

Research Area: Educational

Session Type: Papers

Engaging delinquent adolescents to learn through mediation

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The objective of this paper is to answer a general question, 'How can learning through mediation help teachers to engage delinquent adolescents to learn?', and focuses on a teacher and his learners' processes of transformation when mediation becomes central in his learning and teaching approaches. Delinquent learners in this study refer to disengaged students who show less or no interest in schooling, play truant and demonstrate anti-social behaviours. This study follows an intervention-interpretive paradigm and uses a qualitative strategy. Data were gathered using classroom interaction, observations and interviews on a group of 14- to 16-year-old students learning Physical Education, specifically when playing softball games in a secondary school in the north of Malaysia. Data were analysed based on a model of mediation (Abdul Rahim, 2007). Findings suggested two emerging themes, i.e. a learner-centred learning focus and a transformation of teachers and learners' learning experiences. Understanding the students' interest, challenges and aspirations was vital in involving the students in the learning activities, hence focusing on learner-centred learning. The softball game and rules as an environmental mediation assisted the teacher in mediating the students' understanding of the importance of obeying rules in schools. The teacher also provides cognitive and affective mediation to stimulate learning thus enabling learners to go through a process of transformation which then changes the teacher's perception of his learners' learning capacity. It is recommended that teachers understand the importance of learning through mediation and teacher training programmes introduce models of mediation in helping learners, especially delinquent ones, to learn.

The impact of using Fink's active learning model on grade 10th Omani female students' self-regulated learning strategies

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Cumulative research shows that an important means to life-long learning is to help students develop self-regulated learning (SRL) strategies. In SRL, students become aware of their own thinking, are strategic, and are able to direct their motivation toward valuable goals. Based on previous research, SRL can be developed if effective learning environments are established. The current study investigated the impact of using Fink's Model of active learning in developing SRL strategies. Fink's model is a learner-centered model where both experience (doing and observing) and reflective dialogue are recognised. The sample consisted of (62) grade 10th female students in Al-Dhakhilia school district. The sample was randomly divided into two groups: An experimental (N= 32), which was taught by the Fink's Model of active learning and a control group (N= 30) which was taught using the traditional method. The teaching process has a frequen-

cy of seven lessons per week and lasted for eight weeks in the academic year 2010/2011. The researcher administered the Motivated Strategies for Learning Questionnaire (MSLQ, Pintrich, et al., 1991) to measure SRL strategies. The MSLQ scores showed a reliability value of (0.88). The results revealed statistically significant differences at ($\alpha=0.05$) in (MSLQ) favouring the experimental group. The current study contributes to the educational practices by designing a program of active learning (based on Fink's Model) to promote students' SRL. The researcher recommends the use of this program to promote SRL strategies.

Empathy and the personal experiences of trainees in a persona doll training programme in South Africa

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Many devastating problems face South Africa's young children that can hamper their emotional and social development. The Persona Doll programme (Buchanan, 2007) attempts to intervene in the young child's emotional development. Persona Dolls are used to encourage emotional expression and management in young children. Previous research has indicated the positive effects of the Persona Dolls and Emotional Literacy programmes with children. Buchanan (2007) demonstrated that the Persona Doll sessions elicited emotional material that could be used in developing emotional literacy in children. Irish (2009) indicated that preschool children's ability to perceive and label emotions increased after the programme. Furthermore, the teachers involved with the Persona Doll programme perceived that there was an improvement in emotional expression with their children, and that the children appreciated working with the Persona Dolls, which helped to facilitate speaking about emotions and feelings (Irish, 2009). However, the development in the trainees and practitioners who use these dolls has yet to be researched. This research study assesses the development of empathy, and the personal experiences of trainees who undergo the emotional literacy and Persona Doll training programme in South Africa. Participants include social workers, psychologists, and preschool and foundation phase teachers. Participants' empathy is assessed before the first training session, and at the end of the training through the Davis Interpersonal Reactivity Index (1980). Participants also document their feelings, experiences, and thoughts while undergoing the training, in a journal. This research is still being conducted.

Ghanaian students' attitude toward the use of the internet as a learning tool

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The internet has become an indispensable tool in the world. Its usage has increasingly become common in many spheres of our daily life. It is in this regard that the researcher sought to find out about the University of Cape Coast (Ghana) undergraduate students' attitude towards the use of the internet as a learning tool. The design employed was a descriptive survey. The extent to which students

used the internet to learn effectively and their perceptions about the academic environment in the University of Cape Coast (UCC) in relation to the extent to which it facilitates the use of the internet for learning were investigated. The self-perception theory, the functionalist theory and the cognitive dissonance theory were the foundation for the study. The study was conducted using a random sample of 341 undergraduate students from the 15,026 students from all Faculties in the university who had registered for the second semester of the 2010/2011 academic year. This number was derived from a sample size determination table provided by Krejcie, Robert, Morgan, and Daryle (1970). The findings indicated that students use the internet to learn effectively and perceived that the academic environment in UCC facilitated the use of the internet for learning. In general, the findings indicated that UCC students had a favourable attitude towards the use of the internet for learning. The age and gender of the student did not have any significant effect on the extent to which they used the internet to learn effectively.

Teaching is exhausting: Examining the role of discrete emotions and emotional dissonance in the classroom

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Compared with other professions, teachers experience higher levels of emotional exhaustion – a core dimension of burnout. A close relationship between emotional exhaustion and actual emotional experiences is suggested (Chang, 2010), yet empirical evidence is lacking. As teachers spend approximately 40% of their total working time in class, the present study focuses on emotional experiences while teaching, and their relationship to emotional exhaustion. Drawing on the regulatory resource model (Baumeister, Bratslavsky, Muraven, & Tice, 1998) we hypothesise that experiences of negative emotions and emotional dissonance (displaying emotions not genuinely felt) deplete resources and result in emotional exhaustion. A paper-pencil-questionnaire was administered to 36 secondary education teachers (56.2% female). They reported on their discrete emotions (anger, anxiety, boredom and shame) and emotional dissonance (suppressing feelings / faking emotions) in class, as experienced "in general" (beliefs about emotions, trait-emotions), and their emotional exhaustion. To compensate for bias in retrospective self-reports on emotions, teachers also reported their momentary emotional experiences and emotional dissonance in class (state-emotions) via computerised experience-sampling. Multilevel analyses revealed that emotionally exhausted teachers experience higher levels of state-anger, -shame and -emotional dissonance (suppressing feeling) in class. Moreover, emotionally exhausted teachers have a greater discrepancy between their trait- and state-reports, resulting from an over-estimation of trait-anxiety, -anger and -suppression of feelings. This indicates that emotionally exhausted teachers have stronger dysfunctional beliefs about their emotional lives. The study provides important new insights into the role of emotional experiences for teachers' burnout, which can prove beneficial in designing future studies or treatments.

The relationship between spatial awareness with mathematic disorders in elementary school students

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This research was designed to study the relationship between spatial awareness with mathematic disorders in elementary school students at grade three in Isfahan city. A sample of 60 students was selected from elementary schools. Spatial Awareness Questionnaire and Raven Intelligence Test were administered to the subjects. The results of stepwise regression analysis showed that the correlation between spatial awareness, IQ and classification of students with mathematic ability were significant ($P < 0.05$). The results of this study support the claim that stimulus of child in environment and pre-school programs, especially in spatial awareness, can progress the mathematic ability of students in elementary school. The most important finding from these analyses is that mathematic ability of children is influenced both by intelligence and by spatial awareness.

"Graduateness" a contested idea

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Navigating expectations between higher education, employers and graduates, the notion of "graduateness" is a highly contested idea amongst multiple stakeholders. Higher education institutions (HEI), employers and students continue to grapple with the meaning of the construct. Allocation of the responsibility to ensure that "graduateness" is instilled in students when they move out of the confines of the university environment, prepared to enter the professional working world is further contested. Consequently, the aim of the present paper is to explore the contested nature of "graduateness" and the contested expectations as to 'whose responsibility' it is to instill "graduateness" within students. The paper will also endeavour to explore the meaning of "graduateness" from a South African perspective with an emphasis on "graduateness" being more than just 'employability attributes'. Instead "graduateness" will be discussed as embracing critical competencies such as global citizenship, moral leadership, social responsibility and a theoretical and practical understanding of ethics and their importance within communities of practice. Finally, the paper will attempt to outline strategies that need to be undertaken by institutions of higher learning and employers to transcend the gap between university 'outputs' and employer 'demands' so as to enable a seamless and continuous learning flow for graduates as they leave the safe confines of higher learning and enter the diverse and highly complex world of work.

Effect of leadership training in sport learning on middle school students

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This research first guides leadership training to sports to investigate the effect of leadership training used in the sport learning of middle school students by a cautious teaching experiment. The pre-post-test/control group design was used in the study. Subjects, 102 experimental and 95 controls, were

selected in Guanshang middle school. Leadership skills were measured three times (pre-test, post-test and a time-lapse determination) and sports performances were tested twice (before and after training) among the subjects. Only the experimental groups of subjects (31 were junior students, and 71 were high school students of which 31 were in a basketball elective class as a group event and 40 were in an aerobics elective class as an individual event) were exposed to a 15-week leadership training intervention in sport learning in which subjects met for 45 minutes a day twice weekly. Repetitive measure analysis of variance was used to analyze the data. Results show that the subjects of the experimental group score significantly higher in total leadership, working with groups, understanding self, communicating, making decisions (no statistically significant difference is found in the aerobics elective class) and leadership, and thus reveal that it is effective to train leadership in sport learning. Students' sport performances show no significant differences between the two groups, indicating that leadership training has no influence on students' sport learning. Also, the data of the time-lapse determination reflects that the effect of leadership training can be retained to a certain degree. The results have shown the feasibility, applicability and validity of involving leadership training in sport learning in middle schools.

Creativity and talent development in ethno-linguistic diverse nations of South America

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The importance of creativity as an expression of mental health in human development is established, as well as its development in contexts of ethno-linguistic diversity, from empirical data. The social construction of the talent concept in Peru, Chile, and Colombia under the influence of Positive Psychology in its actual conception is analysed, as the need to promote its development from individual and group efforts towards the improvement of well-being. The relationship between creativity and talent concepts is discussed, considering empirical studies, and a case-study, in order to understand the particular contributions of those who used their talent to improve the living conditions. Emphasis is put on the important role of opportunities and complementary services for the talented children and youths living under poverty conditions. Finally, the need to sensitise the professionals of health and education on the needs of the talented children and youths living under ethno-linguistic diversity, and poverty conditions is imperative. Most of them are exposed to a lack of opportunities to develop their abilities. Recommendations involve formal lineaments for talent development, as well as the advocacy of the different agents of civil society, as well as universities and enterprises, in order to build-up a communal, social, and working space, supporting their development towards a positive social transformation.

Teachers' conceptualisation of their professional relationships as a factor of educational effectiveness

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To explore how the teachers conceptualise their role position in their relationships with students,

what metaphors they consider as relevant to their experience, and how these metaphors are linked with their professional activities, 15 semi-structured interviews with Russian primary and secondary school teachers were performed. Content-analysis techniques and expert assessment were used. The stories about conflict situations within the educational process were collected, and teachers' metaphors of relationships, weaknesses, resources to restore psychological balance, and new knowledge obtained from the conflict experience were discovered and analysed. Experts also analysing texts of the interviews assessed teachers' levels of competence, constructiveness in conflict solving, tendency to burnout/self-realisation, and to egocentrism/decentration. Surprisingly, most common metaphors used by respondents are not of knowledge transfer but of people management. Teachers' constructs of professional relationships describe predominantly distribution of power, where the teacher is a representative of authority ('commander', 'orchestral conductor', 'guide' etc.), and students are represented as his or her followers ('soldiers', 'musicians', 'inexperienced travellers', etc.). Teachers' weaknesses are often related with the lack of power. The links between their metaphors, weaknesses, resources, and competence according to experts' opinion were evaluated. Teachers in Russia tend to conceptualise the process of teaching as people management, and their role as power representative. Links between teachers' type of power position, stress-resistance, psychological ability to self-protect, competence, and quality of relationships with students are discussed.

Communicative strategies in education: Theoretical review

Victoriya Boguslavskaya *Southern Federal University, Russian Federation*

Despite numerous research studies into the nature, mechanisms and properties of senses translation as an interdisciplinary problem, in psychology, there is practically no sense-creating research, even in the educational context, as a field of common senses in which their directed transference from the teacher to the pupil is realised. The vector of influence from the teacher to the pupil can be considered to be communicative strategies. Interaction of the teacher and the pupil, considered as the intention of sense-creation, has a certain steady orientation, however the logic of realisation of the given process can be varied. Communicative strategies in the educational process can be differentiated on the grounds of the way that transmission of senses (which are presented in informational constructs) are subjected to assimilation. As a basic strategy, it is possible to distinguish manipulating and conventional strategies. In the process of realisation of manipulating strategies, the sense is generated and transformed before the process of its transmission. In this case, actions of the "teacher-pupil" parties are unequal, and one party (the manufacturer of the sense) controls the other party (addressee). In the process of realisation of conventional strategies, the sense is generated, and transmitted within the communication process where actions of the parties are equal in rights. In conventional communications, control of the audience is open and equivalent.

Under-graduate students' self-directedness and employability attributes in open distance learning

Jo-Anne Botha UNISA, South Africa; Melinde Coetzee

Adults enroll as distance learning students at tertiary institutions to further their qualifications and improve their employability. Research shows that the psychological constructs of self-directedness and employability attributes influence adult learners' study performance and motivation. These constructs are under-researched in the South African distance learning context. The objective of this study was to explore the relationship between undergraduate adult learners' self-directedness (measured by the Student Self-directedness Scale) and employability attributes (measured by the Employability Attributes Scale). A quantitative survey approach was followed. A stratified proportional random sample drawn from a total population of $N = 10\,398$ undergraduate distance learning adult students in the economic and management sciences field - Final sample ($N = 1102$). The sample comprised 88% between 18 and 40 years (early career stage); 63% females; 92% blacks; 57% employed. Exploratory factor analysis was conducted on the newly developed Student Self-directedness Scale. Descriptive statistics (means, standard deviations, reliability statistics), and correlational analyses were performed. Acceptable internal consistency reliabilities for the two instruments were obtained. Significant relationships were observed between the participants' self-directedness and employability attributes, pointing to the importance of developing these psychological attributes in adult students. In conclusion, new knowledge was gained which can be used to inform teaching and learning design for adult learners ensuring their success as students and employability. The results are limited to the demographic confines of the study. Recommendations for future research and practice are made.

Exploring the value of employing metacognitive procedures into teaching

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This paper reports on a study that explored the value of employing a range of metacognitive teaching procedures in a high school classroom, during a time when education, both in South Africa and internationally, experiences a number of challenges with regards to the need for improved teaching and learning. The study employed a social constructivist theoretical framework that views learning as a unique, internalised construction of knowledge from a social interaction, such as teaching. The study was embedded within a paradigm of praxis and employed an action research design. Purposeful sampling was used to select nine learners as participants. Data were collected in the form of learner reflections, an open-ended questionnaire, a focus-group interview, and a research journal. Furthermore, the data was analysed, using a theoretically founded coding scheme in order to identify and interpret significant themes. The findings will be presented under the themes learners' metacognitive development (knowledge and regulation of cognition), metacognition and the ideal learner, and the development of teaching practice, with the intention of revealing the value of metacognitive teaching

procedures. The main findings of this study indicated that the employed metacognitively orientated teaching procedures enhanced learners' metacognition. Their metacognitive awareness and reflection abilities improved, as well as their knowledge and regulation of cognition. The research process proved to enhance my teaching practice with the teaching procedures demonstrating the potential to facilitate the development of my learners' conscious thinking, self-discipline, responsibility and active participation in learning - all characteristics envisaged for the ideal South Africa learner.

