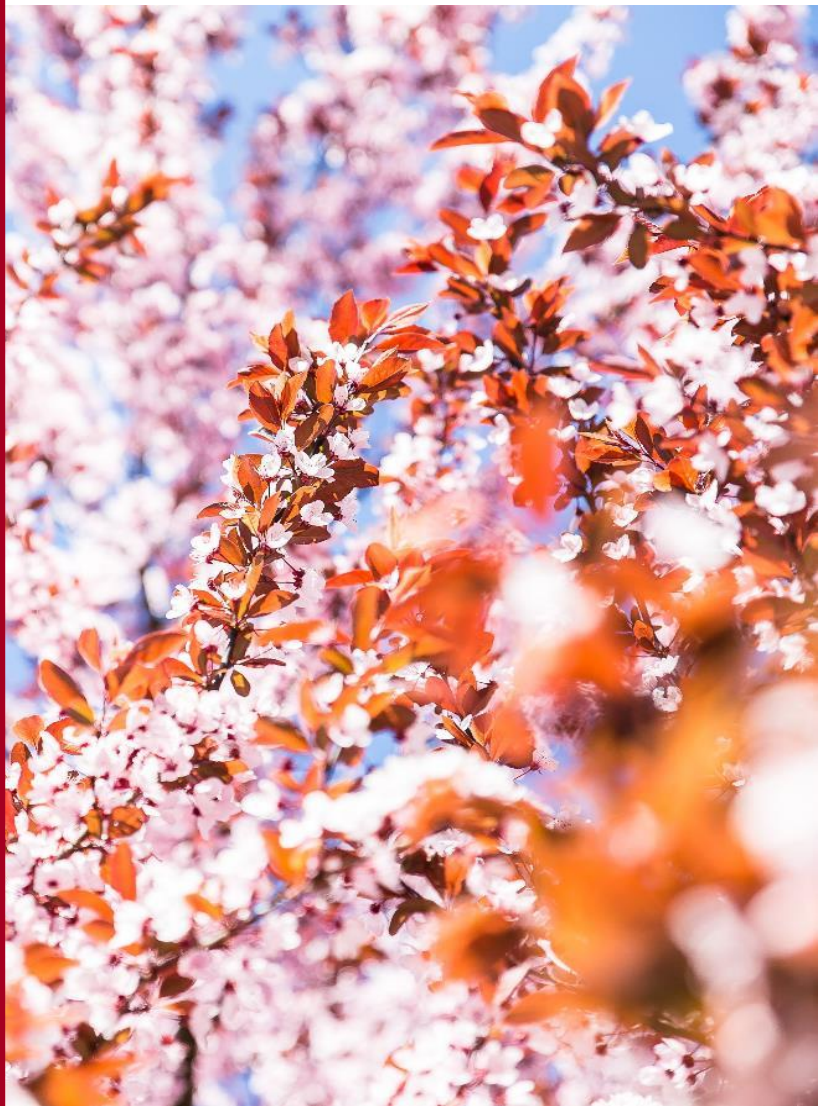


10<sup>TH</sup> BIENNIAL SYMPOSIUM

# Educational Innovations in Countries Around the World

JUNE 25-27, 2019

Seattle Pacific University



Welcome to the 2019 Symposium on Educational Innovations and Reform, sponsored by the Center for Global Curriculum Studies and the School of Education of Seattle Pacific University! We are grateful for the contributions toward this Symposium from our valued partners at the University of Washington: Henry M. Jackson School of International Studies.

We would also like to welcome you to our Emerald City; the city of Seattle and to our beautiful Washington State, located on the Pacific Rim.



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# Schedule of Events

## TUESDAY, JUNE 25<sup>TH</sup> 2019

|          |                                                                                        |
|----------|----------------------------------------------------------------------------------------|
| 07:30 am | Breakfast in Gwinn Commons                                                             |
| 08:45 am | Welcome: Nyaradzo Mvududu, Dean of the School of Education                             |
| 09:00 am | Keynote Speaker Rolin Moe, Director of the Institute for Academic Innovation, SPU      |
| 09:15 am | Innovations in Education: Arthur Ellis, Director, Center for Global Curriculum Studies |
| 09:30 am | Presentations of Papers & Discussion                                                   |
| 10:10 am | Coffee Break outside Library Seminar Room                                              |
| 10:20 am | Presentations of Papers & Discussion                                                   |
| 12:15 pm | Lunch in Gwinn Commons                                                                 |
| 01:15 pm | Presentations of Papers & Discussion                                                   |
| 03:15 pm | Afternoon Break & Coffee                                                               |
| 03:45 pm | Presentations of Papers & Discussion                                                   |
| 04:25 pm | Discussion of Papers and Q&A                                                           |
| 05:15 pm | Conclusion of Presentations                                                            |
| 05:30 pm | Dinner in Gwinn Commons                                                                |

## WEDNESDAY, JUNE 26<sup>TH</sup> 2019

|          |                                               |
|----------|-----------------------------------------------|
| 07:30 am | Breakfast in Gwinn Commons                    |
| 08:30 am | Presentations of Papers & Discussion          |
| 10:25 am | Coffee Break outside Library Seminar Room     |
| 10:40 am | Presentations of Papers & Discussion          |
| 12:00 pm | Lunch in Gwinn Commons                        |
| 01:00 pm | Presentations of Papers & Discussion          |
| 03:35 pm | Afternoon Break & Coffee                      |
| 04:15 pm | Departure for WS Ferry to Whidbey Island      |
| 06:30 pm | Dinner on Whidbey Island                      |
| 08:30 pm | Return WS Ferry to Seattle Pacific University |

## THURSDAY, JUNE 27<sup>TH</sup> 2019

|          |                                           |
|----------|-------------------------------------------|
| 07:30 am | Breakfast in Gwinn Commons                |
| 08:30 am | Presentations of Papers & Discussion      |
| 10:25 am | Coffee Break outside Library Seminar Room |
| 10:40 am | Presentations of Papers & Discussion      |
| 12:00 pm | Lunch in Gwinn Commons                    |
| 01:00 pm | Presentations of Papers & Discussion      |
| 02:15 pm | Conclusion of Presentations               |
| 02:30 pm | Discussion and Q&A                        |
| 03:15 pm | Thank You and Closing Remarks             |



# Welcome

We appreciate your willingness to come from near and far to participate in our 10<sup>th</sup> Biennial Symposium: Educational Innovations in Countries around the World! We look forward to spirited discussions on important matters including trends, research, development, and innovation in education.

