmly on the global economic agenda.

Frank Edwards (Pearson Publishing)

There is strong empirical evidence to support the fact that many learners, employees and graduates are not sufficiently developing their broader skills and attitudes to ensure employability and to maximise economic returns for the individual, employer or country. The time is right to address the issues pertaining to 21st Century Skills and develop new content and assessment approaches to ensure the barriers to competitive potential are clearly identified, understood and addressed.

Productivity rates are a key issue for all developed countries and if this is not addressed the relative decline will start to negatively impact on relative standards of living. More emphasis needs to be put on the skills that employers believe they need and developing countries are seeing the opportunity.

There is an urgent need for just-in-time, rapid impact workforce development, and training providers as well as further and higher education institutions are well placed to help respond to this challenge.

Frank is currently Director of Workforce Development with Pearson Education in the Middle East and North Africa and involved with several international reform projects. He takes a holistic approach to vocational education and training, explaining the benefits to both employers and employees and what makes effective vocational education and training.

TKNIKAINNOVA A Model for the Management of Innovation (Presentation)

Jose Luis Fernandez Maure (TKNIKA (Institute of Innovation for TVET Erreterria, Basque Country, Spain)

The main problem facing Technical Education is the gap that elapses between a new technology or innovation is discovered at a university, at a research centre and arrives to the Technical Education is too long.

TKNIKAINNOVA, the Innovation Management Model, allows educational institutions and also SMEs to develop innovation projects in Technology, Teachers' training, ICT and e-learning or Management. The processes the model

is based on, are the following: capture of ideas through a following up system at regional, national and international levels; preparation of pre-projects; development of the project; selected teachers working half time with TKNIKA, half time at their colleges; transfer of the results to the Technical Colleges; evaluation of results of the transference. This model also allows to develop a culture of innovation for the whole staff of TKNIKA and for the Technical Education in the Basque Country.

Jose Luis Fernandez Maure is the International Manager at TKNIKA and is the representative of TKNIKA in EFVET, TA3 and WFCP. He is the president of the International Association CREANOVA. He leads the project RAINOVA. He took part in the II workshop on the excellence in Vocational education and Training.

Towards Supporting Technical-Education Learners: An Empirical Examination and Proposed Model for Enhancing Education Delivery (Research Paper)

Prof. Dr. Tarek Taha Ahmed (Pharos University in Alexandria, Egypt)

Over the last decade the global competition creates a challenging and dynamic workplace environment. Technical institutions under this dynamic and fast technological changing are trying to adopt innovative practices and implement change in both technical education curriculum and in method of delivering education to meet the requirements of the industry and society. The main purpose of this paper is to identify and examine the relevant critical success factors that influence the technical-education process from learners' perspective. As well as determining the barriers related to technical education implementation in developing countries. It seeks to critically analyze the relationship amongst them so that technical-education institutions can focus on relevant parameters to improve the delivery process of technical education. A richer research methodology was used in our empirical study combining quantitative and qualitative methods. Based on our findings the study has made a number of important managerial and academic implications.

Prof. Dr. Tarek Taha Ahmed is Dean of the Faculty, Pharos University in Alexandria, Egypt

Towards Zero Accident: Safety performance in TNB Distribution Melaka (Research Paper)

Faiz Abu Bakkar (Tenaga Nasional Berhad, Malaysia)

This research is a case study research which focuses on the Distribution Division in Tenaga Nasional Berhad (Melaka). There are only two technical units under the Distribution Division. They are the Operation and Maintenance Unit and Construction and Planning Unit. A total of 131 respondents from the technical staff of TNB Melaka were randomly selected to be involved in the survey. The reason why these units were selected is because, they were the frontier who directly involve with electrical hazards between the ranges of 230 volt to 33,000 volt.

The theoretical framework which has been selected between the independent variables and dependent variables are management commitment, safety training, safety rules and procedures, safety compliance, and safety participation towards accident prevention. Statistical Package for Social Science (SPSS) version 19 is used to generate and analysed data collected. Research output show that there is a positive and negative correlation within tested elements.

Mohd Faiz Abu Bakkar is an Engineer. He started off his career as Project Conversion Engineer. Later, he was appointed as a Safety & Health Engineer. Currently, he held the position of branch manager based in TNB Melaka and recently he has received the IR title from the Board of Engineers Malaysia.

TVET Education Reform in the MENA region following the Arab Spring

Samah Gamar (College of the North Atlantic-Qatar)

The Arab Spring of 2011 deconstructed enduring post-colonial dictatorships that perpetuated propaganda politics and penalized democratic expression. Within four months of the start of the revolutions, intellectuals began actively discussing how the uprisings of Tunisia, Egypt, Yemen, Libya, and Syria, along with resistance movements in neighbouring countries, offered “a particular opportunity to switch pedagogic and scholarly modes and strategies” in the region (Jadaliyyah, 2011). Indeed, it is an opportune time to discuss fundamental education reforms – amendments that remedy specific ideological paradoxes and incongruences that have obstructed education for a democratic society and thwarted civil empowerment in the Middle East and North African (MENA) region.