Self-regulation, working memory and attention: Effects and interactions

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The capacity of human beings to self-regulate has been an important topic of study in psychology. It has resulted in significant findings regarding human cognition, problem solving, decision making, metacognition, motivation and volition. This study investigates the interactions between basic cognitive processes (working memory [WM] and attentional networks [ATN]), and their effects on self-regulation (SR) factors. The sample consisted of 900 entering university students, with equal representation of both genders, ages between 18 and 25, from various disciplines (humanities, psychology, business, and accounting). The instruments used were: The Attentional Networks Test, the AOSPAN (an automated test measuring WM capacity), and an online SR/motivation questionnaire (OMQ91). Participating students were divided into four cognitive groups (high and low levels of each cognitive resource). ANOVAs compared levels of SR factors between the four cognitive groups. In addition regression analyses examined the relative contribution of cognitive and SR factors on general academic outcomes. Results showed the functional independence of the three attentional networks, and a significant correlation between executive attention and working memory capacity. Significant interactions were found between the SR factor levels and the levels of the cognitive resources studied in the four cognitive groups, demonstrating interesting patterns of effects of the cognitive processes on the components of the self-regulation construct. These results have important implications for the understanding of the functional distinction of SR components and of the effects of basic cognitive processes on SR, important for cognitive theory and the understanding of SR in learning.

Impact of remedial intervention on mental health issues associated with learning disabled students

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Learning disabilities are problems that make it difficult for a student to learn in spite of having normal intelligence. They lack in fluid intelligence and fail to keep up with academics and tend to fall behind. This leads to social rejection and develops criticism, and gives rise to mental health symptoms like low self esteem, truancy, aggression, delinquency and low self confidence. The present study has been done on a very small sample with action research

approach. Twenty first-generation learners, aged 10-12 yrs, have been selected on the basis of their behavioral and scholastic difficulties. They were initially assessed by Standard Progressive Matrices, Aggression Scale and Self confidence Inventory and also by observational method, which is an informal way of assessment. Each child was found to have normal intelligence but low self confidence and with aggression trend. An Individualized Remedial Education Plan (IREP) was made for each child on the basis of their difficulty level and training was imparted for three months. After the training, they were assessed in school performance and showed improvement in academics. This was followed by reassessment by the Inventory Scales which also showed significant changes. This small study affirmed that scientific intervention can have a positive effect on mental health symptoms among children with learning disabilities.

Debate on kinesiology and pedagogy

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Kinesiology has been listed as one of the first level disciplines of pedagogy and its study has been recognised as a degree qualification since postgraduates was recruited for further study in the field in the 1980's. During the course of the creation and development of kinesiology, the impact of the broad field of pedagogy in determining the field kinesiology has been obvious. This results in pedagogy being closely related to the discipline of kinesiology. The relationship of kinesiology and pedagogy is the most important of all the relationships determining the nature of the discipline, which deeply reflects the mechanism of traditional pedagogy and this is a particular and operative problem that effects the development of kinesiology. Therefore, the research on the relationship of kinesiology and pedagogy has important academic consequences as well as practical value. Through the use of literature consultation, mathematical statistics, comparison and analysis, this paper analysed the mechanism operative in kinesiology that relates it to pedagogy. In particular it investigates the promotion and localisation of pedagogy and its effects on kinesiology in terms of the trend determining the close relationship of kinesiology and pedagogy. The result shows that pedagogy has in some ways been promoting the development of kinesiology, while restricting it in some ways at the same time. Kinesiology will depend on pedagogy and gradually develop into an independent discipline in the future.

Which cognitive levels do students use when solving the maths problems? Students' and teachers' perspectives

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When constructing knowledge tests, cognitive level is usually one of the dimensions comprising the test specifications with each item assigned to measure a particular level. The aim of this paper is to investigate: (I) Can the Math teachers recognise which cognitive level is measured by each item?; and (II) What cognitive levels do students really use when solving the Math items? For the purpose of this research, a Croatian final high-school Math test was used. Subject-matter specialists who constructed the test classified the items into the three categories based on the cognitive level that they supposed to

measure: knowledge, comprehension, and application. High-school Math teachers (N=105) were asked to classify the items from the math test into three cognitive level categories. In addition, 16 senior high-school students individually took the Math test and after each solved item, they were asked to explain the cognitive processes used to reach their solution. Teachers' judgments and cognitive interviews with the students revealed differences in the cognitive classifications of the items designated by the test makers. The cognitive levels were not efficient descriptors of the items and so improvements are needed in describing the cognitive skills measured by items.

Stress, coping and support in first and final year students at the University of the Witwatersrand, Johannesburg

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University is considered to be highly stressful and there is an alarming increase in the number of stressed university students. Effective coping strategies and support are associated with decreased levels of stress. The current study was aimed at exploring the sources of stress, coping strategies and sources of support for first and final year students, as well as exploring whether a difference exists between first and final year students regarding sources of stress. 251 students (152 first year and 96 final year students) from the University of the Witwatersrand answered a self-developed questionnaire comprised of four sections- demographic information, sources of stress, coping strategies and sources of support. Analysis indicated that there were no differences between first and final year students with regards to sources of stress. Academic stress and family stress were substantial sources of stress for all the students. The majority of the students coped using problem-focused and avoidance strategies. Friends were the biggest social support agents, followed by family. The results of the study contribute to a better understanding of the sources of stress facing first and final year students, the coping strategies they employ as well as the support structures they used. These findings may lead to more effective stress management programs to assist students in coping with stress and reducing their stress.

Researching the adolescent living with a physical disability: Collaging as an alternative form of qualitative data collecting

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The use of visual-based methods within qualitative research provide a creative space for participants to express views that often are submerged by textual representations. Creating a drawing, compiling a collage or taking photographs are described by many researchers (Daniels, 2006; Rogers, 1997; Betensky, 1995) as natural activities that children and adolescents use to explore their world as well as comment on it. The textual representations of participants' realities have been criticised for the ways in which it can appropriate the voices and stories of participants (Denzin, 1997). We argue that reliance on only text-based knowledge to report on human experience could be at the expense of silencing voices and submerging data. Though there have

been investigations into drawings and photo interviewing as visual-based research methods to empower marginalised adult participants, there is a dearth of research on the value of collaging as a tool in educational research, specifically in understanding the experiences of adolescents. In this narrative inquiry the researchers made use of semi-structured interviews, a focus group interview and collages to afford adolescent participants who were living with a physical disability, the opportunity to tell their stories. We explored how the symbols and metaphors in the collages of five adolescents provided insights into their experiences and the social worlds that they navigate as teenagers. We found that the visual data disrupted and challenged the validity of some of the textual data.

Longitudinal predictive validity patterns: A case study spanning five years

Marie De Beer UNISA, South Africa; *Catherine Otto*

A longitudinal predictive validity study was conducted over a 5-year period within a secondary school context (n=371). All learners in the school were assessed with a learning potential measure, as well as both an English and calculations aptitude test respectively before entry to the school at a junior secondary level. Ongoing academic marks for all learners from grade 7 to grade 12 were gathered and used as criterion measure to evaluate the predictive validity of these measures for predicting Mathematics, English and general academic performance of learners in the years following the initial assessment – spanning between one and five years for the different grade groups. Patterns of statistically significant correlations between the predictor variables and academic performance results showed consistent statistically highly significant predictive validity results for all predictor measures in the first four years. However, the statistical significance and magnitude of correlations were lower for criterion results obtained five years after the initial assessment. The results seem to indicate that prediction beyond a 4-year period could be less accurate than during an initial more solidly supported window period of between one and four years.

The meeting of two worlds: Multi-disciplinary approach to the training and education of OT students

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The training and education of occupational therapists is extensive and involves a broad spectrum of techniques and activities. One facet of the training and education for the future career of the occupational therapist is exposure to and eventual facilitation of group treatment. As part of their curriculum the third year occupational students at the University of Pretoria have since 2007 been exposed to an adjusted socio-emotional group experience the main purpose of which is not only to facilitate experiential learning, but also to demonstrate the effectiveness of the multi-disciplinary interaction between occupational therapy and psychology. The group-process training, facilitated by a senior occupational therapist and a senior clinical psychologist, extends over three days and is based primarily on the psychotherapeutic principles devised by Irving

Yalom. The group generally consists of between 8 to 10 third year occupational therapy students. Each group is exposed to an art activity on the first day, followed by a discussion of each one's art creation on the second day, and finally, formal closing of the group on the last day. After closing the group the leaders facilitate insight into the group processes by merging the students' experiences and the theoretical concepts that were taught.

Investigating teachers' experiences of workplace bullying: Health effects and strategic interventions

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There has been a growing multi-disciplinary interest in the phenomenon of bullying. The evolving research on this topic indicates that this phenomenon can also occur in various work contexts. Recent research studies identified teachers as an occupational group that is often physically and psychologically bullied by learners, colleagues and education managers. The aim of the study was to investigate how teachers' physical, psychological and social health is affected by their experiences of workplace bullying, using the Biopsychosocial model as the theoretical foundation. Victimized teachers were recruited through the use of print media and voluntarily participated in the research study. The research was conducted using a qualitative research design and methods. Data was gathered by means of telephonic semi-structured, phenomenological interviews. These interviews were transcribed verbatim and analysed by means of thematic content analysis. Findings indicated that victimized teachers were affected physically (e.g. hypertension, sleeping problems), psychologically (e.g. anxiety, depression) and socially (e.g. withdrawal from personal and work relationships, distrust). It was further recognized that these teachers' ill-health experiences also severely affected their families and work performance. It is suggested that various strategic interventions are conducted to psycho-educate teachers regarding the phenomenon of bullying and further create awareness in the school community and broader society.

How to increase teachers' accuracy in detecting dishonesty

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Teachers' accuracy at distinguishing students' lies and truth is often only at chance. We investigated whether person-oriented or situation-oriented approaches can enhance teachers' detection accuracy. Experiment 1 (N = 75) used a person-oriented approach by instructing half of teachers not to use wrong stereotypical nonverbal cues when judging students' dishonesty. Teachers received videotapes of students' true denial messages about school aggression (i.e. students were innocent) and untrue denial messages (i.e. students were actually involved in aggression). Teachers receiving correctional instruction did not achieve a higher overall accuracy than those without instruction, however the former judged more messages as truth than the latter. In Experiment 2 N = 123 teachers judged the credibility of videotaped students' true or untrue denial messages about having cheated. To test the

effects of characteristics of the interviewing situation, half of the students had the opportunity to plan their message before being interviewed, while the other half had not. Detection accuracy was higher for messages without preparation time. The findings support that teachers' detection accuracy can more strongly be enhanced by changing characteristics of the interviewing situation (avoiding preparation) than by changing characteristics of the judge (avoiding using wrong cues).

Teacher goals and students' perceptions of instructional practices and classroom goal structures

Markus Dresel University of Augsburg, Germany; **Michaela Fasching; Sebastian Nitsche; Gabriele Steuer; Oliver Dickhaeuser**

Recently achievement goal theory was applied to the population of teachers in order to describe teacher motivation and to explain teachers' minds and behaviours. Meanwhile, considerable evidence exists supporting the assumption that teachers' goal orientations influence their attitudes, their stress experiences and their professional learning behaviours. With regard to the proposed effects on instructional practices and students' motivation and learning, however, large research deficits remain. In the present paper we address these deficits and seek to enlighten the effects teacher goals have on instructional practices and classroom goal structures with a focus on students' perceptions and the mediating processes involved. We present results of a study in Germany, in which 84 Mathematics classrooms and 1447 students were included. We used teacher measures (personal goal orientations, intended classroom goals) and student measures (perceptions of teachers' instructional practices and classroom goal structures). Multilevel analyses indicated that both types of teacher goals are interrelated with students' perceptions of instructional practices and classroom goal structures. Performance oriented instructional practices and performance goal structures could be better predicted through personal achievement goals, while mastery-oriented practices and mastery goal structures could be better predicted through intended classroom goals. Two-level path modeling revealed further indications for different interrelations for mastery goals and performance goals. It could be concluded that teacher goals impact instructional practices and classroom goal structures as perceived by students and that two structurally different mechanisms may exist for mastery and performance aspects.

What educational psychologists learn from their conversation analysis research

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This paper is a meta-analysis of eight research projects completed by Educational Psychologists as part of their professional preparation. The purpose is to describe the trends and patterns in Conversation Analysis methods used in order to understand what practitioners learn about the conversational dimensions of their interactions with learners who presented themselves for psychological support. The CA studies involved interactions with primary and high school learners around topics

of sexuality, gender based violence, AIDS, and family relationships. Findings indicate that the analysis of conversational interactions in terms of turn and sequence organisation, response preferences and repair, provide Educational Psychology practitioners very specific feedback and opportunities to improve their interactions with learners they assist. Findings are discussed in terms of counselling theory and recommendations are made for the professional preparation of Educational Psychologists.

Emotional intelligence and burnout among high school teachers

Iram Feroz Aligarh Muslim University, India; **Asma Parveen**

The aim of this study is to determine the relationship between emotional intelligence and burnout among high school teachers. The present study comprised 50 male and 50 female teachers selected randomly from the High School of Aligarh Muslim University. To measure emotional intelligence Trait Emotional Intelligence Scale developed by Law, et al. (2004) was used and for the measurement of teachers' burnout, Teacher Burnout Questionnaire devised by Friedman (1999) was used. The obtained data were statistically analysed by means of 't' test and the correlation analysis method was applied, which shows a relationship between emotional intelligence and burnout among male and female teachers. It was evident from Table 'A' that male and female teachers differ significantly from each other on emotional intelligence scale. The higher mean score of male teachers showed that they were more emotionally intelligent compared to female teachers. Table 'B' showed male teachers significantly differ from female teachers on the burnout questionnaire, the significant value of 't' indicate that both have different levels of burnout. The higher mean score of female teachers showed that they faced more burnout situations. Table 'C' showed that there were a negative relationship between emotional intelligence and burnout among both groups of teachers. The findings of the present study depict the structured relationship between the dimensions of emotional intelligence and burnout and it is suggested that the cultivation of emotional intelligence can be an effective strategy for reducing burnout and enhancing the professional efficacy among teachers.

Using participatory action research in schools: Collaborating with teachers to develop an HIV/AIDS school plan

Ronel Ferreira University of Pretoria, South Africa; **Karien Botha; Liesel Ebersohn**

How can psychosocial education policy be implemented by teachers? In a prospective intervention study STAR (Supportive Teachers, Assets and Resilience) we used Participatory Action Research (PAR) with teachers (n=8, female) in a primary school in the Eastern Cape, South Africa, to establish how HIV&AIDS policy could be transformed into a school plan for implementation by teachers. As background we analysed related transcriptions within the STAR data set (Theme 1: Underlying rationale for an HIV&AIDS school plan in the particular school). We then conducted two one-hour focus groups with participating teachers and the school principal to determine their needs and ideas

of an HIV&AIDS school plan, as well as their existing knowledge of the former Department of Education's National HIV&AIDS Policy (Theme 2: Expectations of an HIV&AIDS school plan). This phase of data collection was supported by observation (documented in field notes and visual data) and research diaries. Following iterative data generation and analytic induction during thematic analysis we facilitated a PAR session with participating teachers, in order to finalise the content of the HIV&AIDS school plan (Theme 3: Content of the HIV&AIDS school plan). The HIV&AIDS school plan was transformed into both a written document as well as a visual poster which currently guides teachers in the participating school in implementing related policy.

Peer-facilitation in dissemination research: Teachers' experiences as facilitators and recipients

Ronel Ferreira University of Pretoria, South Africa; **Maesela Thabe; Ayob Ayob; Melanie Joubert; Liesel Ebersohn; Willie Pieterse; Deliwe Khumalo; Liz-Marie Basson** University of Pretoria, South Africa

In exploring the feasibility of peer-facilitation during dissemination research, we investigated teachers' (n=7, female) experiences as facilitators and other teachers' (n=11, female) experiences as recipients during the dissemination phase of a prospective intervention study (STAR – Supportive Teachers, Assets and Resilience) in three schools in the Eastern Cape Province, South Africa. In two concurrent Participatory Reflection and Action studies, peer-to-peer facilitation denotes teacher-facilitators from one school, facilitating an intervention with teachers of two neighbouring schools. Data included transcriptions of focus groups, field notes and visual data of observations, as well as research journals. Thematic analysis indicated that, as facilitators, teachers enjoyed sharing knowledge and enabling peers; and experienced feelings of self-worth, self-confidence, personal development, affirmed commitment and motivation. Furthermore, they experienced a collective voice in the community; and managed their new role with peers by overcoming feelings of uncertainty, working as a team, relying on creative problem solving, and looking forward to future facilitation. As recipients, teachers highlighted the importance of social cohesion in terms of social support, peer consultation and interdependency. They appreciated feelings of mutuality regarding care and compassion, respect and empowerment; and were motivated to claim ownership and deliver results. Based on the findings of the two studies we conclude that peer-facilitation in dissemination research reaps benefits for both facilitators and recipients, for personal as well as professional development. In addition, peer-facilitation in the STAR intervention lead to a sense of belonging, and culminated in renewed dedication to support the respective communities.