We hope that your time here is productive from a professional point of view, however, we also hope that you will have time to enjoy the many recreational and cultural attractions of our city and region. For any questions regarding the Symposium or recreational/cultural attractions in our city, please contact our Program Managers Stephanie Tichelaar at [stephmichelle@spu.edu](mailto:stephmichelle@spu.edu) or Sarah Zhou at [zhouy2@spu.edu](mailto:zhouy2@spu.edu).

The goals of the Symposium are fourfold:

- 1) To share different perspectives on the phenomenon of innovation and its effects on educational systems around the world
- 2) To exchange insights and critical analyses regarding trends in the field of education and in related fields.
- 3) To stimulate thought and action for shared research efforts on topics related to the conference theme.
- 4) To form a community of scholars during our time together with the hope that we will remain connected in friendship and purpose.



# Presentations

In order of presenting.

**Sharon H. C. Chiang**

Children & Family Ministry | Seattle Pacific University | Evangelical Chinese Church of Seattle

## **Does expectation influence family relationship? —A mixed methods Investigation**

Family is the primary learning environment for children. Parents are children's first social network. Among the numerous factors that impact child development, parental influence on the family is a dominating factor. Prior and concurrent to school education, parental education critically influences children's values, identities, behaviors, achievement, and growth in all aspects of life as they develop. However, the knowledge of human development and the full understanding of family relationships are subjects rarely addressed within school curriculum. Furthermore, due to unrealistic parental expectations and overwhelming family discord, dysfunction and brokenness seems to continue and increase, which could significantly influence the growth of children. The relationship between expectation and family relations is an area where academic research is rather limited. In this modern world of deeply broken relationships, how can education system innovatively support families simply through researches on the correlation between expectation and relationship? This study used mixed methods to investigate parental expectation and its influence upon family relationships, specifically in the complex parent-child relationships of contemporary, culturally-reserved Chinese family groups. Through a total of 1056 responses, the Exploratory Factor Analysis indicates interesting and robust results.

*Keywords:* Expectation, relationship, parental expectation, parent-child relationship, family relationship, Chinese cultural groups.

**AnnRené Joseph**

CEO, More Arts! LLC, Educational and Research Consultant | United States

## **Arts and Academic Achievement - Empirical Evidence for Arts Realities in ESSA and Around the World – Arts Speak!**

*The Effects of Creative Dramatics on Vocabulary Achievement of Fourth Grade Students in a Language Arts Classroom: An Empirical Study* (Joseph, 2014), provides statistical significance as to how creative dramatics improved student scores in vocabulary achievement in an experimental design research study. The study is replicable and transferable to other arts and core subjects, and conducted during the school day - anywhere. Arts for 'art's sake', integrated arts (dance, music, theatre, visual arts, media

arts), and arts in the content areas (arts integration), are included in the interventions for the two treatment groups, which outscored the control group on district language arts basal mandated vocabulary words. This study meets the requirements of ESSA: Title I Part A, Sections 1008-1009, and is cited as a Tier 1 study representing empirical evidence to make the case for arts instructional access to all learners during the school day in innovative ways (Jones, 2018, pp. 27-29).

## **Sophia Shi-Huei Ho**

Professor | Institute of Educational Administration and Evaluation | University of Taipei | Taiwan

### **Study on the Construction of Training Module and Thematic Curriculum of Boundary-spanning Leadership for Community Elites**

How to acquire and apply elites' ability has been a concerned issue for both academia and industry. In recent years, the rapid globalization and increasing market uncertainties brought more and more complex problems to the organizations and agencies. Even if equipping with a certain area of expertise cannot ensure one with thriving development and high problem-solving ability. The expertise and skills of elites are implicit qualities, but the common point is that they have boundary-spanning abilities, making them capable of coordinating with other organizations, namely boundary-spanning leadership skills. Nevertheless, their boundary-spanning ability is not acquired at the very beginning. It requires long-time accumulation and cultivation. Therefore, cultivating boundary-spanning leadership skills has become one of the key strategies in enhancing faculty quality of higher education, employability of graduates and the development of local industries.

Accordingly, this study aims to explore how the elites acquire boundary-spanning leadership skills from social cognition and social capital perspectives, and hence design and verify the effects of the training module and thematic curriculum of boundary-spanning leadership. This study mainly adopts in-depth interview, expert panel discussion and questionnaire survey. Followed by the procedures of unceasing reflection and repeated revision, the researcher validates the feasibility of the module and curriculum, and gradually transforms the system into a sustainable development mechanism, which can promote industry-academia-government collaboration and deepen the connotation of boundary-spanning leadership teaching.

*Keywords:* Boundary-spanning leadership; higher education; industry-academia-government collaboration; thematic curriculum

## **A Research on Cultivating Teacher Professional Learning Community during Process of Implementation of Programs - From the Perspective of Complex Adaptive Leadership**

It is an important topic in the field of teacher education that cultivating effective teacher professional learning community to facility teacher professional development. Based on the perspective of complex adaptive leadership, it analyzed that the process and ways of cultivating teacher professional learning community. The results showed that implementers of training programs had to face up to the chaos and complexity of teacher professional learning, and kept dynamic and balancing relation between two opposite points, such as unified aims of program and individual aims, free to think or act and clear boundary, personal skills and rules of organization, unbalanced learning process and continuous feedback. In practice, many ways were used in programs, such as deliberation of curriculum, trans-border learning, embodied cognition, narrative learning and project-based learning, etc. Therefore, in-service teachers' inner learning motivation were stimulated, and collaborative dialogue relation was constructed, and finally to be a sustainable teacher professional learning community.

*Keywords:* Teacher professional learning; community; complex adaptive leadership; program

## **Continuity and Change in Transformation:**

### **A Review of the Transformation Approach and own Researches in the People's Economy in Post-Socialist Countries**

Starting from the distinction between system transition (new institutional economics, political science) and system transformation as a long-term process of societal change, the author elaborates the position of Magdeburgian sociologists. They argue that institution-building is a long-term and complicated process and that informal norms of everyday life do not change as quickly as the newly implemented formal ones. They are still at work as an open or hidden agenda and work 'path dependently'.

While these conceptions were discussed throughout the 1990s and first half of the 2000s, now, almost 30 years of transformation have passed, and the question that turns up is of whether these informal institutions have meanwhile changed or disappeared in the



process of intergenerational change, so that the logic of the market economy is at work in everyday economic life now.

The speaker started working in Russia and doing research in post-socialist contexts in 1997. He has a particular interest in the people's economy of everyday-life. He takes a look at the three empirical researches he conducted between 1997 and 2016. The first one concerned informal institutions in everyday life (1997-1999), the second one small enterprises in Russia, Czech Republic and Bulgaria in the middle of the 2000s, and the third one a household survey in Central Asia in 2012-2014. The researches cover a broad period of transformation to analyse similarities and differences, continuity and change.