This paper identifies the major factors that plague MENA education systems, which include increasing educational disparity, a decrease in the quality of education despite high per capita education expenditures, and a mismatch between labour market needs and the output of educational systems. It also highlights the post-revolution evolution these systems must undergo to effectively address the desperate pitch of protest among the 85 million youth in the region. Specific suggestions for ways in which TVET reforms can positively impact this demographic will be forwarded.

Samah Gamar is an Arab-Canadian educator who has taught and designed curricula in Canada and the Middle East for the past ten years. As a doctoral candidate specializing in critical pedagogies within the field of curriculum and instruction, her research interest lies in studying education reforms in the MENA region following the Arab Spring.

UNRWA Experience in Applying CBT Approach for Palestinian Refugee Training in Jordan Field (Research Paper)

Oroba Al-Musa, TEVT _ UNRWA, Jordan

UNRWA is funded almost entirely by voluntary contributions from UN member states.

UNRWA is the main provider of basic services - education, health, relief and social services - to 5 million registered Palestine refugees in the Middle East, half of them in Jordan.

Since its establishment, the Agency has delivered its services both in times of relative calm in the Middle East, and in times of hostilities. UNRWA's work exemplifies an international commitment to the human development of Palestine refugees, helping them through achieving the following goals:

1. Acquire knowledge and skills
2. Lead long and healthy lives
3. Achieve decent standards of living
4. Enjoy human rights to the fullest possible extent.

To achieve the third goal, UNRWA provides Technical Education and Vocational Training for the youth Palestinian refugees through Community Colleges and Vocational Training Institutes.

Dr Oroba Al-Musa is the Chief of the TEVT Department UNRWA-JFO.

Using Mobile Devices in ESL Classroom: Investigating Polytechnic ESL Lecturers' Readiness (A Case Study) (Research Paper)

Harwati Hashim (Polytechnic of Merlimau, Melaka, Malaysia)

The new digital era has created a new landscape of education especially in TVET. The use of technology in the teaching and learning of English as second language is undeniably helpful in making the processes more meaningful. Realizing the fact, there is a need for polytechnic ESL lecturers to look into the potential use of mobile devices as tools in the English as second language classroom. However, in order to see the potential, it is vital to investigate whether the ESL lecturers are ready for the new way of teaching. This study investigates the polytechnic ESL lecturers' readiness towards the use of mobile devices in English Language Classroom. Data were collected and were analysed using SPSS. The findings are presented and are categorized into three sections; (a) the ESL lecturers' readiness; (b) the ESL lecturers' perceptions on future use of mobile devices; and (c) the implications and suggestion.

Harwati Hashim is an English language lecturer in the Department of General Studies in Polytechnic of Merlimau, Melaka, Malaysia. She is currently pursuing her Ph.D. in TESL Education at the National University of Malaysia. Her research interest is technology in language teaching.

Using Wikis to Redesign College-level Communications Courses (Presentation)

Matthew Stranach, Fleur Kenward, Alison Noel, Leah Hynes, Andrea Comeau, and Greg Squires (College of the North Atlantic-Qatar)

This demonstration / presentation session describes the redesign of several Communications courses at the College of the North Atlantic-Qatar (CNA-Q) in Doha, Qatar. The redesign for these courses is based around student and instructor usage of class websites set up through the PB Works wiki application (<http://pbworks.com/>). The institutional culture of CNA-Q is described, and a rationale for the redesign of these courses is provided. Garrison and Vaughan's (2008) Community of Inquiry theoretical framework informs the redesign. Affordances and constraints of the blended approach to the courses are described. A narrative is provided of the initial trial of the wikis in Fall 2012, and their subsequent modification through the Winter 2013 semester. Each instructor on the panel will describe and demonstrate their unique approach to the use of individual wikis. Student feedback on the wikis, as well as suggestions for further research, conclude the presentation.

Matthew Stranach, Fleur Kenward, Alison Noel, Leah Hynes, Andrea Comeau, and Greg Squires are Communications Instructors at the College of the North Atlantic-Qatar.

Visual Learning and Graphic Representation in TVET Learning Environments (Workshop)

Jennifer Wicks (College of the North Atlantic – Qatar)

This workshop invites participants to explore their creativity through graphic representation. Educational research indicates that employing visual learning strategies in the classroom can enhance the learning experience and positively affect student achievement. Instructors often appeal to visual learning in their classrooms using diagrams, symbols, models, and graphic organizers. This workshop draws on learning theories to support visual approaches to content presentation in the classroom.

In this workshop, the presenter - drawing on her experiences as an instructor, graphic recorder and facilitator - will engage participants in activities designed to utilize common iconic symbols, employ simple drawing techniques, and represent concepts using symbols and basic shapes. Samples of the presenter's work will be shown to provide context for using visual approaches with groups of people. Participants need not be comfortable with drawing, as one of the aims of this workshop is to help educators become less inhibited at the whiteboard.

Jenn Wicks is a Teacher Development Mentor in the Teaching & Learning Centre at College of the North Atlantic – Qatar. Previously an instructor in Language Studies, she is interested in ways to support student learning through the use of basic graphic representation in the classroom.