Pseudo-families support adolescents in secondary South African schools

Jean Fourie University of Johannesburg, South Africa; **Lisa Andersen**

Supporting the emotional well-being of secondary school pupils in many South African schools is

challenging. In an action research design, data was collected over two years through semi-structured, in-depth interviews with five teachers and eighty pupils in a highly diverse school. The adolescents experienced problems such as parental alcoholism; prolonged divorce; single parent households and parental illness due to HIV/AIDS. This family breakdown influenced pupil development: dropout rates increased; engaged in deviant peer behaviour; had lower academic achievement and exhibited disruptive classroom behaviour. The school implemented therapeutic groups forming 'pseudo-families' to establish deeper relationships and promote adolescent wellbeing. Pupils were assigned to a group, with a teacher as the 'parental' figure. They discussed pertinent issues relating to their personal life stressors in a supportive, safe and caring environment. The groups offered a regular space and time to talk and think about worries and difficulties; to explore feelings and solutions to their problems. As a totality the group produced a powerful therapeutic experience in holding each individual and creating a sense of common identity. The adolescents took responsibility for their own behaviour and learning. Educators were better able to identify pupil's emotional challenges and learning problems were supported. Senior pupils acted as mentors to the juniors encouraging them to participate in the school's sporting, cultural and academic extra-murals. Management perceived the holistic development of each pupil. Such pseudo-family groups could greatly benefit schools with limited resources to employ school psychologists.

Trans-disciplinary team support for a severely intellectually impaired Tswana boy

Jean Fourie University of Johannesburg, South Africa

Children who present with intellectual impairment pose many challenges for inclusive schools as they exhibit a range of functioning difficulties with learning, communication, socialisation, sport and leisure which South African schools are generally ill-equipped to manage. This case study describes five years of holistic trans-disciplinary team support for Siphso, a 10 year old, Tswana speaker with severe intellectual impairment. Qualitative data such as referral forms, therapist and school reports were collected. Semi-structured interviews with the psychologist, speech, occupational and remedial therapists, teacher, Siphso and his parents were conducted. Data was systematically organised into a comprehensive database for content analysis. A detailed case history revealed multiple delayed milestones. Siphso's limited English hampered his learning resulting in a poor self-esteem. His low muscle tone and co-ordination difficulties limited sport involvement. He needed constant encouragement to perform daily schooling activities and to interact with his peers. His level of functioning was interdependent on the intensity of the team support which provided varied opportunities for developing functional skills and a range of appropriate activities for Siphso to construct applicable knowledge at his own pace. The team designed an individualised support plan with clear, attainable goals and social learning in his mother language, Tswana, as the basis of all learning to imbue a sense of ownership and accomplishment. As an integral part of the team, Siphso's parents implemented strategies to

improve his daily home functioning. The team support was most successful with constant collaboration, continual monitoring; information and resource sharing, and goal orientated team work.

Exploring the emphasis of academic success amongst Asian families with kindergarten-aged children

Amie Frewen James Cook University, Singapore

Research into academic emphasis has revealed that Asian school children spend significantly more time on academic than non-academic activities compared with children of a western background (Larson, Richards, Sims, & Dworkin, 1998). Singapore, an educational hub for Asia has a reputation for demanding academic excellence from children (Chung et al., 1993), but do these high expectations come at any cost to the child's overall development? The objective of this study is to investigate parental beliefs and parental involvement in kindergarten-aged children living in Singapore to better understand a) the amount of time students are spending in academic versus non academic activities in a typical week, and b) to explore ethnic diversity within the Asian cultures in regards to beliefs and expectations about academic success. Approximately 300 parents will complete an online survey including the Child Rearing Beliefs Scale (Okagaki & Sternberg, 1993), rating of Parental Involvement (Reynolds, 1992), and will complete a diary of a typical week for their child's academic and non academic activities. This study is surveying responses between November 2011 and January 2012. Results are expected to show that children in the Singaporean kindergarten system are spending the majority of their day engaging in school based activities (including homework, tutoring and enrichment activities). Additionally, it is expected that families of a Chinese background will have beliefs and greater involvement in their child's academic success than families from other Asian countries. Implications for an emphasis on academic excellence will be discussed.

Playing into gender stereotyping in a pre-school theatre production

Elzette Fritz University of Johannesburg, South Africa

This paper reports on a critical analysis of a nursery school play and is informed by previous research (Fritz, Swart & Henning, 2008) conducted on how school plays can be at risk of serving the needs of adults, versus addressing the developmental needs of the children involved. Vygotskian theory was used as the organising framework with which to discuss the stages of childhood development. Vygotsky (in John-Steiner & Mahn, 1996, p. 192) proposed that development could be regarded as the transformation of "... socially shared activities into internalized processes." The purpose of this presentation is therefore to provide a critical analysis, in which lyrics and enactment set the stage for gender stereotyping and sexualised behaviour of pre-school children involved in a school play. A case study design was used, in which a school play captured on DVD was analysed through critical discourse analysis, considering the lyrics and observations. Only the DVD recording, publicly distributed, was used for analysis and as such ethical

clearance entailed using the video for analysis and not directly engaging with the children who participated in the concert. Limitations to this research will therefore be discussed, pertaining to a using a single case study. The findings of this research alludes to how the social engagement in a concert can influence gender stereotyping of pre-school children and also predispose them to sexualised behavior. I propose that a school play, as a cultural ritual, should be employed as therapeutic tool to the aid of childhood development.

Qualitative research about the effects of interpersonal relationship network on career development

Anguo Fu Hainan University, China; Jianhong Zheng

Based on the in-depth interview with seven excellent graduates (3 males, 4 females; age range between 24-27. Among them 3 Company Clerks, 2 public servants and 2 office-bearers), the method of interpretative phenomenological analysis (IPA) was used to study the effects of interpersonal relationships on career development. The result showed: (1) The weaving of interpersonal relationship network is one of the key ways to obtain important information and resources in the current Chinese social context that has imperfect competition. (2) Weaving and managing interpersonal relationship network and seizing the opportunities contribute greatly to career development and success.

Relation between identity styles and spiritual intelligence in college students

Bagher Ghobari Bonab University of Tehran, Islamic Republic of Iran; Shahrzad Manavi

The aim of the current study was to study the relation between identity styles of college students with quality and magnitude of their spiritual intelligence. To accomplish the stated goal, 388 college students were selected by means of cluster sampling from the colleges of Islamic Azad University in Tehran. The following scales were administered on them. The spiritual intelligence self report inventory (King, 2008) was used to measure spiritual intelligence and Identity styles inventory (Berzonsky, 1998) was used to measure identity styles of students. The results of multiple correlation analysis demonstrated that the total score of spiritual intelligence and its aspects had a meaningful positive correlation with informational, normative domains of identity styles and commitment. Multiple regression analysis showed that around 17% of change variance in the normative identity style is predictable using total score of spiritual intelligence. Moreover, about 12% of change variance in the normative identity style was predictable by "personal meaning production" and "transcendental consciousness" domains. Moreover, 15% of the commitment of the students was predictable by "personal meaning production" of spiritual intelligence report inventory. According to the findings of the present research, it can be concluded that spiritual intelligence and its domains are fundamental variables in determining the quality of students' identity styles. Implications of the current study for the theoretical understanding of the identity formation, and its practical significance for clinicians have been illustrated in the paper.

About a speciality "the pedagogue-psychologist" in Russia

Sergey Gilmanov *Yugorsky State University, Russian Federation*

In an education system of Russia alongside with a trade "psychologist" exists as well the speciality "pedagogue-psychologist", which applicability is to accompany and support development of the person in educational process, to provide psychological and mental health of all of its participants, to raise their psychological and pedagogical culture. We count this speciality important: if the psychologist works with the person holistically, the pedagogue-psychologist approaches the person as the participant in an educational process. It enables concrete help to the pupil and the teacher, to improve the process of training that is frequently more important than the general support of the person. What qualities of the person is more important for the pedagogue-psychologist as opposed to the psychologist? We carried out written interrogation students about motives of arrival to a trade, satisfaction a choice, expectations from the future activity, preferred directions of professional actions. Results of the correlation analysis of the received data show, that the most important qualities providing success of a choice speciality "pedagogue-psychologist" are: propensities to teaching and training; interest to productive interaction to people which are connected to educational process (pupils, parents, teachers). For psychologists such qualities are: interest to a structure of mentality; desire to look at mental mechanisms of people's behavior; aspiration to self-knowledge. In our opinion these qualities need to be taken into account also at realization of professional selection.

Do girls really experience more math anxiety than boys?

Thomas Goetz *University of Konstanz, Germany;*
Madeleine Bieg; **Nathan Hall**

Empirical evidence suggests that girls report higher mathematics anxiety than boys. Based on appraisal theories, it is hypothesised that academic self-concept, as a primary antecedent of anxiety, is a main reason for this gender gap (lower self-concept in girls). However, trait assessments of anxiety may be biased by subjective beliefs (Robinson & Clore, 2002) that are less likely to influence state assessments. This study evaluated gender differences in anxiety using trait and state assessments, and further, explored whether students' self-concept mediated the effects of gender on the discrepancy between state and trait assessments (i.e., difference scores). In Study 1, trait-based measures of mathematics test anxiety and self-concept were administered to 584 high-school students, with state-based self-reports of test anxiety also obtained three times during a mathematics test. In Study 2, trait-based self-report measures of general mathematics anxiety and self-concept were completed by 111 high-school students as were state assessments of anxiety using the experience-sampling method (PDAs) during mathematics classes. Consistent with our hypotheses, intraindividual multi-level analyses in both studies showed girls to report higher trait anxiety than boys, whereas gender differences in state anxiety and achievement were not observed. Further, academic self-concept partly mediated the effects of gender on the state-trait discrepancy. Our

results suggest that although girls may report higher math anxiety on retrospective measures, they do not experience greater math anxiety than boys during mathematics classes or tests.

Teachers' emotion regulation goals and strategies: Evidence from China

Shaoying Gong *Central China Normal University, China;* **Liu Zhong;** **Yongqing Jiao;** **Ting Duan;** **Xiaoyun Chai**

This study aimed to explore Chinese teachers' emotion regulation goals by employing strategies used before, both in and after classroom teaching. 34 teachers from elementary, middle and high schools in central China were interviewed. The semi-interview included three questions: (1) Which emotions do you experience in classroom? (2) Do you ever try to regulate/control/disguise your emotions? (3) Why do you regulate your emotions? Teachers' motivation for regulating their emotions included achieving instructional goals, keeping positive emotional images, maintaining teachers' and students' mental health, and nurturing good teacher-student relationships. Teachers used various antecedent-focused and response-focused strategies to control their emotions, especially negative emotions before, in, and after class. In general, Chinese teachers used response-modulation most frequently, followed by cognitive changes. Compared to American teachers (Sutton, 2004), Chinese teachers used response modulation more often, which could be the result of culture difference.

Teachers' emotional work strategies and job burnout: The moderation effect of professional identity

Shaoying Gong *Central China Normal University, China;* **Fei Zhao;** **Eun Yeon**

The study aimed to explore the relationships among teachers' professional identity, emotional work strategies and job burnout. The participants were 391 teachers from Hunan, Hubei and Jiangsu provinces, including 57 elementary teachers, 115 middle school teachers and 219 high school teachers. 47 percent of them were male teachers. All teachers were assessed with Teachers' professional identity scale, Teachers' emotional labour strategies questionnaire, and Teacher's Job Burnout scale. The findings were that teachers' professional identity significantly positively correlated with active deep acting, passive deep acting and personal accomplishment and significantly negatively correlated with emotional exhaustion, depersonalisation, and intellectual burnout. There existed significant positive correlations between surface acting and emotional exhaustion, depersonalisation and intellectual burnout. The regression analysis showed that role values in professional identity negatively predicted emotional exhaustion, depersonalisation, and intellectual burnout best, and predicted surface acting positively, secondly best. Professional behaviour inclination in professional identity positively predicted personal accomplishment most strongly. After controlling the effects of personal backgrounds and school, teachers' professional identity moderated the prediction effect of surface acting on depersonalisation, personal accomplishment and intellectual burnout. These findings indicated that increasing teachers' professional identity could de-

crease the negative effect of surface acting on job burnout.

Bullying in middle school: A worldwide perspective and comparison

Haigen Gu *Shanghai Normal University, China*

Using the latest international educational database, TIMSS, this study investigates eighth-grade students' five types of bullying (something was stolen; was hit or hurt; was made to do things; was made fun of or called names; was left out of activities) in fifteen countries. For each country, the study also compares the bullying rates in middle and elementary schools, explores the relationships of bullying to school backgrounds, and reveals the influences of bullying on students' associations, attitudes, addictions, academic interests, pressures, and achievement. Finally, a longitudinal study analyzed changes and developments of bullying in middle schools in 1995, 1999, 2003, and 2007 by using the data from the four regular cycles of TIMSS. The results find that although the rates of bullying show great differences among the countries, the orders of the percentage levels of types are similar; elementary students' perceptions of bullying are more serious than those in middle schools; male students experience some types of bullying in school more than female students; school backgrounds do not play a key role in bullying levels; bullying strongly affects students' attitudes toward school and their associations but has less impact on students' academic interests and pressures; and bullying is positively correlated with students' addictions but is negatively correlated with their academic achievement. These findings provide worldwide outlooks and meaningful references for intensive research of school reformation, reduction of bullying behaviors, improvement of school environment, and perfection of students' development.

Using latent class analysis to examine adolescents' perceptions of autonomy support from parents, teachers and friends

Frederic Guay *Laval University, Canada;* **Senecal Caroline**

Research showed that adolescents perceiving others as autonomy supportive (others as acknowledging their feelings, providing them with choice, and minimizing control) are better adjusted at school (Guay et al., 2008). However, most studies investigating perceptions of autonomy support used a variable-centred approach in which each source of autonomy support (e.g., parents, friends) is related to outcomes (e.g., Vallerand et al., 1997). Such a way of examining the role of perceptions of autonomy support does not offer the possibility of identifying groups of individuals that perceive different levels of support among various sources. The goal of this study was to examine adolescents' perceptions of autonomy support regarding five sources (mother, father, French and maths teachers, and friends) using latent class analysis. Participants were 1,406 high school students (47% boys, 52% girls). Analyses revealed four groups: Group 1 was constituted of students (69.4%) reporting that the five sources supported their autonomy; Group 2 was made up of students (16.6%) reporting that the five sources were unsupportive; Group 3 was made of students (8.5%) reporting that only their fathers

were unsupportive; Group 4 was made of students (5.5%) reporting that only their friends were unsupportive. Analysis revealed that students from Group 1 achieved better in French and in maths than students from the other three groups. There were no significant differences on achievement among Groups 2, 3, and 4. These results suggest that all sources of autonomy support are important to foster academic achievement.

Relationship between boredom proneness and mindfulness of Chinese college students

Lu Guo Beijing Sport University, China; Sabine Hammond; Jillian Bull

The term boredom refers to an aversive subjective state of dissatisfaction attributed to an inadequately stimulating environment. The experience of boredom has both situational and individual determinants. So, as a personality characteristic, trait boredom is referred to as boredom proneness and is operationalised as an individual's susceptibility to experiencing boredom. According to the attentional theory of boredom proneness, boredom results from a deficit in attention. The current study investigated the relationship between boredom proneness and mindfulness which is defined as the ability to attend to the immediate environment. 252 college students participated in this study. They completed the Boredom Proneness Scale and Mindfulness Scale. Bivariate Pearson correlations were conducted in order to investigate the relationships between mindfulness, boredom proneness and the subdimension of boredom proneness. Results indicated significant negative correlations between mindfulness and boredom proneness ($r = -.558$). Furthermore, significant negative correlations were found between mindfulness and monotonousness, loneliness, lack of self-control ability, nervousness and sense of restriction ($r = -.453, -.539, -.359, -.273, -.333$). However, mindfulness did not relate significantly with creativity deficiency ($r = -.053$).