The researches show particular characteristics. (1) A clear-cut double morality between bureaucracy and the rich on one side and the small people have to protect themselves. (2) It is advantages to know somebody in the lower bureaucracy (*blat* or other forms of bribery). (3) Agents have strong reliance on personal face-to-face networks, and avoid formal institutions. Here we see gradual change occurring.

So indeed, many of our investigations support continuity even after almost 30 years of post-socialism, while others clearly show change to market society.

## Robin Henrikson

Assistant Professor | Chair of M. Ed in Teacher Leadership | Seattle Pacific University | United States

### **A summary of the current landscape of superintendent evaluation practices and preferences**

Increasing emphasis on evidence-based evaluation processes in districts across the United States challenges school board directors to call into question current evaluation practices of superintendents. Existing methods tend to be inconsistent and not aligned to specific criteria. This study investigates the current landscape of superintendent evaluation and to determine any differences between current practices and superintendent preference. Survey data were collected from 57 superintendents. Descriptive statistics and paired samples t-tests were used to analyze results. The research confirmed that current practices for evaluation of superintendents are inconsistent across the state and often subjective. Typically, feedback is moderately helpful and not supported with measurable data. In many cases, there was a statistically significant difference between evaluation practice and superintendent preference.

*Keywords:* Superintendent, evaluation, accountability, leadership, governance



## **Who are their heroes and why?**

### **A Russian and Taiwanese youth survey**

The paper presents selected findings of an ongoing (2017-2019) Russian-Taiwanese comparative youth study. The primary objectives are to determine preferred historical figures, political and public leaders, to define and contrast key moral values and moral foundations that led to this selection, and to interpret the pervaded ‘moral language’. Of equal importance is the necessity to unpack the ideological agenda manifested through these choices.

Using critical theory, quantitative and qualitative data analytic approaches, we discuss possible reasons for selecting Putin, Stalin, and Lenin as the top national heroes together with Peter the Great, Katherine the Great, and Ivan the Terrible as key historical figures for Russian youth. Under examination is also the rationale for the Taiwanese choice of Chiang Ching-kuo, Chiang Kai-shek, and Ma Ying-jeou. Contrasting highly ranked distinctive qualities of the aforementioned individuals demonstrates that Russian young people by far choose dedication to one’s goals, courage, and strong personal authority while the Taiwanese favor a high level of responsibility and global vision. We also observe a lower ranking of fundamental moral virtues – kindness, self-sacrifice, and empathy.

Another striking comparison comes out of the selection of *foreign* political and public authorities. Recently added to the Russian survey Jobs, Musk, and Gates immediately became top choice while the previous 2017 survey showed Che Guevara, Castro, and Trump as Russia’s youth favorites. Their Taiwanese counterparts opted for Obama, Ghandi, and Mother Teresa.

We conclude our analysis indicating a continuing tendency for an uncritical acceptance and allegiance to Putin’s political regime among Russian survey participants, and strengthening of their orientation towards successful wealth accumulation through entrepreneurship. The survey demonstrates the success of an official state promotion of certain political figures as undeniable heroes in both nations, and a disturbing evidence of a massive indoctrination of youth, possibly, through national mass media and school curriculum.

*Keywords:* Comparative study, heroes, moral language, moral values, ideological agenda

## **Ira Rasikawati**

Doctoral Student, Fullbrighter | Seattle Pacific University | United States

Lecturer | Krida Wacana Christian University | Jakarta | Indonesia

## **Munyi Shea**

Associate Professor | Counselor Education | Seattle Pacific University | United States

## **Ya Ru. Zhou**

Doctoral Student | Seattle Pacific University

Mainland China | Chengdu ISC International School

### **Building a More Sustainable Higher Education through International Partnerships**

International Higher Education (HE) institutions today recognizes the importance of maintaining competitiveness and sustainability in the global market. An inclusive view of sustainability in HE perceived the need for universities to build a strong international brand to make quality education more accessible. This awareness has intensified the desire and efforts for establishing international collaboration and partnerships. Previous studies have reported international exchanges such as in student recruitment, student and staff mobility, collaborative teaching, overseas campuses and distance learning, collaborative research and enterprise, as well as curriculum reform. This study examines theoretical underpinnings and best practices on internationalization in HE. The impact of globalization and the emerging awareness to promote sustainable development within the HE context are also reviewed to provide conceptual insights into international partnership strategies. The overarching goal of the study is to unravel the benefits, challenges, and strategies for realizing effective partnerships between international higher education institutions in developed and developing countries. A content analysis of twenty-four case studies of internationalization in higher education reveals factors to consider for successfully initiating and implementing collaborative programs between institutions having unequal resources. Recommendations for future practices and research will also be discussed.

*Keywords:* Higher education, internationalization, partnership, sustainability, content analysis

## **Experiential Learning in Business Communication:**

### **Starting a Peer-Reviewed Student Journal and Podcast**

In August of 2016, President Kevin J. Worthen, president of Brigham Young University, made a plea for faculty to start incorporating more experiential learning into their university programs. Pres. Worthen pointed out that experience connects theory with application and deepens the students' understanding of the principles they learn. To promote experiential learning in business communication, the Marriott School of Business started a peer-reviewed journal run by business students for all business students throughout the world entitled *Marriott Student Review* (MSR). The journal is published through bePress, an academic publisher, and hosted through the university library website. After a few issues, we noticed that not as many business students were reading MSR as we had hoped. We conducted a survey and found that students listen to their business news and information much more than read it. So, we started a business podcast entitled *Measuring Success Right*. As the journal and podcast have grown in popularity, so have the opportunities for students to practice skills useful for careers after graduation. The experiences of writing, editing, and advertising have taught students practical skills useful for their future careers. As the journal and podcast have grown in popularity, being on the editorial board has become a resume booster for students after graduation, increasing their opportunities to land a dream job or being accepted into a first-rate graduate program.

*Keywords:* Experiential learning, business communication, university instruction

## **American Faculty at Japanese Universities:**

### **Their profiles, motivations, and main academic activities & work roles**

This study is about full-time American faculty being hired at Japanese universities based on relevant findings from the 2017 national survey of foreign faculty at Japanese universities. The American faculty constitute the second largest share of the total foreign faculty in Japan, only less than the numbers of Chinese faculty. Compared to the Chinese counterparts, they are more involved in language teaching programs for undergraduate students and conduct less research. The study attempts to identify what factors affected them to move to Japan, how they are engaged in main academic work, and what work roles they are expected to play and so forth.