The status of educational psychology as a field of study in Iran

Mansoor A. Hameedy Alzahra University, Islamic Republic of Iran; Mahdieh Paaknehaad

The higher education system in Iran, despite the anti-American rhetoric in the post-revolutionary era, is still, after 33 years, strongly influenced by the American system of higher education. The field of educational psychology could be the very epitome of such influence, as its curriculum has remained the same as when it was first imported. Recent talks of re-'islamization' of the curricula have alarmed many practitioners as to the future of their fields. One constructivist approach to the problem would be an overall evaluation and reconstruction of the curricula to make them relevant and up-to-date, and hence, immune from any ideological intrusion. To this end, the curriculum in educational psychology was evaluated at three levels of intended, applied, and achieved. The official and centrally approved curriculum was content analyzed from a constructivist perspective. The participants in the still-in-progress study are three groups of students, professors, and graduates in and from the master's degree programs in educational psychology at different universities who responded to questionnaires on the quality of the curriculum. The

preliminary data indicate that the very foundations of the program, as well as its different components, are in need of serious overhaul and renovation if it is to be spared from any ideology driven socio-political intrusion.

The design and trial of a constructivist course aimed at improving self-regulation in learning among Iranian high school students

Mansoor A. Hameedy Alzahra University, Islamic Republic of Iran; Ma'soomeh Jafary

Looking at the quality of public education in Iran, from a constructivist perspective, one would notice the absence of emphasis on self-regulating skills in the curricula, leading to many educational shortcomings such as low achievement. With the objective of helping with the remediation of this problem, a constructivist course aimed at helping the high school students in developing and utilizing such skills was designed and experimentally implemented. The course consists of 10 weekly 2 hour sessions in which the following skills are introduced and practiced: self-monitoring, use of cognitive and metacognitive strategies, time and resource-management, and self-motivation. The teaching method is constructivist in nature, emphasizing on critical thinking, reading, writing, dialogue, and role-playing. To evaluate the course, with the help of two groups of first-year female high school students, an experimental trial was undertaken in the subject of Chemistry. The instruments used included a skills questionnaire with a reliability of .87 and internal consistency of .78, and an achievement test in Chemistry with reliability of .74. The two groups were similar in intelligence, achievement, and initial self-regulating skills. The post-tests in targeted skills showed a significant improvement in the experimental group which persisted in the ten-weeks-later follow up as well. Although the achievement scores of the two groups did not show a statistically significant difference, the results are indicative of the course effectiveness in improving the targeted skills. Hence, it is suggested that the course be imbedded in other subjects' curricula.

Looking at, and talking about, teaching methods in Iranian universities

Mansoor A. Hameedy Alzahra University, Islamic Republic of Iran; Elham Fakhari; Mahsheed Tajrobehkar; Ma'soomeh Barandak

Improvement of teaching methods is the primary goal of all educational institutions. However, any improvements require a critical look at currently used methods. To help the Iranian educational system reach this goal, the research reported herein was conducted from a constructivist perspective. 47 classrooms were selected from among all current classrooms across Tehran universities, using a cluster sampling method. The instruments were an observation list emphasizing all aspects of teaching methods, and a questionnaire used to interview the 47 professors of the selected classrooms. The questions covered the philosophical/theoretical, affective, and practical aspects of teaching methods. The validity and reliability of both instruments were assessed to be adequate and acceptable. The results show that most university professors interviewed did not have an adequate grasp of the philosophical and theoretical underpinnings of the methods they

use. The methods observed and claimed to be used did not seem to be that constructivist in nature, or foundation, as they mostly emphasized lecturing on the part of the teacher and rote memorizing, on the part of the student. The findings are in corroboration with those of the previous studies, despite their theoretical/methodological differences or shortcomings. Given the fact that the current approach to teaching in Iran is more traditional than scientific, and university professors simply practice what they have experienced during their years of schooling, it is suggested that all potential university teaching staff be required to take a course in teaching methods conducted by Education Psychologists.

Journeying unmapped routes to an educational niche for our son with pervasive developmental delay

Pauline Hanekom University of Stellenbosch, South Africa; Doria Daniels

At birth every human being is at the starting point of many different journeys, journeys of discovery and change and journeys of mental and physical growth. Most children follow a similar path of physical and mental growth into adulthood, achieving predetermined milestones at approximately the same age. But what happens to the parents of a child who cannot follow this path, a child born without a map? Parents who, although not disabled in the normal sense of the word, find themselves disabled in their experiences of parenthood and life. This presentation reports on an autoethnographic study that was undertaken to reflect on two parents' journey to find an educational niche for their son, diagnosed with Pervasive Developmental Delay – Not Otherwise Specified (PDD-NOS), an Autism Spectrum Disorder. Ellis (2007, p. 13) argues that "autoethnography starts with personal experiences and studies 'us' in relationships and situations". In this study evocative autoethnographic co-constructed narratives (Ellis & Bochner, 2006) were married with analytic autoethnography (Anderson, 2006) in an attempt to engage and involve the non-academic audience, while at the same time addressing the analytical needs of the researcher audience. The process of data collection involved both parents narrating stories of how they experienced the journey, followed by sessions of sharing of, and reacting to, their stories. Through dialogue and co-construction, a parental-narrative was created. A reflexive layer, stating the researcher's positioning and analysis of the narratives, artefacts and field notes of the dialogue and co-construction sessions, was also provided.

The conceptual impact of variation in semi-otic mediation in schools: An activity theory perspective

Joanne Hardman UCT, South Africa

The foundation of Vygotskian thought is captured in his "general genetic law", which states that higher cognitive function-thinking, reasoning and problem-solving begin as real relations between people, interpsychologically, before being internalised intrapsychologically. Dialogical interaction is thus posited as a crucial means of cognitive and pedagogical change. This idea, that communicative interchange can be said to provide a 'basis for thinking', is of clear importance for any communi-

education strategy with a properly transformative agenda. Vital in this respect is Vygotsky's notion of mediation, namely, the utilisation of cultural artefacts as a means of attaining higher mental functions. Vygotsky extends the concept of mediation with the pedagogical idea of the Zone of Proximal Development (ZPD). The ZPD refers to the gap that exists between the skills a given subject or audience has already acquired, and those tasks or abilities that require outside assistance. We are thus provided with an innovative means of assessing the efficacy of dialogical interactions in classrooms. Given the importance of semiotic mediation in the development of higher cognitive functions, this paper asks what happens when there is variation in semiotic mediation across contexts; in this case between face-to-face mathematics lessons and computer based mathematics lessons. Four teachers and 179 students participated in this small scale exploratory case study. Findings indicate that there is significant variation in semiotic mediation across contexts, calling into question the developmental impact with will have on children.

The situation and relationship among gratitude, intrapersonal emotional intelligence and burnout of teachers

Anming He School of Education Science, China; Qinyuan Hui; Qiuping Hui; Qiuping Hui School of Education Science, China

In order to explore the situation and relationship between gratitude, intrapersonal emotional intelligence and burnout of central teachers in rural middle schools, data were collected from a sample of 103 central teachers in rural middle school using the Gratitude Questionnaire-6 (GQ-6), our own Intrapersonal Emotional Intelligence Scale (Intra-EIS) and Maslach Burnout Inventory-Educators survey (MBI-ES). Based on descriptive statistics, multivariate analysis of variance and multiple regression analysis, the results showed that: (1) Levels of gratitude and intrapersonal emotional intelligence of central teachers is higher, and degree of burnout is not very serious, (2) there are significant main effects and only two interactions on a handful of demography variables, the factors of gender, class teacher and health on burnout have significant main effects, gender on gratitude has significant main effects, class teachers on intrapersonal emotional intelligence has significant main effects. Moreover, the age and the class of the teacher on three factors have significantly two interactions, namely, gender and health on gratitude and burnout have significant two interactions, (3) gratitude and intrapersonal emotional intelligence of central teachers have significant negative effects upon burnout.

Examination of 'self-handicapping' in a structural model for prediction of academic achievement

Mahmood Heidari Shahid Beheshti University, Islamic Republic of Iran

The main objectives of this study are the examination of the mediating role of self-handicapping (SH) in the relationship between the above-mentioned factors and academic achievement, and the evaluation of SH variables in structural modeling in prediction of academic achievement. The statistical population of the current study consists of all Sha-

hid Beheshti University undergraduate students during the second semester of one academic year (1387-88 IR colander, 2008-2009). Based on the number of instrument items, number of variables, and paths brought to the model, a sample of 1,010 subjects were selected randomly through a cluster sampling method. A battery of questionnaires including the SH scale, Self Esteem Inventory, Procrastination Questionnaire, Perfectionism Inventory, Goal Orientation Scale, and Five Factor Personality Inventory were completed. Data were analyzed by a series of statistical methods including correlation, partial correlation, exploratory and confirmatory factor analysis, path analysis and SEM. Results indicated that SH shows a mediating role between personal factors and academic achievement. The structural model developed for students' academic achievement was supported. These results indicated that SH as a behavioural reflection of psychological constructs such as self-esteem, procrastination, perfectionism, goal orientation, and personality factors may play an important role in academic failures. SH demands professional attention in order to manage the problem since a majority of afflicted students can easily survive this damaging characteristic if professional care is provided to them.

Attention and perception in ADHD

Roche Herbst Human Capital Solutions Inc., Canada

Inconsistencies in concentration and attention abilities seen with Attention Deficit Hyperactivity Disorder (ADHD) are shown to correlate with perceptual problems often seen with learning disabilities. Difficulties in determining an individual's learning profile often result in inappropriate academic accommodations and other interventions that support successful learning in an academic setting. This analysis explores cognitive and behavioural aspects related to ADHD and its co-morbidity with learning disabilities. Diagnostic interviews, standardised measurements and questionnaires/behaviour ratings i.e. Amen Brain System checklist, were used. The population comprised Canadian students within a formal academic setting. A sample of 45 case studies from elementary to high-school students with reported learning difficulties are reviewed. The examination of individual summary reports were seen as goal-directed action, exploratory, qualitative and non-experimental. In summary, practical accommodations for interpreting/processing stimuli in an academic setting are discussed where conclusions reveal a co-morbidity of atypical cognitive perceptual development and ADHD.

Preparing pre-service teachers for dealing with students' diversity related to learning: An intervention study

Silke Hertel DIPF / IDeA Research Centre, Germany; Sanna-Kristina Djakovic; Katja Adl-Amini; Ina Rieger; Lena Hondrich; Susanne Mannel; Simone Bruder

The competent handling of students' individual learning needs plays an important role in everyday school life. Teachers are faced with the challenge to adapt their teaching methods to individual learning abilities, needs, and preconditions of their students, everyday. Teachers with high adaptive teaching competencies succeed in meeting the demands of subject knowledge, in taking diverse pre-conditions

and learning processes of students as well as situational aspects of topical themes into account, in making benefits of diverse teaching methods fruitful for learning, and in supporting students and the class in the regulation of learning processes. The present study investigates the effectiveness of a university course on dealing with students' diversity related to learning in the classroom as compared to a control-group (N=74). Data on competence beliefs, beliefs about teachers' role and content knowledge were analysed conducting ANOVAs with and without repeated measures. The results that we gained within the scope of our quasi-experimental study, support our main hypotheses: Student teachers gain knowledge and competence in dealing with students' diversity regarding learning by attending a regular university course on that content. The findings support the conclusion that it is worthwhile to include courses on dealing with students' differences related to learning in the classroom in the early stages of teacher education, already.

Mathematics and statistics performance and anxiety: An online cognitive behavioural intervention

Elizabeth Howe James Cook University, Australia; Anne Swinbourne; Deborah Graham

Prior research shows a complex relationship between mathematics and statistics anxiety, self-efficacy and performance. The interaction of these factors is thought to be counterproductive to mathematics and statistics learning. Methodological problems and conflicting results are evident in intervention research, the majority of which have focused on performance deficits within the classroom. While performance is an important factor, anxiety is a greater determinant of future enrolment and avoidance of maths and stats in university and the workforce. Anxiety also has a negative effect on memory which can further compromise performance. Therefore, Cognitive Behavioural therapies are recommended to combat anxiety. Attrition, time and cost are common deterrents to this approach however. Online Cognitive Behavioural Therapy (OCBT) can address these issues and has been effective in combating a number of anxiety related disorders. The current research developed an OCBT program using short multimedia clips to combat mathematics and statistics anxiety and improve approach behaviours in Psychology students. Initial usability data provided positive feedback about the content, accessibility, and ease of use for this program from participants of different ages and educational backgrounds. Data is currently being collected in a randomised controlled trial of the OCBT program. An improvement in anxiety and reduction of avoidance behaviour for OCBT participants compared to controls is predicted. Preliminary findings will be presented. The program provides a flexible tool for targeting anxiety while reducing time constraints for staff and students.

Violence in higher education institutions as correlate of negative psychosocial and emotional well-being of students

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Worldwide, higher education institutions are seen as an excellent instrument for effective and efficient

development of an individual and the nation. Universities, as higher education institutions, make the best contribution to national and international development through strengthening and diversification of their programmes. The university environment is expected to be violence-free, equipping students with the capacity to live in unity and harmony as one indivisible, indissoluble and democratic community practicing principles of freedom, equality and fairness. The recent increase in the diversity and escalation of violence, as well as the increase in technology used for violence in Nigerian universities has become a great concern to the society. Violence has become a significant negative tool that students utilize in addressing issues among themselves, with lecturers and university management. The main purpose of this study is to explore violence in Nigerian universities to ascertain if it is an indicator of students' negative state of mental well-being. The Mental Health Continuum Short Form (MHC-SF) was used for data collection. Three universities were purposively selected. Six hundred students enrolled in the universities responded to the questionnaire. Based on categorical diagnosis of languishing, moderate, flourishing, the Mental Health Continuum-Short Form (MHC-SF) scoring was used. The finding indicates that violence is significantly related to students' negative state of mental well-being. The university management consequently needs to address the issue and stop dismissing violence in universities as actions of reckless students. Psychologists need to design an intervention approach aiming at the promotion of positive mental well-being of students in Nigerian universities.

Intercultural understanding concerning child care and education in Japan and China

Tomoyoshi Inoue Doshisha University, Japan; Yuko Yamana; Jun Pang

There are a variety of cultural differences between any two countries. This study aims to reveal the differences in child care and education between Japan and China. The third author (an expert of visual anthropology) videotaped and edited two versions of 20 minute long films that mainly focused on children's activities in the respective kindergarten (for three to five year old children) both in Japan and China. The distinctive difference between the two countries is that the children in the Japanese kindergarten mostly played spontaneously with some assistance by their teachers while those in the Chinese kindergarten were intentionally instructed by their counterparts. These two films were presented to both Japanese and Chinese university students (12 participants respectively). The participants were interviewed concerning the following questions: (1) What the child care and education was like when the participant was a child, (2) if the participant thought the film of their own country generally represented the children's activities in the kindergarten or not, (3) what the participants thought of the differences between the two films. The results indicated that the two films roughly, but symbolically, reflected the real situations in the kindergartens of the two countries. It was also shown that Chinese participants underestimated the significance of early childhood education that emphasised care through play-centered instruction in the Japanese kindergarten.

Motivation and social relationships in secondary school: Four different types of learners

Danilo Jagenow Free University Berlin, Germany; Diana Raufelder; Frances Gottwald

Although much is known about the relationships between teacher and peer support and motivational outcomes (i.e., Radel, Sarrazin, Legrain, & Wild, 2010; Wentzel, Battle, Russell, & Looney, 2010) much less is known about students with relatively constant levels of academic achievement and motivation independent of teacher or peer support. Based on three theoretical perspectives, namely Bandura's social-cognitive theory, self-determination theory, and achievement goal theory the purpose of the present study was to address this gap in the literature by examining the individual differences in the roles played by peers and teachers in students' academic motivation and several aspects of academic achievement. Students of 8th grade (N=1089) with a mean age of 13.71 years (SD = .527) from secondary schools in Brandenburg (Germany) completed measures on achievement motivation, achievement goals, school related self-efficacy, and self-regulation as well as measures on relationship and motivation. Latent class analysis revealed four different types of learner: (1) teacher-dependent learner (2) peer-dependent learner, (3) teacher- and peer-dependent learner and (4) teacher- and peer-independent learner. Furthermore, these types differ on several aspects of motivation and achievement. Differences between the four identified types of learners on several aspects of academic achievement and learning motivation suggest their relevancy and highlight the need to exercise caution in promoting or accepting generalisations in academic settings. Results from the study can help to foster and support each student individually within the school setting.

The application and effectiveness of knowledge management systems within Malaysian private higher education

Raymond Jambaya Help University Graduate School, Malaysia; Zahra Izadikhah

The Altbach paradox (2004) of the world class university, is as poignant as it is ironic, succinctly stating "everyone wants one, no one knows what it is, and no one knows how to get one." Knowledge management in higher education has evolved into an effective approach, that has bridged much theoretical rhetoric into a practical application through organisational and workplace learning. This paper examines how two local private universities have invested in knowledge management capabilities, whilst exploring the perception of end users (academic staff) on the effectiveness of these processes. Utilising multi-variate analysis on a random stratified sample of 150 respondents drawn from multiple departments, the study affirms, in three key constructs: knowledge management systems, knowledge sharing, and workplace learning, that university staff are aware of these processes but their application and perception of their effectiveness is low, due to a number of institutional and personal limitations. Challenges revolve around organisational structure and individual inertia, to apply adaptive and experiential methods of ICTs. Universities counter-intuitively run tangentially to their own knowledge management agenda, result-

ing in an internal rise of work conflicts, stress, and recalcitrant attitudes which mitigate the effective exploitation of individual and organisational performance. The study highlights a culture of knowledge-hoarding by academics, reinforced by a lack of proper incentives to encourage knowledge-sharing beyond the norm. Further implications and recommendations are alluded to in this paper.

Multi-sensory environment enhancing learning: Higher efficiency of working memory, better information utilization

Weili Jiang Peking University, China; Chen Zhao; Si Wang; Jing Zhao; Yanjie Su

Researchers pay much attention to e-learning with the development of computer science, which creates a multi-sensory environment. However, multi-sensory learning's functional mechanism and the optimal condition in which to apply it are still not clear. In the current study, we tested the learning process of efficient learners (EL) and ordinary learners (OL), and the impact of multi-sensory learning. ELs were defined as students who were admitted to Peking University after the college entrance examination, whereas OLs were those students who failed the examination. In Experiment one, 29 ELs and 31 OLs described six acquired scientific concepts. According to exploratory factor analysis, the number of scientific terms, sentences and tables/diagrams in their descriptions showed a significant difference. In Experiment two, 21 ELs and 29 OLs learned three new scientific concepts and then described them. The primary difference between them was the number of terms they described, which correlated with their capacity of working memory. In Experiment 3, 21 ELs and 29 OLs also learned three new scientific concepts. However, these concepts were separately presented on paper, via videos or both. The results showed OLs' learning efficiency was highest and correlated with their working memory in multi-sensory conditions. Together, these findings suggested that multi-sensory learning could enhance the efficiency of working memory, so that ordinary learners would have better access to information, which in turn enhances their learning.

Knowledge and attitudes towards attention deficit hyperactivity disorder among primary school teachers

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Attention-Deficit/Hyperactivity Disorder (ADHD) has been described as a common childhood disorder affecting approximately 5% of primary school-aged children all over the world. This has led to studies on the knowledge of and attitudes of teachers towards Attention-Deficit/Hyperactivity Disorder (ADHD) in various countries among which are Australia and United States (Kos, 2004; DuPaul & Stoner, 2003; Kos, Richdale, & Jackson, 2004). On the contrary, there seems to be a dearth of research on the knowledge of and attitudes of teachers towards Attention Deficit Hyperactivity Disorder (ADHD) among children in Nigeria. To this end, the study investigated primary school teachers' knowledge of and attitudes towards ADHD using two social psychological theories: Theories of Reasoned Action (TRA) and Theories of Planned Behaviour (TPB). Data were collected using a researcher developed questionnaire administered on

two hundred and fifty (250) primary school teachers (125 males and 125 females) drawn from 10 inclusive primary schools in Lagos State of Nigeria. The analysis of data was done using the t-test and ANOVA. Findings revealed a deficiency in teachers' knowledge of as well as negative attitudes to ADHD among primary school pupils. It was also found that teachers' level of education, length of service and exposure to training on ADHD all have significant influence on the perceived knowledge of and attitudes to pupils with ADHD. Based on the findings, it was recommended that ADHD education should be made a compulsory part of teacher education curriculum in Nigeria.

Fostering resilience amongst youth: The development of a community-based programme

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The interest in resilience research has grown exponentially over the past few years as researchers and practitioners have come to realise the shortcomings of a deficit and pathology approach to assisting at-risk youth to overcome adversity and lead successful lives. Resiliency research proposes that all human beings possess an innate drive towards growth and success. This innate drive is enhanced when there is a focus on innate strengths and support within an eco-systemic framework. A research study in the Western Cape found that the youth are engaging extensively in a variety of risk behaviours that threaten their well-being. Results from the resilience component of the study indicated that internal assets such as co-operation and communication, self-efficacy, empathy, problem solving, self-awareness and goals and aspirations need to be enhanced. External assets such as caring relationships, high expectations and meaningful participation need to be further developed within the domains of school, home, family and peer relationships. Furthermore, school connectedness and recognising the value of indigenous knowledge systems are important aspects to secure positive outcomes. Recommendations of this study included the development of a resiliency training program that focuses on empowering teachers, social workers, psychologists, counsellors and other helping professionals to strengthen resilience in the wake of adversity. To this end, the paper focuses on the development and piloting of a community-based programme to foster resilience amongst youth.

Implications of teachers' efficacy and self-esteem on teachers' burnout: A correlational study

Mohita Junnarkar IIT Bombay, India; Azizuddin Khan; Eleni Fleva

Teachers' efficacy is the extent to which the teacher believes he/she has the capacity to affect student performance (Berman et al., 1977). It is a cognitive process where people construct beliefs about their capacity to perform at given level of attainment (Bandura, 1977). Teachers' self-efficacy is assumed to be affected by self-esteem and influence teachers' burnout. Teachers' burnout is described as syndrome of emotional exhaustion, depersonalisation and reduced personal accomplishment (Skaalvik & Skaalvik, 2009). Self-esteem is con-

sidered to be a trait reflecting an individual's characteristic affective evaluation of self (Gist & Mitchell, 1992). The current study explores the factors that would affect teachers' burnout in a cultural context. In this study, 200 teachers participated from various public schools. Correlational and regression analysis were employed to understand the effect of self-esteem and self-efficacy on teachers' burnout. The results indicated significant relationship ($F = 15.58$, $df = 3$, $p < 0.01$) between teachers' efficacy and burnout ($t = 2.05$, $p < 0.05$), self esteem ($t = 2.31$, $p < 0.05$), self efficacy ($t = 3.97$, $p < 0.01$). Results are discussed in the light of existing theories.

Teachers' efficacy as a function of self-esteem and burnout: A correlational study

Mohita Junnarkar IIT Bombay, India; Raj Kumar Pandit; Devendra Singh

Self-efficacy is the "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments." It is a cognitive process where people construct beliefs about their capacity to perform at a given level of attainment (Bandura, 1977). Teacher's self-efficacy is assumed to be affected by self-esteem and influences teachers' burnout. Efficacious (rather than non-efficacious) teachers appear to exert a greater positive influence upon students due to their attitude and behaviour. That is, efficacious teachers tend to be less judgmental with students' mistakes. Self-esteem is considered to be a trait reflecting an individual's characteristic affective evaluation of self (Gist & Mitchell, 1992). The present research examines the relationship between teacher's self-efficacy, burnout and self-esteem degree. In the current study 315 teachers participated from various public schools in India. Correlational and regression analysis were employed to understand the effect of self-esteem and self-efficacy on teacher's burnout. The results indicated significant relationship between teacher's efficacy and burnout, self-esteem, self-efficacy. The results are consistent with existing literature.

Teachers' cognitive abilities related to the accuracy of teachers' perceptions of students' performance

Johanna Kaiser University of Kiel, Germany; Jan Retelsdorf; Friederike Helm; Anna Suedkamp; Jens Moeller

Teachers' judgments affect students' academic careers and should therefore be quite accurate. Research on teachers' judgment accuracy has revealed large interindividual differences in teachers' ability to judge student performance accurately. There is still a lack of research on the question of which individual teacher characteristics are related to teachers' judgment accuracy. During classroom instruction, teachers are confronted with a lot of diagnostic information, and therefore high cognitive abilities should be necessary to be able to judge students' performance accurately. Two experimental studies were conducted aiming to investigate the relationship between teachers' diagnostic and cognitive abilities. Teachers' judgment accuracy was measured by using a computer simulation of a class setting, where the user is instructed to interact with a class of students whose

achievement is experimentally manipulated and assess each student's performance after a period of time. Cognitive abilities were measured with the "Advanced Progressive Matrices" in Study 1 and the subscale "Figure Analogies" from the "Cognitive Abilities Test" in Study 2. In Study 1 we found a moderate correlation between cognitive and diagnostic abilities drawing on a sample of $N = 44$ teacher students: A higher cognitive ability was associated to a higher judgment accuracy. The second study, with $N = 133$ teacher students, replicated the results. Both studies suggest that there is a relation between cognitive and diagnostic abilities. These findings need to be validated by the use of field studies.

Problem solving, attention, and working memory: Longitudinal study of lower secondary school children

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The role of problem-solving in students' growth in working memory (WM) was examined in a longitudinal study of children ($N = 90$). A battery of tests was administered that assessed WM, problem-solving, achievement, and cognitive restructuring in Grade 8 children, with follow-up testing in Grades 9 and 10. The results were that (a) Grade 8 predictors that contributed unique variance to Grade 10 problem-solving performance were WM, and restructuring and (b) growth in the executive component of problem-solving was significantly related to growth in WM. The results support the notion that growth in the executive system of WM is an important predictor of growth in children's problem-solving beyond the contribution of cognitive restructuring as well as achievement measures related to.

Perception of ICT by administrators of the French National Education (research project "Digital Culture")

Olga Kasatkina Moscow State University of Psychology, Russian Federation

The purpose of this research project on the digital culture of administrators is to determine the representations, attitudes, values and practices of senior administrators in French national education. In relation to "digital culture" among individuals, it is both about the technological environment that surrounds them, and their place in that environment (their practices, skills, attitudes and values) (Cerisier, J.-F. 2010). As part of this project, an analysis of the representations of administrators on ICT was performed. The sample consisted of 104 administrators of the French national education. We applied the method of unfinished sentences, which allowed a connotative meaning of representations of ICT among administrators. The results were analysed. Our results show that 61.5% of administrators describe ICT- essential. Distribution of qualifiers according to the emotional pole: Neutral - 55.9%, positive - 28.8%, negative - 15.3%. Examples of adjectives: positive - "evolutionary," "facilitators," "approaches," "a good tool," "motivating," "practical," "effective" negative - "invasive," "inadequate," "time consuming," "sometimes dangerous". We believe that the positive or neutral representations of ICT are the source of

integration of ICT in professional and personal practice of administrators.

Evaluation of a school-based self motivation training programme

Marie-Christine Kees University of Trier, Germany; Nicola Baumann

Self-motivation is one of the most important core competencies in the context of school. It refers to a person's ability to independently overcome motivational deficits and to remain capable of acting regardless of particular situational factors. A promotion of this competency is eligible, but only few of the existing training programmes are theory based and have undergone a standardised evaluation process. The aim of the present study was to evaluate a newly developed theory based training program for grammar school students aged 10 to 12 years. To provide a meaningful summative evaluation, multiple measures from 50 participants, who were randomly assigned to the treatment and the waiting group, were collected. Self-report data (which are susceptible towards social desirability) were supplemented by parent ratings and two different kinds of behavioural data. First of all, a newly developed computer-based measure was applied to assess self-motivation competencies non-reactively. It is based on the classical Stroop task. Removal of Stroop interference indicates high self-motivation competencies (i.e., high abilities to smoothly translate difficult intentions into action). Secondly, information about academic improvement was collected to assess self-motivation outcomes on a broader level. The results are discussed within the framework of an integrative personality theory.

A relationship-focused approach to the co-construction of enabling school communities

Ansie Kitching North-West University, South Africa; Vera Roos

Schools across the globe are facing serious challenges as human behaviour demands are becoming more complex and problematic due to the social ills besetting society. The objective of this presentation is to propose a relationship-focused approach to the co-construction of enabling school communities since the traditional modernist approaches that focus mainly on the control and cure of individual behaviour seem ineffective to enhance mental health and well-being in schools. The proposed relationship-focused approach is based on complex responsiveness process theory and was conceptualised following a qualitative study in three phases. In the first phase a baseline study was conducted by obtaining the experiences of learners, parents and educators of enabling and disabling ways of relating and interacting through written assignments. In the second phase, an instrumental case study design was applied to conduct an in-depth exploration of relationships in a school community by using visual research methods and focus group discussions. The thematically analysed qualitative data provided an understanding of how relationships might be nurtured and restrained in school communities. In the third phase a relationship-focused approach that encompasses continuous conversations focusing on six facets of interrelatedness was conceptualised to facilitate a meta-level understanding of being together in school communities.

Cyber-bullies: Who is behind the screens?

Constantinos Kokkinos Democritus University of Thrace, Greece; Nausika Antoniadou

The aim of the present study was to investigate the psychological profile of University students involved in cyber-bullying. Four hundred and thirty students from four University departments in Greece, aged between 18 to 35 ($M=20.3$), completed a self report questionnaire, measuring cyber-bullying, and various personal characteristics such as big five dimensions, attachment style, empathy, psychopathic traits, sensation seeking, narcissism and psychopathology symptoms such as anxiety, depression, hostility, and interpersonal sensitivity. Results indicated that 58.4% of the sample had participated in a cyber-bullying incident assuming any role, with only a low percentage of high frequency participation. Bully/victims, the most common participant role, scored significantly higher on anxiety, depression, hostility and interpersonal sensitivity symptoms and on all psychopathic traits, whereas bullies had significantly higher scores on boredom susceptibility. Both cyber bullying and cyber-victimisation were significantly predicted by gender, depression, grandiosity and callousness-unemotionality, in addition with attachment for cyber-bullying only. Overall, results confirm that cyber-bullying is correlated to psychopathology symptoms, while the presence of psychopathic personality characteristics is indicated in all involved, especially bully/victims. It is possible that manipulative, impulsive and callous students, who are susceptible to boredom, exploit the anonymity of the Internet to entertain themselves and express their hostility. Intervention could promote mediating factors such as cognitive empathy in students with high psychopathic tendencies.

The perceived effect of school environment on the retention of nomadic Fulani pupils in primary school, Kaduna State, Nigeria

Hafsat Kontagora Kaduna Polytechnic, Nigeria

The nomadic education programmw (NEP) has been providing education opportunities to children of the nomadic people in Nigeria for almost a century. Recent studies show an increase in enrolment rate but a very low retention rate. Statistics on enrolment/retention indicate a mere 2.3% retention rate in 2002. To this end, a 37 questions instrument was developed and administered to a total of 240 nomadic pupils as respondents across 9 nomadic primary schools in three identified LGAs in one State (Kaduna State). 60 respondents were from each of the three different school environments and 60 from those that have dropped out of school. The survey questions dealt with the perceived effect of the nomadic school environments: permanent, semi-permanent and the temporary school environment on retention. A hundred percent response rate was obtained. Results indicate that: (1) The permanent school environment does not promote retention as the nomadic children found the permanent school environment strange and thus it became difficult for them to adapt to the school environment, thereby dropping out eventually. (2) Home environment and the community play a major role in the extent of participation of children in schooling. (3) Peers have a large influence in retention in school of nomadic pupils. (4) The Nomadic Education Program should give more emphasis to enriching the

temporary school environment to improve retention and participation. Further research efforts should broaden this preliminary effort by including nomadic parents and teachers as part of the respondents.