## Richard Scheuerman

Professor Emeritus | Seattle Pacific University | United States

### **The American Charter Civic Education Curriculum for Secondary Learners**

The American Charter Civic Education Project was launched in 2019 to promote the understanding that freedom of religion and conscience is a foundational right central to democracy. Broad consensus has existed historically among Americans regarding the fundamental importance of freedom of religion and conscience, even when citizens have not always agreed on precise definitions. Today, however, conflicts and confusions threaten to overwhelm this common-ground tradition of respect and support for this essential right. The authors of the American Charter come together from diverse religious and political backgrounds, and represent the leadership of the National Council for Social Studies, Religious Freedom Institute, Newseum First Amendment Center, and other educational groups. The project's secondary education component is a project-based interdisciplinary curriculum based on documents, travel journals, and other primary source materials from America's early republic period.

*Keywords:* American Charter, freedom of religion and conscience, secondary learners, secondary education, interdisciplinary curriculum

## Olga Graumann

Professor | Applied and Special Education | University of Hildesheim | Germany

## Reinhard Golz

Professor | Historical and Comparative Education | University of Magdeburg | Germany

### **The Humanization of Education:**

#### **Aspects of Innovative Concepts in Times of Social Upheaval**

Using the discussion of educational reform after the decline of the socialist systems in the Soviet Union and Eastern Europe, ideas of a "Humanization of Education" are presented. The authors point to the proximity of this concept to the ideas of historical Progressive Education in Western and Eastern Europe and the USA. The phenomena of a "renaissance" of Progressive Education in the context of the "International Academy for the Humanization of Education", founded in Russia in the 1990's, seeing this as an accompanying phenomenon of social upheaval. One finds Progressive Education vocabulary in innovative (or renovative) demands, e.g., self-realization within social responsibility; productive activity and personality development ("learning by doing"); learning as a multifaceted, explorative confrontation with the environment and oneself; integration of educational contents; school as a learning, working and living



community; mobilization of strengths and abilities; active solidarity, democratic co-shaping.

Many of these demands were central to the "Humanization of Education", with similar contemporary significance. The authors name ideological utilizations of pedagogy in the Soviet Union and Eastern Europe, but they contest some Western assumptions that pedagogy at that time was exclusively and always collectivist and hostile to reform. International reform concepts were never completely ignored, and the basics of Progressive Education were revived under the concept of the "Humanization of Education". Today, additional challenges are gaining in importance: humanistic handling of cultural difference; intercultural, integrative and inclusive competence. It is important to understand the origins of innovations and to develop them critically and constructively. This also applies in the context of digitalization, which does not contribute to de-humanization if the dialogue between teachers and learners is not neglected.

*Keywords:* Humanization of education, progressive education, educational policy, social upheaval, individuality, social responsibility, integration, inclusion

**Amy N. Spangler**

Former Public School Teacher and Principal; Educational Consultant | United States

### **Surprising K-1 Teacher Innovations:**

#### **High student impact for little to no cost**

As an elementary school principal, I have recently noticed a rapid rise of apprehension and isolation in my students and their families often leading to poor attendance, low student achievement, and high numbers of students with emotion management challenges. Based on research findings and my personal experience, the presentation will address the above challenges and demonstrate innovative, teacher generated, solutions that made a measureable difference for our students, their families, and the entire school community. When the entire school community identifies innovative programs focused at addressing anxiety-provoking issues from multiple angles, incremental changes at a fractal level occur and lead to positive student outcomes. For instance, my team noticed that the transition from Kindergarten to first grade was especially challenging for students with emotion management and/or executive functioning difficulties and we created a program that literally changed the learning trajectory of all students who participated. To further illustrate this issue from a different angle, when the team noticed that families were also showing anxiety about all the details of Kindergarten and first grade, they developed a face-to-face class along with multiple touch-points with teachers for all families, designed to reduce their anxieties about school, therefore reducing school apprehension among students. Finally, after our educators detected that

new students struggled most when they join the community after the school year had begun, they launched an innovation to accelerate student connections and ownership that impacted student efficacy and growth. To conclude, while educational innovation is often associated with high costs and because of it, rejected, there are less costly, authentic innovations that increase student participation and achievement while, reducing feelings of anxiety and isolation among students and their families, creating environments where everyone thrives.

*Keywords:* Student anxiety; student independence/leadership; emotion management; preview; routines; belonging; efficacy; executive functioning; student attendance; student participation; and family apprehension.

**Gloria Shu Mei Chwo**

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**Chloe Jia Yi Wu, Lily Chih Ning Ho, Ted Ting-Wei Shu, Penny Pei Ni Chiu, Benson Yuan Po Chang, Puni Tzu I Chan**

Undergraduate Students of Applied English Department | HungKuang University | Taiwan

### **Bridge the Writing System and Instructional Effect for Pedagogical application: ABC Chops Kit for Children Creative Learning: 印 joy (Enjoy)**

Early psycholinguistic research finding (Scholfield & Chwo 2005; Chwo 2010, 2019), based on the speed-measured by the numbers of items completed by the subjects within the set time and accuracy-measured by the error rate were compared, indicated that a significant instructional effect for the Taiwanese subject in the L1 Chinese speed-reading comprehension ( $p < .001$ ) and, to a lesser extent, to the Taiwanese L2 English speed-reading comprehension, error rate and Hong Kong L2 error rate. However, an insignificant writing system effect was found in the Taiwanese L1 error rate. Moreover, a lesser ESL effect was found in Hong Kong in the L1 and L2 speed-reading comprehension and the L1 error rate results. A pedagogical application was therefore proposed to design an ABC chops kit for Children creative learning in Taiwan to narrow the gap between the L1 writing system effect and L2 instructional effect.

Even though there are many learning materials for the English alphabet on the market but we have not found anything as innovative and interesting as the kind of stamp set for the alphabet which resembles the existing Chinese 來字哪裡 (Where does the word come from?) stamp set for writing Chinese characters. This is not a set of stamps containing a separate stamp for every complete letter or character, but rather just six stamps for straight and curved lines of various sizes, with which the image of any of the target written symbols can be created. This is a product whose use entails all the ideas of

the Montessori system in terms of: concentration, challenge, skills, control, clear goals and feedback, immersion and social interaction.

We designed an ABC six stamp set, “印”JOY, for children’s creative learning through making the letters of the alphabet, vocabulary words, pictures and stories. The six different stamp shapes can be used to represent all twenty-six letters of the alphabet as well as imaginative drawings. This resource was trialed with two kindergarten classes in a private bilingual school in Taiwan. The result shows that children found it interesting and fun to help learn English and create pictures; teachers found it creative, enhancing visual learning, attractive to children and good for motor skill development; a parent found it interesting and suggested that a portable kit can be produced. Feedback from the teacher suggested that the size of the instruction book could be enlarged for better visibility.

Future research should gauge in more depth as to how Enjoy Chops kit can narrow the gap between L1 writing system effect and L2 instructional effect so more effective teaching materials and instructional method can be designed to consolidate the early language education.