Psychology serving humanity: Exploring intercultural sensitivity and experiential foundations of the human condition

Paul Kriese Indiana University East, United States of America; Randall Osborne

This work is built upon the theoretical framework of: (1) exposing students to issues surrounding the human condition, (2) requiring students to explore their own reactions to those elements of the human condition, and (3) requiring students to then connect their reactions to the reactions of others. We outline assignments enhancing active learning, intercultural sensitivity, and multicultural effectiveness. We utilize a 4-step model - (1) recitation (what does the student know?), (2) exploration (how does the student know this?), (3) understanding (how do these views differ from others?), and (4) appreciation (how do others views add value to our own understanding?) - for exploring this self-other dynamic in an Internet course on 'Hatred'. By exploring these issues, students in the course look at hatred from an international perspective and begin to see 'social justice' in a broader perspective. This presentation will describe this model, outline assignments we use to foster the development of intercultural sensitivity and present collected data documenting this approach's effectiveness. Our research shows use of this model facilitates changes in students making them more (1) open minded, (2) tolerant of ambiguity, and (3) stronger in interpersonal skills. Efforts to get students to connect to and understand the broader world must START with directed and repeated efforts to get students to explore their own assumptions, biases, opinions and values BEFORE exploring those of others.

Bullying in secondary schools: Teachers' perspectives and experiences

Retha Kruger Stellenbosch University, South Africa; Estelle Swart

Bullying is a pervasive problem in most secondary schools. Teachers are tasked with unravelling complex dynamics of bullying in a context that is often not conducive to addressing bullying. In South Africa, unique contextual factors such as community violence overflowing into the school, increased administrative load and limited support from school management, parents and education authorities impact on teachers' management of bullying. This paper reports the findings of a study that aimed to explore and describe teachers' perspectives on, and experiences of, bullying in a secondary school in the Western Cape and to generate recommendations for the intervention and prevention of bullying in similar contexts. The theoretical framework which informed the study was the social context perspective which draws on social constructionism and the bio-ecological approach. A qualitative, interpretivist research approach was used. Data was generated through semi-structured individual and focus group interviews and analysed using the constant comparative method. The research findings indicated that the teachers experienced and perceived a wide variety of bullying behaviours which occurred

both within and outside the school grounds and involved a diverse range of individuals within the school community. The teachers highlighted factors which they experienced as maintaining bullying and suggested strategies for more effective intervention and prevention of bullying in their school community. These strategies informed the recommendations, including a whole-school approach to addressing bullying, the implementation of appropriate procedures and policies, awareness raising and the facilitation of discussion forums within the wider school community.

Comparing reading and spelling test scores and frequency of phonic errors in a remedial and mainstream high school

Michal Kruger University of the Witwatersrand, South Africa; Charles Potter

Identifying students with learning difficulties is vital in the South African context, especially with respect to the inclusive education system. This study aimed to determine if students with learning difficulties make significantly different errors from mainstream learners on reading and spelling tests at a high school level. This research compared the errors made on the Phonic Inventories (Level 1, 2 and 3), the Schonell Spelling test (one word) and the Stanford Reading test (Brown level) by two samples of mainstream (56) and remedial (37) government high school learners who were from grade 8, 9 and 10, from the East Rand, near Johannesburg. The results indicated high positive correlations between all of the tests. There were also significant differences between the scores of learners in the mainstream and remedial school environments on all three tests, indicating phonic, spelling and reading abilities were highly correlated at high school level among both mainstream and remedial school learners. Anova and Kruskal Wallis results indicated the impact that gender, grade and school had on the scores obtained. It was also evident from the discriminant function analysis that the Phonic Inventories had potential for use in identifying learners with learning difficulties at high school level.

A comparative investigation into the assimilation of the Grade 9 Life Orientation curriculum

Charmaine Kruger University of Witwatersrand, South Africa

In order to determine the merit of an educational programme, systematic conceptualised evaluation underscored by value-based observation is crucial. The learning objectives stipulated in the Revised National Curriculum Statement for Life Orientation (LO) were scrutinised, and a questionnaire, to examine the level of understanding and assimilation of these, was developed and administered to 138 Grade 10 learners from three schools located in the south of Johannesburg: One private, one former Model C and one township school. Learners were randomly allocated by the schools concerned and comprised of 55 male and 76 female learners with an average age of 16 years. There was no significant difference in the scores between the genders, indicating that the knowledge they have assimilated is parallel. The scores between the three schools were also closely related, a good indication that the former gap – with specific reference to LO –

between private and government schools is presently negligible. Data collected from first and second language English speakers was comparable – a further indication of similarities. Formal scholastic assessment (students were requested to supply their Grade 9 LO marks) suggested that the learners exceeded the requirements of the learning outcome. However, these did not correlate with the research findings, which were below the expected requirements. Further research, encompassing a thorough meta-evaluation of the instrument validity as well as an analysis of the schools' instruction and appraisal methods should clarify the reasons for this discrepancy.

Revealing life-sense strategies of students in educational process

Liudmila Kruteleva Southern Federal University, Russian Federation

In Russian tradition there is a distinction between meaning and sense. Meaning refers to a total social-historical experience of a community and reflects objective characteristics and relations of objects and phenomena. Sense is a result of individual-specific experience and represents an attitude of the subject to these objects and phenomena. Each person has got a complex hierarchical sense system of his/her personality which consists of such structures as personal meanings and sense attitudes (level 1); motives, sense dispositions and sense constructs (level 2), supreme senses which include common humanitarian and cultural values (level 3). Each of the levels has got a sense-creation potential which displays in life-sense strategies of the person by means of which the person perceives, cognises and responds to the world around. The objectives of our research are to reveal specific life-sense strategies used by students during education. We applied both specially developed questionnaires and valid procedures (the Rokeach Value Survey, modified Purpose-in-Life Test, etc.). We found out that students absorb the educating materials according to their sense preferences which can be distinguished and described as life-sense strategies. These strategies are utilitarian-pragmatic, communicative, self-actualisation, independent judgments, and variability. Among them students have different cognitive orientations, essential differences in sense self-regulation that display in emotional, cognitive and behavioural components. Students of one and the same strategy have common stable sense-motive characteristic features which influence their successfulness in education. Materials oriented at life-sense strategies of the students promote their efficiency in education.

Adolescents in special schools' perceptions of their learning disabilities

Bianca Kuffner Stellenbosch University, South Africa; Lynette Collair

Adolescents with specific learning disabilities experience learning and adaptation challenges in the process of completing their education and proceeding to the world of study or work beyond school. Negative, inaccurate and unrealistic perceptions of learning disabilities result in feelings of frustration, helplessness, hopelessness and poor outcomes in adult life. This exploratory study sought to gain an in-depth understanding of the subjective percep-

tions that adolescents in special education have of their learning disabilities. The research utilised a basic qualitative research design. Participants were purposefully selected from a special school. Data were collected by means of semi-structured interviews and analysed using thematic content analysis. The findings suggest that adolescents are aware of the challenges posed by completing school with a learning disability. They perceived their learning disabilities as a normal difference. They did not see it as a negative attribute or particularly debilitating. There was a general apprehension about life after school. It was a concern that the participants did not seem knowledgeable about the possible effects of their learning disabilities on future learning and functioning or how to elicit support beyond school. The protective environment of the special school seemed to shield them from preparing for life after school. The most important recommendations are that learners need to be provided with more explicit counselling regarding the personal understanding of the specific nature of their learning disabilities as well as the development of self-advocacy skills for accessing support in tertiary and work environments.

An animal-assisted reading programme: results from a South African study

Marieanna Le Roux Stellenbosch University, South Africa; Leslie Swartz; Estelle Swart

Animal-assisted therapy (AAT) has been widely used with children, elderly and other groups of people. This study is the first known investigation into the impact of AAT on reading skills, controlling for the effects of extra attention to children's reading, employing an experimental pre-test/post-test control group design. The reading ability of all the third graders in an Afrikaans primary school in a low socio-economic community in the Western Cape were assessed with the ESSI Reading and Spelling Test and the Neale Analysis of Reading Ability. Those scholars struggling with reading were asked to participate further (N=138). They were then randomly assigned to three experimental groups and one control group. Twenty seven learners read to a dog in the presence of an assistant, 26 learners read to a teddy bear in the presence of an assistant while 24 learners read directly to an assistant. Scholars in the control group (n=25) continued with their normal school activities. Data collection took place at the end of the first term (Time 1), directly after completion of the 10-week reading programme (Time 2) and 8 weeks after the completion of the programme (Time 3). Mixed method analysis of variance revealed significant interaction effect between group(s) and time on the ESSI Reading Test. Significant interaction between group and time on the Neale Analysis of Reading Ability scores were also found. The animal-assisted reading programme had an impact on the reading skills of the scholars who read to a dog.

The influence of yoga on learners with attention deficit hyperactivity disorder

Ansie Lessing University of South Africa, South Africa; Karena Beart

The study explored the influence of yoga on learners with ADHD. Particular phenomena such as concentration, anxiety, self-esteem and aggression

were highlighted. A qualitative study was conducted, looking at the influence of yoga on ten learners who manifested attention ADHD. Semi-structured interviews with parents, teachers, learners and the yoga instructor were used. Valuable data was also collected about the learners' concentration, aggression, anxiety and self-esteem, by using a projection test and a self-esteem questionnaire. Interviews and assessments were conducted once during the situation analysis and again after the yoga intervention. Based on the data collected and analysed a tendency was found that yoga had to an extent a positive influence on learners with ADHD with regard to concentration, anxiety, self-esteem and aggression. Due to the qualitative nature of the investigation, only ten learners were involved, no control group was required and the results of the study can therefore not be generalised. Although no long term influence of yoga is determined in this investigation there is sufficient evidence to suggest that the use of yoga to support learners with ADHD regarding concentration, aggression, anxiety and the improvement of their self-esteem might be of value. Decreasing the manifestation of ADHD behaviour may contribute to the improvement of learners' academic achievement.

The relationship between expectancy divide and loneliness in freshmen: The mediating role of self-esteem

Yuhui Li Renmin University of China, China; Weizhen XIE; Fengmei HOU

Loneliness appears to become more and more widespread in modern society, arousing people's concern and consideration frequently. This study aimed to reveal the existence of feelings of loneliness among Chinese freshmen, and explore the latent relationships between expectancy divide, self-esteem and loneliness, with in-depth discussion on whether self-esteem serves as a mediator between expectancy divide and feelings of loneliness in Chinese freshmen. 623 freshmen (average age = 18.32 ± 0.41) from different majors (popular and unpopular) were tested by means of the loneliness scale (Schmidt & Sermat, 1983), Rosenberg's self-esteem scale (SES) and expectancy questionnaires. The results showed that (a) there was a significant difference between males' and females' feelings of loneliness, especially in unpopular majors, (b) the positive relationship between expectancy divide and loneliness is significant ($p < .01$), and self-esteem partially mediated the relationship. These findings can facilitate in explaining why students in different majors experienced more expectancy divide and loneliness, and give us some suggestions as to how to advance freshmen's adjustment in the first year.

An empirical study of the impact of teacher and student factors on students' performance: A multilevel analysis

Meijuan Li Beijing Academy of Educational Sciences, China; Yanchun Wang; Yongmei Zhang; Yi Hao; Yi Tian

This study examines the impact of teacher factors (i.e., background and work) and student factors (i.e., background and study) on students' performance, based on an analysis of large-scale test data of 27,331 three-graders taught by 941 teachers in

Beijing's compulsory education. A multilevel analysis led to five findings. (1) There exists a significant inter-class difference. (2) In terms of teachers' background, gender, years of teaching, and specialty consistency significantly influence the students' performance. Specifically, students taught by female teachers perform better. Students of teachers with more than 10 years of teaching experience perform better than those with less than 10 years experience. Additionally, students taught by teachers who majored in Mathematics perform better than those taught by teachers in other disciplines. (3) As to teachers' work, teacher's involvement in other subjects has a significant impact on the students' performance. Specifically, classes of teachers who focus on a single subject have much better performance. (4) In terms of students' background, gender and whether they are the only-child or not have a significant impact on students' performance. Specifically, male students, only-child students have much better performance. (5) As to students' study, their self educational expectation, learning habits, ways of finishing homework, and amount of after-class readings all have a significant impact on their performance. Specifically, the higher the educational expectation is, the better the study habits they will have. In addition, the more readings they do after class the better results they achieve.

A research on harmonious personality and its cultivation for college students

Che Liping USST, China; Che Liping

The cultivation of harmonious personality for deepening education reform should be by promoting quality-oriented education to strengthen students' ideological and moral construction, and to improve the students' psychological health level. In this paper, from China's actual conditions, we discuss the development of a harmonious personality and education in the cultivation of young college students. On the basis of the literature, research proposes and defines the concept of harmonious personality, and points out that self-confidence is based on a harmonious personality. Mental health is a prerequisite for developing a harmonious personality. Questionnaire investigation, experimental method and interviews were all used as research methods. From a psychological point of view the present situation of university students' harmonious personality, the investigation and analysis determining the specific form and education content, are put forward. Corresponding teaching methods and measures, and expanding education and training are also suggested. There are two ways put forward to develop a harmonious personality of college students: One is that the creation of a harmonious personality, education and specialised training courses, the harmonious personality education as a course into the university curricula education system is recommended. Systematic knowledge of teaching students to carry out the appropriate cultivating and training, and setting a special class, teaching programs and assessment and evaluation standards. The other way is to integrate a harmonious character education in the existing departments, in line with the existing education and purposefully training students' harmonious personality. Whether by open special courses, or by putting the harmonious personality into existing education of teaching, are available depends on the following aspects

to the culture: Give full play to the psychological education in the role of individual growth, develop interpersonal harmonious education, strengthen the construction of campus culture, cultivating and training of self-confidence, reinforce healthy lifestyle education and moderate setback education.

Research on the status quo of youth's affective quality in Shanghai, China

Jiamei Lu Shanghai Normal University, China; Junshan Wang

This study developed an original investigative tool with good reliability and validity. The 'Questionnaire on Youth's Affective Quality' was made up of six sub-questionnaires, composed of two aspects with six categories (moral affection, rational affection, aesthetic affection, interpersonal affection, life affection and emotional intelligence) containing 29 types of affection. This questionnaire was used to investigate 4076 students (aged from 10 to 18) from 15 schools (elementary, junior and high) in Shanghai. The results showed that 1) As a whole, the affective quality of youth in China was positive, but still has room for improvement. 2) Structural differences existed between boys and girls. 3) From the elementary, junior to high school, affective quality does not improve, but shows a downward trend especially in the affection of happy learning and self-confidence. 4) Affective quality correlated positively with students' self-evaluation of learning performance and their parents' educational background. 5) Good teacher-student rapport and teachers' expression of affection to optimize teaching directly facilitated the development of students' affective quality. 6) The results in Shanghai were generally consistent with those of similar surveys conducted nationwide, but subtle differences were indicated in specific aspects.

The development and validation of a competency model for Chinese primary and secondary school teachers

Hongyu Ma Central China Normal University, China

The aim of this study was to develop and validate a competency model of Chinese primary and secondary school teachers. 127 items of competency of primary and secondary school teachers were collected from the previous studies. The number of items was reduced from 127 to 67 by item analysis of 36 excellent Chinese teachers. The 67 items formed the Chinese Primary and Secondary School Teacher Competency Questionnaire (CPSSTCQ). 287 primary and secondary school teachers completed CPSSTCQ. With exploratory factor analysis the results indicated that the Chinese primary and secondary school teacher competency model was constructed by interpersonal manner, teaching ability, student-oriented view, professional identity, personality trait and positive attitude on learning. These six factors explained 71.92% of the total variance. Results of confirmatory factor analysis showed that the model was well-verified by both teacher-perception (537 teachers) and student-perception (303 students) data. The Cronbach α of each factor was higher than 0.85. In addition, regression analysis showed that the model could effectively predict teachers' performance, job satisfaction and teaching efficacy. As a teacher, no matter from which country, one plays similar roles, such as

disseminator of human experience, promoter of student's growth and life-long learner, and the different demands of those roles could be reflected by this six-factor model. Therefore, the model may not be specific to Chinese teachers only. However, whether this model could really be applied across cultures still needs follow-up studies' verification.