*Keywords:* Writing system effect, instructional effect, error rate, accuracy, ABC six stamp set “印” JOY, Montessori system, alphabet and vocabulary word composition, imaginative drawing

## **Nalline Baliram**

Assistant Professor | Seattle Pacific University | United States

### **A Meta-analytic Synthesis:**

#### **Examining the academic impacts of feedback on student achievement**

Feedback can be defined by Irons (2008) as “any information, process or activity which affords or accelerates student learning based on comments relating to either formative or summative assessment activities” (p. 7). The researchers in this current study will attempt to provide a synthesis of quantitative research studies and report the impact of feedback on academic achievement. Results from the study indicated the overall summary effect to be moderate and statistically significant (Hedges’  $g = .40$ ), thus lending support to the notion that feedback may positively impact academic achievement. Moderator results suggested that teacher-provided, content-specific feedback at the K-12 level had the most impact. Suggestions for future research are given.

*Keywords:* Feedback, academic achievement, meta-analysis

**The Practicing-Connections Hypothesis:****Insights from Learning Science to Design Online Interactive Materials for Transferrable Learning**

Students learn many concepts in university courses. For example, in introductory statistics, a few concepts students learn about are: variance, z-score, normal distribution, p-values, ANOVA, regression. But at the end of the course, many have little transferrable knowledge; what they do know is often narrowly tied to specific problems and learned examples. The learning sciences offer many ideas for how to design instructional materials to promote transferrable learning but many of these insights are trapped in scholarly articles. We have developed a theory of instructional design based on these scientific findings called the Practicing Connections Hypothesis and built a fully instrumented free online interactive textbook that implements these design principles. The practicing connections hypothesis posits three design principles: (1) a set of core concepts that students repeatedly connect new information to, (2) productive struggle where students practice making these connections themselves, and (3) deliberate practice over time such that each subsequent example is difficult in a unique way. We will demonstrate how a full length course can systematically implement findings from the learning sciences and present initial findings on students' subsequent capacity to extend their learning to novel situations. Not only can students extend their learning to novel contexts (e.g., new research questions, data sets, and study designs) but they are also prepared to extend their concepts to new, more challenging statistical concepts that they have not learned about yet (e.g., multiple regression).

**Ira Rasikawati**

Doctoral Student, Fulbright Scholar | Seattle Pacific University | United States

Lecturer | Krida Wacana Christian University | Jakarta | Indonesia

**Corpus-Based Data-Driven Learning to Augment L2 Students' Vocabulary Repertoire**

Corpus-based data-driven learning (DDL) is an inductive instructional approach using computer-generated concordances. It provides students with the opportunity to analyze different language forms across contexts found in the concordance output and through scaffolded activities. The idea of engaging students to discover the language rules and patterns from authentic learning materials is central to the theory of inquiry-based learning. Despite the robust research support, however, DDL has not been widely adopted, in part because of a dearth of practical and specific recommendations for

teachers. More studies that offer insights into the use of corpus-based DDL in various second language classroom contexts are needed to corroborate the claim that the approach can promote the development of different language learning areas effectively. This paper synthesizes relevant theories and recent research findings on the use of DDL for second language instruction and illuminates the understanding of how corpus-based vocabulary instructional strategies may work in English for Academic Purposes (EAP) courses in non-English speaking countries. The study recommendations include the instructional implications of the study findings and directions for future research.

*Keywords:* EAP, second language, vocabulary, corpora, DDL, inquiry-based learning

## Robin Chen

Professor | National Cheng Chi University | Taipei City | Taiwan

### **Rural school governance in Taiwan: principals' capacity and policy support**

Based on lots of the research, rural education in Taiwan has met following challenges: a) structural imbalanced development results in uneven resource distribution; b) students are lack of culture stimulation and lose their subjectivity while facing mainstream curriculum; c) low birth rate keeps enlarging the gap between urban and rural schools; d) those who live in the rural areas are most likely classified as disadvantaged groups; e) administrative support to teachers differs from locations to locations and school sizes. In some cases, rural schools are playing the role of parenting and provide certain support to the students who need more social and culture aids. With that, the school governing body or principal has become a critical role of securing education quality and conquer the above challenges.

This study will investigate the development of Taiwan rural schools and analyze principals' governance from the perspective of policy implementation. In order to explore the dynamic social structure and the specialty of rural schools, the study will adopt qualitative approaches as the main methodology. By doing so, the author will be spending 6 weeks staying at selected rural schools, observing the operation of schools, then keep the field notes with interviews to form the discourse of rural school governance.

*Keywords:* rural school, leadership, school governance



## **The Relationship between Principal Self-Efficacy and Organizational Citizenship Behavior of Teachers**

Self-efficacy and organizational citizenship behaviors in schools are critical to understanding interactions between principals and teachers. The main purpose of this research is to look for the relationship between principals' self-efficacy (PSE) and organizational citizenship behavior (OCB) of teachers. Theoretically, self-efficacy is rooted in constructivism, and, particularly, is rooted in social cognitive theory, which is grounded in the work of Bandura. OCB, according to Organ, Podsakoff, and MacKenzie (2006), is defined as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (p. 3). Williams (1988) asserted that OCB is composed of two dimensions: benefits to the individual and benefits to the organization. Interestingly, there is no study, thus far, that addresses the connection between PSE and the OCB of teachers.

*Keywords:* Albert Bandura, self-efficacy, organizational citizenship behavior, principal self-efficacy

## **About Background and Goals of Innovations**

Every innovation should be questioned critically in the sense of a humanization of education, in particular with regard to the context and overarching objectives for which an innovation is effective. Two international innovations from the last six decades are intended to illustrate this. In the 1960s, triggered by the so-called Sputnik shock, an innovation was initiated by the OEEC (predecessor organization of the OECD). In the interests of the economy, the number of educated people in mathematics and science should be increased. In connection with this, the innovation known under "New Math" for teaching mathematics was born. With the discovery of the factor of "education" alongside the factors capital and work in economics, the discussion also led to an expansion of the entire education system. In the 1970<sup>th</sup> developments in this regard were driven back.

A further international innovation started in the mid-1990s stimulated by the results of the comparative OECD studies TIMMS (1997) and PISA (since 2000) which also focused on mathematics and science. This meant a change from input to output (final tests) and the change of the school system according to organizational forms of business management. School contents often were shortened to content and competencies that can be checked through written tests. Many current innovations often unconsciously adapt to this main stream.

In contrast to progressive education which has been developed bottom up since the beginning of the twentieth century and whose goals often contradict the goals of the two innovations discussed above these innovations were top-down innovations.

*Keywords:* Education as the third factor of the economy, opening the education system, New Math, new innovation in the 1990s, change from input to output, business management at school, questioning the overarching goals of an innovation.

## **Munyi Shea**

Associate Professor | Counselor Education | Seattle Pacific University | United States

## **Arthur Ellis**

Professor of Education | Director Center for Global Curriculum Studies | Seattle Pacific University

### **Assessing Attitude of Teaching and Learning Propriety in a Digital Age:**

#### **Development of a New Classroom Teaching Survey**

Given recent developments in educational technologies and theories of teaching and learning, a fundamental shift in the respective roles of teachers and students seems destined to occur. Meeting Owls, smart boards, podcasts, telepresence robots, and Zoom casting have made distance learning possible in ways not dreamt of a generation ago. The advent of constructivist thought made manifest in cooperative learning, problem-based learning, flipped classrooms, self-assessment, and student empowerment offers dimensions of engagement beyond traditional modes such as lecture, demonstration, textbook dominance, and formal testing. Progressives tout the merits of these changes whilst traditionalists point to losses incurred as teachers are urged to talk less, to be less directive, and students are exhorted to take charge of their own learning. The point of the survey instrument, which we are in process of developing, is to capture teacher and student perspectives on preferred ways to teach and learn. The suggestion is not to seek the “right” perspectives, but to find out what they are. It is hypothesized that attitudinal differences may well be generational and/or associated with respondents’ sense of technology self-efficacy.

In this presentation, we will provide an overview of certain theories of teaching and learning, a discussion of how educational technologies have transformed classroom teaching and venues beyond the classroom in the last decade, and illustrate the process of our survey development. Through an interactive discussion, we hope to engage the audience in sharing their perspectives and experiences as educators in a digital age, and to provide feedback on the survey in ways that would enhance its cultural relevance and application across multiple educational settings.

## **Kas Mazurek**

Professor | University of Lethbridge | Lethbridge | Canada

## **Margret Winzer**

Professor Emerita | University of Lethbridge | Lethbridge | Canada

### **Inclusive schooling for students with disabilities:**

#### **Redefining dialogues of diversity and disability in the Canadian (Alberta) agenda**

This paper focuses on issues that have confounded the field of inclusive education virtually since its inception. The problem lies at the intersection of diversity, disability, and inclusive schooling and is directly attributable to at least two parallel conversations, one belonging to international entities such as UNESCO that speak to accommodating diversity, the other to those who have a sole preoccupation with disability.

There are multiple paths to address this topic. This paper focuses on the tendency to conflate disability with diversity as expressed by the UNESCO versions of inclusive schooling and how this impacts on the targeted students, priorities, directions, and daily practice of inclusive schooling. As a case study, we use the province of Alberta where a recent set of proposals aimed at reforming special education rebranded disability as diversity and promised inclusive schooling as a solution to mounting diversity in the schools.

We explicitly argue that Alberta's sustained muddle of intent related to inclusive schooling arises, at least in part, from efforts to follow UNESCO's broad prescriptions and assimilate disability into diversity. Misassumptions about the uniqueness of disability relative to other forms of diversity and difference have spilled over to blanket disability and diminish the importance of schooling for those disabled in the political space. Implicitly, the data are generalizable to other counties pursuing an inclusive agenda, particularly those in Europe (although in this case the US is not part of the equation).

### **Collective Teacher Efficacy: An Introduction of Its Theory, Impact, and Source**

Collective teacher perceived efficacy has been considered a substantial impact on students' achievement. This study introduces the theoretical background of collective teacher efficacy which is Bandura's social cognitive theory and his concept of self-efficacy. Furthermore, this paper explores empirical studies investigating the relationship between collective teacher efficacy belief and students' academic achievement and the factors and resources that form strong collective teacher efficacy in schools.

### **Evaluation of an Innovative Coding Program for the Development and Integration of New Immigrant and Minority Youths in Hong Kong**

As the world is entering a digital era, lack of digital literacy has become an unignorable factor that widens the existing social divide between the underprivileged and the well-off. This is especially the case for immigrant and minority youths who are already in a marginalized position in both economic and social terms and have limited access to mainstream resources. This study aims to evaluate the effectiveness of an innovative service program targeting new immigrant and minority youths in Hong Kong with the aim of promoting their competence, innovativeness, social responsibility and social integration. Through developing a self-learning curriculum for coding, the program engages underprivileged youths in three consecutive modules to learn basic computational skills and Apps development, and the end product would be an App developed by the youths to solve a problem they have identified in their own community. With a pilot sample of 300 students (8<sup>th</sup> or 9<sup>th</sup> grade) from three schools, participants completed the pretest and posttest at the beginning and end of the program, which lasted for an entire school year. The evaluation examined the effects of participation in the coding program on the changes of the aforementioned youth outcomes. Findings of this research are expected to stimulate the development of innovative educational programs for underprivileged youths and to promote the application of innovative services across broader youth populations and social contexts.



## **From Teacher Talk to Student Voice: The Evolution of Synchronous Online Learning in One Course**

Online courses typically use asynchronous discussion forums for class dialogue. Recent improvements in bandwidth and web conferencing technology resulted in a growth in the use of real-time or synchronous meetings for online courses. Since its inception in 2014, SPU's Digital Education Leadership graduate program has integrated synchronous learning into all courses. What began as weekly hour-long real-time online lectures, with a few student questions when time allowed, has evolved into 60 minutes of real-time student-centered interaction each week of the course. In this paper, we will describe how our real-time online instruction in one course has developed over the years, and provide recommendations for successful online meetings including how we prepare students for synchronous learning, plan weekly meetings using inclusive practices, and integrate digital tools for formative assessment.