The psycho-social experiences of immigrant children at a South African primary school
Mercy Mahembe Stellenbosch University, South Africa; Lynette Collair

South Africa attracts a significant number of refugees and immigrants from poverty stricken and war-ravaged African nations who come in search of greener pastures. As this population continues to grow, its children have begun to experience South African schools in an array of uniquely challenging ways (Vandeyar, 2010). This influx of foreigners has increased the diversity in South African classrooms and presents challenges both for the foreign learner as well as for schools. While several studies examined educational factors relating to the education of foreign learners in South Africa, the psycho-social experiences of these learners have not received research attention. This paper will report on a study which sought to understand the psycho-social experiences of immigrant learners in South Africa. Within the framework of Erickson's psycho-social theory (Pesser & Smith, 2008; Plotnik, 1993), psychological factors such as self-esteem, self-identity, self-efficacy and confidence as well as social factors such as language, culture and peer relations were explored in an attempt to understand their adjustment to learning in a culturally different environment. A basic qualitative research design was utilised. Participants were voluntarily recruited at a primary school in the Western Cape. Data were collected through visual, image-making, interviewing and observations and analysed by means of thematic content analysis. The findings of the study will be revealed in the presentation as it is still in progress. It is anticipated that the findings of the study will contribute to the development of meaningful support strategies for immigrant learners.

Academic writing ability and academic performance of first year university students in South Africa

Claire Maher University of Witwatersrand, South Africa

Poor academic performance and high failure rates in South African tertiary institutions have led to a need for intervention. Academic performance is said to be strongly influenced by one's academic writing ability. Therefore this study aimed to determine the influence academic writing ability has on academic performance. It also aimed to establish which measure - the International English Language Testing System (IELTS) or Wechsler Individual Achievement Test (WIAT-II) - is a more accurate measure of academic writing. Lastly, the research aimed to determine differences between English First Language (EFL) and English Additional Language (EAL) students' performance. A convenience sample of 125 first-year Psychology students from the University of the Witwatersrand wrote essays that were analyzed quantitatively using the IELTS and WIAT-II scoring system. Corre-

lations, T-tests, regression and reliability analyses were used to investigate the aims and establish the results. From the results it was evident that the IELTS and WIAT-II are adequate measures of academic writing. However, the results showed that academic writing ability is not a major predictor of academic performance. Significant differences in performance were noted between the EFL and EAL students. These results showed that failure rates were not as high in the sample studied, in comparison to others. Further investigation is required in order to determine other factors that contribute to academic performance. Other aspects of academic literacy such as reading and speaking, as well as previous preparedness, need to be considered as determining factors of academic success.

Predicting professional development in the sciences

Debra Major Old Dominion University, United States of America; Valerie Morganson; Karin Orvis
 Retention in science, technology, engineering and math (STEM) is a cross-national priority. Research suggests that capitalization (i.e., engaging voluntary professional development activities) helps anchor students to STEM majors. This study examined supports, barriers, and proactive personality as predictors of capitalisation variables, including capitalisation actions (i.e., engaging in voluntary professional development activities), capitalisation intentions (i.e., plans to engage in professional development in the future), and outcome expectations (i.e., beliefs about anticipated results of capitalization). Supports are the encouragement and assistance provided by peers, faculty and advisors in the STEM major environment. Two types of barriers were considered, including discouragement from peers, faculty, advisors, and family members, and students' time constraints. Of particular interest, was the extent to which proactive personality might mitigate the influence of supports and barriers on capitalisation outcomes. Data were collected from computer science and engineering majors at two universities (N = 170). A web-based survey measuring proactive personality, supports and barriers was administered at the beginning of Fall 2010; the survey assessing capitalisation outcomes was administered at the end of the semester. Regression analyses revealed that proactive personality was related to all three outcomes. Supports, time barriers, and discouragement were also related to some outcomes. In addition, for both capitalisation intentions and outcome expectations, proactive personality interacted with discouragement in a manner that mitigated the negative influence of discouragement. Results show that both individual differences and contextual supports and barriers are linked to capitalization. Moreover, individuals high in proactive personality are resilient in the face of discouragement.

Schooling experiences of Saora children in Odisha

Sakshi Manocha Jawaharlal Nehru University, India; Minati Panda

India and many countries around the globe present a gloomy story of schooling experiences of children belonging to minority groups, who are forced to leave their language and culture at the school door and are compelled to study in an unfamiliar lan-

guage. This paper examines the schooling experiences of Saora (tribal) children studying in Multilingual Education Plus (MLE Plus) and Odia medium schools (non-MLE) in Odisha. The Cultural Historical Activity Theory (CHAT) provides the theoretical framework for the study. The study was carried out in two schools- one MLE Plus and one non-MLE school in the Gajapati district of Odisha. The data includes classroom observations, interviews and focus group discussions with children. The content analysis of the data revealed that the inclusion of cultural artefacts like Saora children's language, games, songs, and other everyday activities changed the schooling experiences of Saora children in MLE Plus schools. The children not only enjoyed coming to school but also found learning experiences with teachers and peers very meaningful. In contrast, children in non-MLE schools could not comprehend the language in which their teacher was teaching and depended heavily on the black board and rote memorization of texts. The students in MLE Plus schools shared a very strong bond with their teachers and were not afraid of expressing their thoughts and views in front of the teachers. On the other hand, experiences of Saora children in non-MLE school were marked by passive learning patterns with a poor relationship between the students and teachers.

Burnout in college students: Determinants and consequences

Joao Maroco ISPA-IU, Portugal; Juliana Campos; Graca Vinagre

Burnout is a state of permanent fatigue associated with psychological exhaustion, dissatisfaction at work and low efficacy. Although the burnout syndrome was first described and characterized in aid-professionals, more recently this syndrome has been identified as highly prevalent in college students. However, studies of burnout syndrome and its determinants and consequences are still incomplete. In this paper, we report a study on the determinants of burnout development in a sample of 1080 college students and its consequences in academic achievement and social interaction between students. We propose a structural model where academic work load (as related to number of courses taken, school conditions, teacher's competence, financial support among others), and socioeconomic constraints (as related to funding and perspectives of future employment) are precursors of student burnout. The effects of these predictors on burnout are theorised to be mediated by students' social support (friends and family) and students' coping strategies. School dropout and low academic achievement can be predicted from the burnout status of students. Structural differences between different college majors were also assessed.

Students' web source evaluation and inquiry learning: Effects of an instructional intervention

Lucia Mason University of Padova, Italy; Maria Caterina Tornatore; Andrea Junyent

Effectively accessing and using Internet-based material for academic assignments is also a question of evaluating the authoritativeness of Web sources and the veracity of the information. Research, however, has documented that when judging an electronic resource, students may not take into account its

authority, or they may rely on naïve criteria. This study aims to extend current research by focusing on the effectiveness of an instructional intervention on how to evaluate the reliability of online sources. Participants were 154 ninth graders ($F=72$), randomly assigned to the instruction or no-instruction group. The instruction group received information about critical aspects to be considered when evaluating the reliability of a website. In both groups, the same Internet sources on two controversial topics (mobile phones and genetically modified food) were provided, varying for authoritativeness and stance. Data were collected from various tasks for quantitative and qualitative analyses. The quantitative analyses revealed that the instruction group outperformed the other group in the reliability ranking of the sites, as well as in inquiry learning. The qualitative analyses showed that in the instruction group, students with more availing epistemic beliefs appealed to more sophisticated criteria in source evaluation. In addition, the instruction group produced better arguments about the transfer topic. The study documents that the crucial ability of source evaluation for the new literacy in today's information-saturated contexts can be significantly improved by appropriate instructional interventions.

Self fulfilling prophecy, teacher attribution and expectations as determinants of student performance

Shradha Mathur University of Delhi, India

Expectations have the capacity to alter human potential and destiny. This view has been tested and researched in the field of educational psychology and in the classroom settings. The paper highlights the concept of Self Fulfilling Prophecy, which proposes that an expectation gets confirmed because it has been expected by behaving in a manner that will make it happen. This transaction is maintained by the expectations of the perceiver (teacher) and the behaviour of the target (student). The focus is on understanding the dynamics of the relationship between teacher expectations/attributions and student academic achievement. The paper is based on a critical review of literature. It deals with the social bias popularly known as the 'Fundamental Attribution Error' in which teachers have high expectations of academic success from high achievers and vice versa. They further attribute success of high achievers to internal causes (intrinsic motivation, individual efforts and ability) and failure to external causes (task difficulty, chance errors). The opposite has been observed to be true in case of low achievers. An attempt is also made to appreciate the "Cup Half Empty" philosophy over the "Cup Half Full" deterministic view. The later segment provides suggestions to both teachers and parents, for the creation of a field for young minds to grow to their full and unexplored potential. The paper aims to provide necessary insights into the vastness of human potential, by citing several examples, which can form the basis for future empirical studies.

A tale of three stakeholders in a historically Black university: The lecturers' story

Michelle May University of South Africa, South Africa

This project started when I, who was a lecturer at a historically Black university (HBU), was con-

fronted by violent interactions between lecturers and students, and a perceived passivity on the part of management when lecturers were threatened by students with violence in social and academic settings. Based on socio-historical factors and personal experiences, I explored the experiences of lecturers at an HBU, i.e. their relationship with students and management, to form an understanding about how the lecturers' experiences influenced the unconscious dynamic processes of the intergroup transactions amongst the three stakeholders. A qualitative research method was chosen. Hermeneutic phenomenology, using the systems psychodynamic perspective, allowed for the in-depth description and interpretation of the lecturers' experiences. Data collection entailed hermeneutic conversations with the nine lecturers from an HBU. The analysis and interpretation entailed a collaborative dimension - the analysed data was sent to the lecturers and experts in the systems psychodynamic perspective to ascertain whether the interpretations were plausible. The relationship between the stakeholders was contradictory, because it was marked by hope for an effective relationship and by continuing conflict and violence - resulting in the (k)not of relationship between the stakeholders. The intergroup transactions between students, lecturers and management were marked by a reign of terror as threats of violence, or actual physical violence, were directed at lecturers by students with little or no intervention by management. However, the hope for an effective relationship gave rise to a new story developing as part of the tale of the three stakeholders.

Evaluating the effects of a metacognitively-rich pedagogy in primary classrooms: Acts in Northern Ireland.

Carol McGuinness Queen's University, United Kingdom; Angela Eakin; Brendan Bunting

This paper presents findings from a classroom-based study that evaluated the effects of a metacognitively-rich pedagogy on children's thinking skills in primary classrooms. ACTS (Activating Children's Thinking Skills) adopted an infusion methodology where a curriculum topic and a specific pattern of thinking were taught together. The theoretical perspective with regard to children's learning, focused on the development of their metacognitive capacities; their ability to become proactive about their learning in terms of planning, monitoring and appraising their thinking. Comparisons were made between a group of control children ($N=548$, 25 classes) and two groups of children who participated in the intervention for different lengths of time: ACTS 1/2 Years ($N=412$, 17 classes) and ACTS 3 Years ($N=292$, 12 classes). The main finding was that participating in ACTS had a statistically significant positive effect on how children rated themselves with regard to their use of cognitive and metacognitive strategies, their willingness to work harder and to put in more effort. The pattern was characterised as a pro-active learning effect. However, the changes took time to build and were not evenly distributed across all learners. The implications of the findings for policy, and for classroom practices for teaching thinking, are discussed.

Making minds: Analysing metacognition through classroom talk and interaction

Carol McGuinness Queen's University, United Kingdom; Carol Curry

This paper draws on the findings of the ACTS (Activating Children's Thinking Skills) project in Northern Ireland. It reports a framework for analysing metacognitive features of teacher-pupil dialogue in classroom interactions. The theoretical perspective with regard to children's learning focused on their metacognitive capacities. Analyses of the video recording of 21 ACTS teachers who were teaching 8-9 year old children showed that they arranged their classrooms in ways that supported opportunities for children's talk and created conditions for mediating metacognition. For example, they engaged children in cognitively demanding tasks, developed a vocabulary for talking about thinking and modelling thinking in more concrete situations. What made good thinking lessons distinctive was that, through their talk, learners were able to jointly construct meaning, to evaluate their thinking and to make connections to contexts both within and outside the curriculum. The evidence from the video recordings was corroborated by a larger sample of 94 teachers' questionnaire reports about changes in their classroom practices. They reported changes to both the quantity and quality of group work, increases in children's talking and listening, increase in the quality of questioning and more pupil involvement and independence. They also reported significant changes in their images of themselves as teachers, such as being more open to alternative approaches and allowing children to be more independent in their learning.

The nature and impact of psychological violence on staff members' health in FET college campuses

Helen Meyer North West University, South Africa; Tiaan Kirsten

Psychological violence is currently emerging as a priority concern in all workplaces due to its serious negative consequences on victims' health. This mixed methods study aimed to investigate the nature, prevalence, severity, sources and experience of psychological violence and its impact on staff members' health in FET (Further Education and Training) Colleges and how they cope with it. Survey instruments included psychological violence scale and symptom checklists which were distributed simultaneously to a large FET College with five campuses. From the population of 262 staff members, 174 instruments were completed and returned. 29 respondents were individually interviewed for the qualitative part of the study. The nature of psychological violence was experienced as a hostile organisation culture, unfair demands, excessive pressure and unmanageable workload, structural violence, verbal abuse, public humiliation and lack of recognition. Holistic health impacts included depression, distress, anxiety, thoughts of violence, suicidal thoughts, chronic fatigue, insomnia, life threatening diseases, bitterness, resentment, negative effect on social and interpersonal relationships, reduced motivation, increased absenteeism from work, experience working in an environment of 'survival of the fittest', racism and experiencing the implementation of Affirmative action negatively, amongst others. Findings of both datasets suggested

that staff members in FET Colleges experience psychological violence in all its complexity, that it has an impact on their health and that they lack effective strategies to cope with it. Multi-level strategies are suggested to ameliorate psychological violence.

Effects of psychological violence on staff members' health in a South African FET college

Helen Meyer North West University, South Africa

Psychological violence as a constant stressor results in cumulative injury to a victim's health (Field, 2002). As part of a larger study, this qualitative study aimed to investigate the physical and psychological effects of psychological violence on staff members' health in a multi-campus FET (Further Education and Training) College. A purposive sample was utilized to select participants for the study based on their experiences of the central phenomenon, namely psychological violence. Twenty-nine willing participants were individually interviewed to collect data for this study. Findings revealed that staff members experienced the physical health effects of psychological violence as life-threatening diseases including heart disease, hypertension and worsening of existing diseases. Psychological health effects included suicidal thoughts, thoughts of violence, distress, frustration, anger and personality changes. A range of diagnosable psychological injuries was also noted, such as anxiety disorders and depression (The American Psychiatric Association in DSM-IV-TR, 2000). Staff members also indicated that psychological violence affected their relationships with family, colleagues and students. It also affected the quality of their instruction negatively in addition to diminishing productivity, creativity and motivation, thus increasing absenteeism and higher staff turnover in the workplace. It can be concluded that psychological violence severely affects the physical and psychological health of victims, including their relationships and the entire workplace where it occurs. Multi-level strategies are suggested to ameliorate the effects of psychological violence effectively.

Thinking in the classroom: Mobile eye-tracking of novice and experienced teachers

Kevin Miller University of Michigan, United States of America

Teacher attention to students serves multiple purposes informing student engagement and understanding but also showing students that they are attended to. We used mobile eye-tracking methodologies to collect real-time eye fixation data from teachers (25 student teachers and 25 supervisors, teaching the same students). This allowed us to look at how beginning and experienced teachers monitor students as they teach. We summarised the distribution of teacher attention to students using the Gini coefficient, often used to measure income inequality in nations. This indexes how much a distribution differs from perfect equality (Gini index=0) to one person receiving all the money or attention (a Gini index=1). Experienced teachers showed a lower overall Gini (i.e., a more equal distribution of attention across students) than did novices (a one-tailed paired sample $t(24)=$

$2.06, p<.05$). Novice teachers also showed substantially more attention to what we termed "other objects", objects not directly related to instruction (e.g., litter on the floor) (one-tailed paired sample $t(25) = 3.16, p < .01$). Our results suggest that there are substantial differences in the ability of new and experienced teachers to monitor their students.