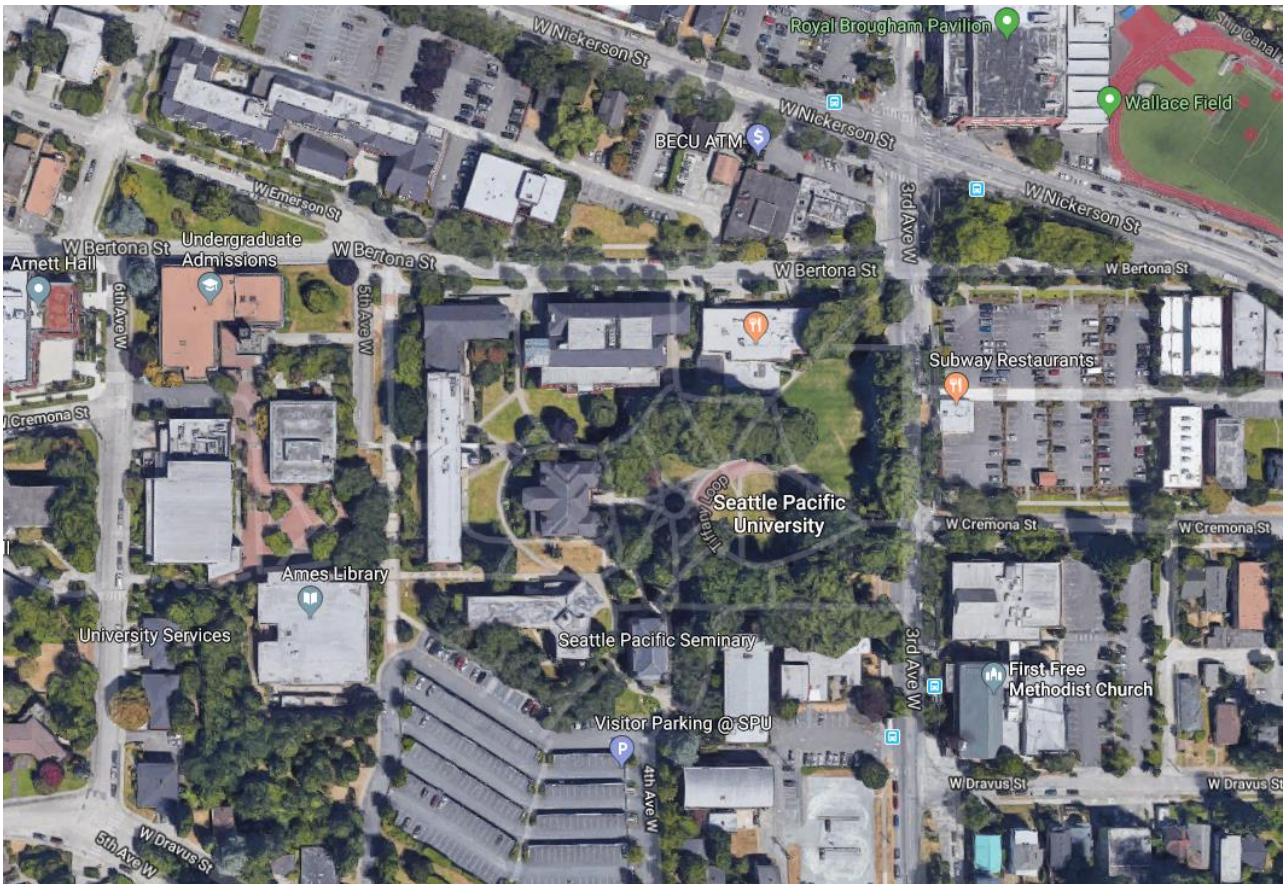


# Presentation Overview

| Tuesday, June 25 <sup>th</sup>   | Presenters:                                 |
|----------------------------------|---------------------------------------------|
| 09:35am – 10:10am                | Sharon Chiang                               |
| 10:10am – 10:20am                | <i>Coffee Break</i>                         |
| 10:20am – 10:55am                | AnnRené Joseph                              |
| 11:00am – 11:35am                | Sophia Ho                                   |
| 11:40am – 12:15pm                | Huaiwei Gao                                 |
| 12:15pm – 01:15pm                | <i>Lunch in Gwinn Commons</i>               |
| 01:20pm – 01:55pm                | Heiko Schrader                              |
| 02:00pm – 02:35pm                | Robin Henrikson                             |
| 02:40pm – 03:15pm                | Tatyana Tsyrlina-Spady and Polina Palekhova |
| 03:15pm – 03:45pm                | <i>Afternoon Break</i>                      |
| 03:45pm – 04:20pm                | Munyi Shea, Ira Rasikawati, Ya Ru. Zhou     |
| 04:25pm – 05:15pm                | Discussion and Q&A                          |
| 05:30pm                          | <i>Dinner in Gwinn Commons</i>              |
| Wednesday, June 26 <sup>th</sup> | Presenters:                                 |
| 08:30am – 09:05am                | Marianna Richardson                         |
| 09:10am – 09:45am                | Futao Huang                                 |
| 09:50am – 10:25am                | Richard Scheuerman                          |
| 10:25am – 10:40am                | <i>Coffee Break</i>                         |
| 10:40am – 11:15am                | Reinhard Golz                               |
| 11:20am – 11:55pm                | Amy Spangler                                |
| 12:00pm – 01:00pm                | <i>Lunch in Gwinn Commons</i>               |
| 01:00pm – 01:35pm                | Gloria Chwo                                 |
| 01:40pm – 02:15pm                | Nalline Baliram                             |
| 02:20pm – 02:55pm                | Ji Y Son                                    |
| 03:00pm – 03:35pm                | Ira Rasikawati                              |
| 03:35pm – 03:55pm                | <i>Afternoon Break</i>                      |
| 04:15pm                          | Departure to Whidbey Island                 |

| Thursday, June 27 <sup>th</sup> | Presenters:                      |
|---------------------------------|----------------------------------|
| 08:30am – 09:05am               | Robin Chen                       |
| 09:10am – 09:45am               | Abdulaziz Alshaikh and John Bond |
| 09:50am – 10:25am               | Ya Ru. Zhou                      |
| <i>10:25am – 10:40am</i>        | <i>Coffee Break</i>              |
| 10:40am – 11:15am               | Munyi Shea and Arthur Ellis      |
| 11:20am – 11:55pm               | Kas Mazurek and Margaret Winzer  |
| <i>12:00pm – 01:00pm</i>        | <i>Lunch in Gwinn Commons</i>    |
| 01:00pm – 01:35pm               | Qiaobing Wu                      |
| 01:40pm – 02:15pm               | David Wicks                      |
| 02:15pm                         | Conclusion of Presentations      |
| 02:30pm – 03:15pm               | Discussion and Q&A               |
| 03:15pm                         | Thank You and Closing Remarks    |

# Campus Maps



The Symposium takes place in Ames Library, specifically the **Library Seminar Room** on the second floor. This room has air conditioning, a computer, a projector, a whiteboard, tables, and is wheelchair accessible. Participants will be able to use the computer in this room, or set up their own personally computer and connect this to the screen for their presentation.

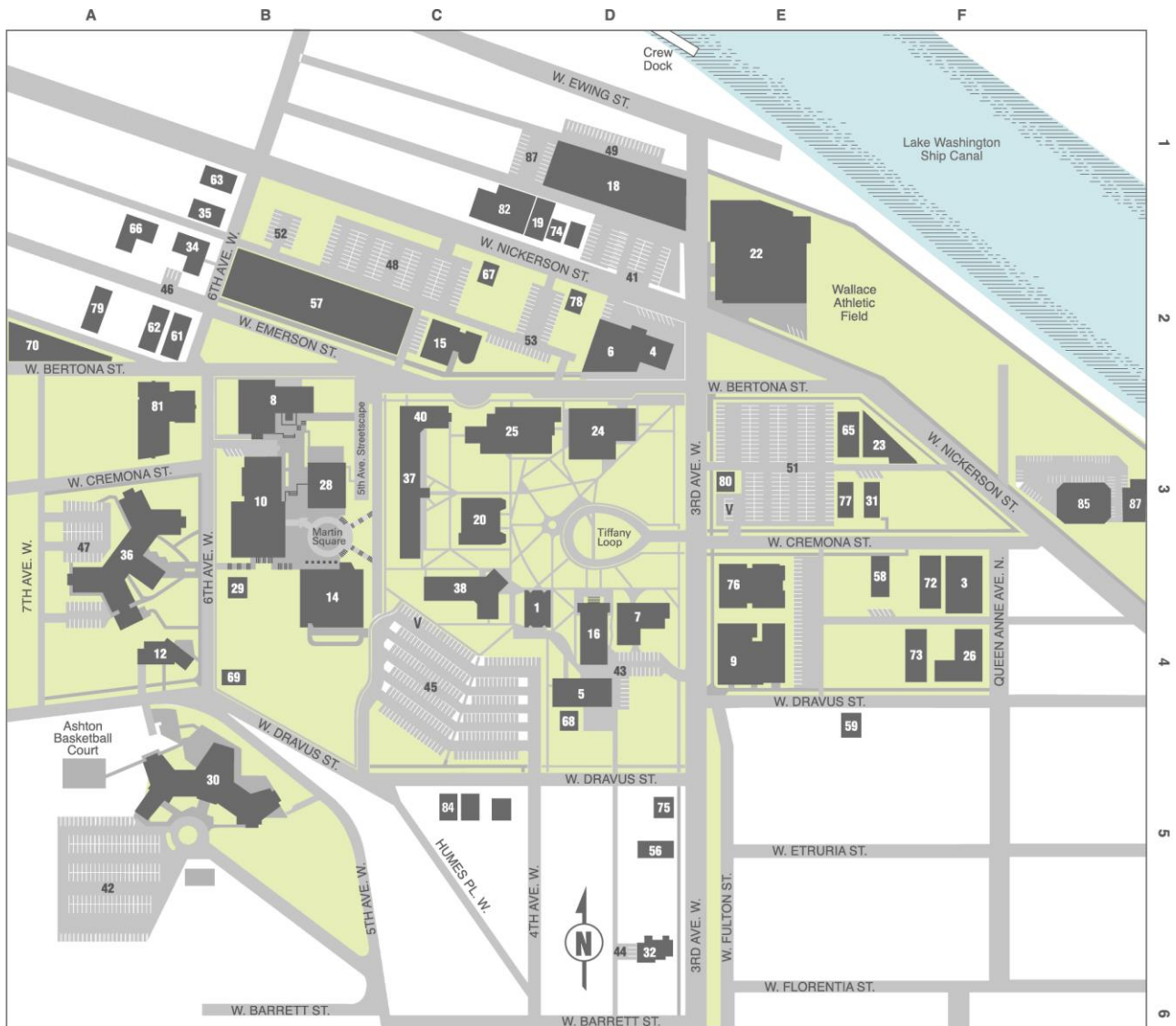
Coffee breaks will be just outside of the Library Seminar Room. Meals, with the exception of the Whidbey Island dinner, will be offered in Gwinn Commons. You can find this building next to the library, and meals are offered on the first floor which is accessible by stairs or elevator. You will need your provided keycard for the meals.

Accommodation will be provided in Emerson Hall, the building on W Emerson St. Guests will only be able to access this building by keycard. Please make sure to have your **keycard** with you at all times. Lost keycard will result in a **\$125** fine.

For emergencies or campus assistance, please call **Safety & Security** at: **206-281-2922**

**For interactive map:** <https://spu.edu/info/maps/asp/>

# Campus Maps



**14: Ames Library** (Library Seminar Room)

**10: Gwinn Commons** (Meals)

**57: Emerson Hall** (Accommodation)

**45: Visitor Parking**



# Local Neighborhoods

Seattle is one of those cities that lives like a town. It's full of quirky neighborhoods, and it's small enough that you'll usually run into someone you know on a Saturday afternoon when you are out and about.

SPU students get to live and learn at the intersection of three fantastic Seattle neighborhoods, and we think you'll love living here as much as they do.

## Queen Anne

Seattle Pacific University is tucked away on the north side of Seattle's Queen Anne Hill — it's quiet, residential, and friendly. Just up the hill from campus is a village like avenue with more coffee-shop study haunts and eateries than you'll ever know what to do with. Further down, the hill bustles with a downtown vibe.

Our favorite Queen Anne destinations:

[Seattle Center](#), for a Space Needle view

Malena's Taco Shop, for the real deal (and a steal)

Storyville Coffee Company, for mochas, pastries, and hipster points



*SPU students snap a photo outside of the Museum of Popular Culture at Seattle Center.*



## Ballard

Once a Scandinavian fishing village, Ballard is home to longtime locals, young professionals, families, and plenty of SPU professors. It's full of great food, coffee shops, and the places you'll probably head to for groceries.

Ballard is famous for:

Majestic Bay Theatres, where movie-watching feels old-school

Larsen's Danish Bakery, where the kringle is crisp

Golden Gardens Park, where SPU beach bonfires are a weekend staple in the fall and spring

Historic Ballard



## Fremont

You won't get through the Symposium at SPU without at least one invitation to walk to Fremont along the ship canal. It's a gorgeous 10-minute stroll in every season, but especially in the fall. Once you arrive, it's public art, local boutiques, and peaceful protesters with clipboards galore.

SPUers love a lot about Fremont:

Theo Chocolate, because of free samples and an educational [factory tour](#)

Thai restaurants

[Google, Adobe, and Getty Images](#)



*The Fremont Troll is the largest of many quirky sights present in Fremont and Ballard.*

# Index

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# Special Thanks

Thank you for participating in the Center for Global Curriculum Studies' 10<sup>th</sup> Biennial Symposium: Educational Innovations in Countries Around the World! We look forward to a continued exchange of international insights and critical analyses.

## Conference Papers to be Published

Papers will be published in the journal "*International Dialogues on Education*".

[www.ide-journal.org/](http://www.ide-journal.org/)

## Special Thanks to Partners in the SPU Community

### **Rolin Moe**

Director of the Institute for Academic Innovation

### **Arthur Ellis**

Professor of Education, Director of Center for Global Curriculum Studies

### **David Wicks**

Associate Professor

Chair, Digital Education Leadership

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