The relation of Shahed students perception of their campus environment and individual and familial characteristics with social adjustment

Khodayarifard Mohammad University of Tehran, Islamic Republic of Iran; Golrokh Fard Azar; Mohsen Paknejad; Alfred Pritz

The present study was carried out to observe the Shahed students in the campus environment and study their individual and familial characteristics in correlation to their social adjustment. Students were Shahed students - students whose fathers were martyred during the imposed War of Iran-Iraq - and other students namely non-Shahed students. The research subjects were 315 female and male college students; they were selected through the proportionate stratified sampling method from Tehran universities' students. The instrument used for data collection was the California Personality inventory and a researcher-made inventory to measure Shahed students' perceptions of the campus environment and demographic characteristics. The data were analysed by using hierarchical regression analysis. The findings showed that the students' satisfaction of the Shahed quota in the university entrance exam, the professors' reaction and other students' positive attitude towards them, as well as their marriage status were the most predictive factors for their social adjustment. There was no significant correlation between the family variables such as the mother's re-marriage with Shahed students' social adjustment. Possible causes of a non-significant relation between family variables and social adjustment have been discussed.

Early school dropout: Psychosocial and psycho-clinical approach, the case of secondary school children

Marie Noelle Monple UPJV, France

Our research so far on has focused on early school dropout and its consequences on teenagers' development from social, educational and emotional perspective. We have laid emphasis on psychological factors that may lead to a child dropping out of the educational system without qualification. We have observed that whereas some children fail to attend school, other children with similar background or problems are able to remain within formal education. Our research attempt to pin point certain behaviours in and out of school which can affect whether a child stays in education. The factors highlighted so far include frequent absenteeism, lack of school ability, behavioural problems etc. Although some intervention strategies are currently in place within the French education system which aims to reduce the number of school children leaving school prematurely, we realise that more could be done. Further exploration of differences in psychological factors, such as coping styles, sense of belonging and self esteem may

also help to explain why French children are more likely to leave education system with few or no academic qualifications. In order to understand and prevent early school drop, we have built a questionnaire coupled with a projective test that takes account self image, self esteem, sense of belonging and engagement in family, school and community. This communication aims at presenting the first results of our research.

An analysis of a pre-schooler's family and school influences on the social outcome of schooling

Vuyisile Msila University of South Africa, South Africa; Angeline Sethlako

Many parents register their children in various schools every year. There are many aspects that have an impact on these learners' school progress. Housing, socio-economic status, abuse and neglect are some of the factors that have an impact on any child's life. The family and the society in general, play a huge role on the learning child from an early age. The product we see at the end of a schooling career is a consequence of various influences. This article explores the findings of a qualitative study performed at three black African pre-schools in a South African township. It shows how the family's social and cultural capital is crucial to the growing child. Oftentimes teachers would not understand the learners in their classrooms until they are familiar with the children's family background or the children's cultural contexts. Aspects such as language acquisition and learning in general can be fully understood if the child's habitus is well understood. Moreover, the study's findings also explicate that for pre-school teachers to be effective, they need to comprehend the dynamics involved in family-school relationships.

Construct of giftedness as a means of inclusion/exclusion in the Czech educational system

Jiri Mudrak Charles University in Prague, Czech Republic

Contemporary developmental and educational psychology offers various explanations of what giftedness is, how it should be identified and what the optimal ways of its development are. Psychological concepts of giftedness in many ways transcend psychological theory and influence educational practices and policies of educational institutions. In the present paper, we analyse the ways in which the concept of giftedness is construed within the Czech educational system and what the recommended methods of identification and development of gifted students are. As the main method we use critical text analysis inspired by critical discursive psychology. We analyse contemporary Czech psychological and educational texts (scientific as well as popular) in order to understand how they construe the giftedness in Czech students. Therefore, we do not approach giftedness as an objective fact (as it is common in the field) but as a discursive phenomenon which is established, reproduced and transformed through language, discourse and cultural practices. We show how the concept of giftedness is used in the Czech educational system as a means of inclusion or exclusion of different groups of students.

The effect of cognitive processes, learning strategies and social context on academic performance

Mariel Musso *Katholieke Univ Leuven - UADE, Argentina; Eduardo Casallar*

It has been shown that general academic performance is an important predictor of future academic performance, job performance, and future income level (Kuncel, Crede, & Thomas, 2005). Previous research has also shown that working memory (WM) and attentional networks (ATN) are extremely good predictors of performance on various cognitive tasks and of academic performance in particular, even when estimating long-term learning outcomes. The goal of this research is to study the interaction of basic cognitive resources (WM and ATN) with learning strategies, social context, self-concept, and individual background variables, as well as specifically the use of internet resources, and their impact on general academic performance. The sample of subjects was 700 entering university students of both genders, 18 to 25 years old, from various business and humanities programmes. The cognitive measures used were the Attentional Networks Test, and the AOSPAN (an automated test measuring working memory capacity). In addition, the LASSI (a validated learning strategies questionnaire) was used, together with a general questionnaire collecting basic background information, family system, socio-economic data, level of education of parents, occupation of parents, and internet use, of each student. Results show a very interesting pattern of interaction effects between the cognitive variables and background variables as well as with the LASSI subscales, highlighting the importance of certain levels of cognitive resources in combination with other variables for the prediction of levels of academic performance. These results have significant relevance for cognitive theory, learning, and self-regulation models, as well as applications in higher education practice.

Four decades professing psychology: Lessons I have learned

David Myers *United States of America*

Drawing from the experiences of celebrated teachers across North America, and from my own teaching and writing about psychological science, I offer some practical strategies for professional development, effective teaching and student learning. Attendees will, I hope, feel encouraged in their teaching and be reminded (if not newly informed) of tips for engaging students, using new media, and finding satisfaction in professing psychology. A social psychologist, I am a communicator of psychological science to college students and the general public. My research and writings, enabled by National Science Foundation grants and fellowships, have appeared in three dozen academic periodicals, four dozen magazines, and seventeen books.

Inclusion of socio-cultural context in education and its impact on concept formation

Shivani Nag *Jawaharlal Nehru University, India; Minati Panda*

Every child is located in a socio-cultural context that provides her with certain mediating tools such as language and other cultural artefacts, which are carried to the classroom. However, the contribution

of these tools towards academic development depends on the space created for them in the school and classroom practices. This paper is based on a study conducted in an NGO run school in Rajasthan, called 'Diganatar'. The study aimed to examine how inclusion of socio-cultural resources of children in the pedagogic practices of a classroom facilitates concept formation. The sample consisted of one of the three multi-grade classes of the school comprising of 30 students in the age group 5-9 ½ years. The theoretical framework was based on the Vygotskian concepts of mediation, zone of proximal development, and every day and scientific concepts. Using focused ethnography method, data were gathered in the form of classroom observations, interviews with teachers and parents, and the documents and textbooks prepared by Diganatar. Content analysis of the data showed that the pedagogic practices of Diganatar were based on the premise that learning can be built on a child's experiences and already developed skills. The multi grade teaching, spiral curriculum and active interaction between the school and community enabled the teachers' to use children's socio-cultural resources as mediating tools and help the children progress from their spontaneous ways of reacting to their everyday world towards a higher level of mental functioning.

Maths anxiety and locus of control as predictors of cheating behaviours among middle school students

Reysa Nasroen *Gadjah Mada University, Indonesia; Devi Lim*

The aim of the study is to investigate maths anxiety and locus of control as predictors of cheating behaviours among secondary school students. Maths anxiety has been found to be one predictor of low mathematics achievement, whereas locus of control serves as an important variable of attitudes and behaviours in academic achievement. This study used a quasi-experimental design and participants were selected by an accidental sampling method which consisted of 100 private secondary school students, and 100 state secondary school students. Two scales administered were the Mathematics Anxiety Rating Scale-Revised, the Nowicki-Strickland Locus of Control Scale and a cheating behaviours observation list. All measures were translated and adapted into Indonesian norm. Six students were assigned in each class as incognito observers of peer students' cheating behaviours in a disguised experimental maths examination. Results and discussion have not yet been conclusive as the study is still ongoing.

Design, application and impacts of an educative model to train socially responsible professionals

Gracia Navarro *Universidad de Concepción, Chile*

Understanding the need to train professionals in the service of humanity and that educational psychology can make a contribution to this through the design and validation of models of education, the University of Concepcion and other Chilean universities apply a model of education to train socially responsible professionals, people that, in the exercise of their profession contribute to generate equity for the development and assess the impact of their decisions, opting for those that serve the common

good. The aim is to identify whether a relationship exists between achieved learning, attitudes toward social responsibility (SR), self-attribution of socially responsible behaviour, valoric type, professional behaviour observed and participation in a specific model to be socially responsible professionals. We applied to 500 students and graduates, divided into experimental and control groups (trained and untrained in the educational model) the Achieved Learning Questionnaire, attitudes toward social responsibility, Schwartz Values Inventory questionnaire and self-attribution of socially responsible behaviour and we conducted interviews with employers to identify the professional behaviour of the graduate. Students and graduates perceive cognitive, affective and behavioural learning, with significant differences in their attitudes toward SR and self-attribution of socially responsible behaviour, between experimental and control groups. There are also differences in employers' perceptions of the professional practice of those who agreed to the model and those who didn't. The educational model impacts on the learning of SR and it's necessary to identify mediating variables of the model effect.

The effects of female parliamentary representation and gender quotas on the scholastic empowerment of girls in sub-Saharan Africa: A test on the effects of in-group bias.

Jo Nel *University of Limpopo, South Africa; Steyn Renier* *University of Limpopo, South Africa*

This study focuses on the number of women in parliament and the tenure of girls at school. Tenure at school is related to employability, and the employment of women, as suggested by some studies, is related to the number of women in parliament. Theories on in-group bias suggest that groups tend to promote their own agenda. This is also true for women, and literature suggests that women are best at improving their own circumstances. As more women become members of parliaments all over Africa, it can be expected that the feminist agenda will be advanced in this way. It is, however, not evident if the legislative affirmation of women at a political level affects the well-being of, in this specific case, girls at school. In this paper two questions are posed and resolved. Do legislative quotas result in more women being elected to parliament? Do more women in parliament correlate with the average number of years girls spend in school? Data were collected from 47 sub-Saharan countries. The results indicate that countries that apply legislative quotas have more women in parliament ($t=2.889$; $p=.006$; $d=.8$) and that there is a relationship between the percentage of women in parliament and the years girls spend in school ($r=.483$; $n=45$; $p=.003$). Although this relationship is not necessarily causal, the results seem to affirm the effects of in-group bias. The results also suggest a strong imperative to adopt legislation to ensure that more women become parliamentary representatives.

Exploring academic identity and its meanings for high performing women students

Pinkie Nkadameng *University of the Witwatersrand, South Africa; Jill Bradbury*

This research explored the perceptions, experiences and meanings of academic identity for high

performing undergraduate women students. We explored the intersections of academic identity with other key identities and explored how young women negotiate a sense of who they are within personal, historical and situational spaces. The context of this focus is the increasingly utilitarian value placed on university education both in South Africa and internationally. The project adopted a qualitative approach, conducting individual in-depth interviews with a small group of high performing women students in their final year of study in the Humanities at the University of the Witwatersrand. Key findings indicate that these young women understand their achievements to be the result of hard work rather than luck, special ability or social advantages. All participants reflected positively on their schooling experiences regardless of whether the schools that they attended were well-resourced or not. Family support was very salient. In some instances, this support was directly educational evidently supplementing schooling but all women identified emotional support from parents as most critical to their success. The participants' reflections on their university experiences point to an appreciation of the increased diversity of their social world but in the main, close relationships and friendships seem to remain racialized. All students expressed a strong orientation towards issues of social justice and a view that there are social responsibilities attached to high academic performance.

Parenting styles, goal orientation and maths anxiety in high school students

Zohre Nouri Shahid Beheshty University, Islamic Republic of Iran; Mahmood Heidari

This study investigates the relationship between maths anxiety, goal orientations and parenting style. In order to identify the main predictors of maths anxiety the following variables were investigated using t-test, correlation and regression analysis: perceived parenting styles, goal orientation dimensions and math anxiety. The responses of 424 subjects (204 females and 220 males) for the instruments were used for measuring the above-mentioned variables. The results showed that maths anxiety and goal orientation correlated with perceived parenting styles. Avoidance-performance orientation was positively related to authoritarian and neglectful parenting styles. Avoidance-mastery and approach-mastery orientation were also positively related to authoritative and indulgent parenting styles. Also, goal orientation and perceived parenting styles were predictive of math anxiety.

The national strategy on screening, identification, assessment and support in South African schools

Maria Nthoba Gauteng Department of Education, South Africa; Sithembile Mkhize

The aim of this paper is to empower educational psychologists on Screening, Identification, Assessment and Support (SIAS) of learners experiencing barriers to learning and development in schools. The South African Education Department gazetted a White Paper 6: "Building an Inclusive Education and Training System" in 2001. Inclusive Education Policy focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. There are two Key Strategies to imple-

ment Inclusive Education Strategy on SIAS: How do we identify the learners who have additional support needs as well as barriers that are preventing them to reach their full potential. Guidelines on Inclusive Learning programmes will involve addressing the question: How do we address barriers in the classroom and in the curriculum through the way in which we teach. SIAS emphasises the Support Needs/Aspirations Analysis of learners and its process consists of: Learner Profile and Diagnostic Profile. Teacher reflection, problem solving, parent consultation, identifying contextual barriers and curriculum differentiation. Institution Level Support Team consultation by the teacher, review of support by SBST and community, and application for support from the District Based Support Team (DBST). DBST action planning, consultation, intervention, tracking and monitoring. The DBSTs are mandated to promote and protect human rights of persons with disabilities by ensuring that they are not discriminated against educationally.

How 'soft touch' is 'high tech': New approaches to improve the prevention and control of chronic conditions

Brian Oldenburg Monash University, Australia

Follow up and support are critical in maintenance of lifestyle change and self-management for diabetes and many other chronic conditions that are becoming increasingly common in all of our countries. Fifty years of research has clearly demonstrated that long maintenance of behaviours such as abstinence from smoking or diabetes self management are best predicted by ongoing monitoring, support and encouragement, and assistance in solving problems and addressing barriers to more desirable behaviour patterns. However, the provision of ongoing follow-up and support is a big challenge in all of our countries and health systems are generally very poor at delivering and supporting such programmes. Compared to the decades over which people need to manage conditions such as diabetes or risk factors such as overweight or high blood lipids, very few of our intervention trials even follow-up people for more than a year or two. More high tech interventions using smartphones and the internet now offer new approaches to monitoring self management and clinical status indicators relevant to diabetes management and progression. This links individuals to needed care, assisting in problem solving, and, even, providing long term social support and encouragement ("soft touch"). These methods can also be combined with new evidence-based approaches that utilise peer support and other soft touch approaches, as well. This presentation will consider some of our recently conducted complex real world intervention trials of telehealth and more soft touch interventions conducted in both developed and developing countries over the past 10 years.

Phobic and anxiety disorders in children and adolescents: Where to now?

Thomas Ollendick Virginia Tech, United States of America

Although CBT has been found to be effective with the phobic and anxiety disorders of youth and enjoys evidence-based status, as many as 25% to 40% of youth with these disorders do not respond to

these interventions. In this address, new and exciting developments will be reviewed that show promise for addressing some of these treatment non-responders. Innovations including computer-assisted interventions, virtual reality interventions, attention retraining strategies, and intensive treatment modalities will be highlighted. In addition, it will be argued that some non-responders or difficult-to-treat youth will require interventions that benefit from an idiographic approach to case formulation and treatment. In many respects, this approach invites us to return to our roots in behaviour therapy and clinical science. This idiographic approach will be illustrated in the treatment of non-responders to evidence-based treatments using controlled single case design methodologies. Implications for these findings and intervention science will be highlighted.

Inclusive policies in higher education: Challenges to Brazilian psychology

Miriam Pan Federal University of Paraná, Brazil; Norma Ferrarini; Patricia Somers; Jardel Machado

The impact of higher education on the identity of young people from a humble background is a recent research theme in Brazilian psychology. Brazil has kept up with the worldwide trend of creating more places in higher learning institutions, and as a result faces a double challenge: More equitable access and, consequently, a more diverse body of students. This study analyses the effects of inclusive policies to help young people complete higher education. By researching the database, websites, official documents and previous studies of the Federal University of Parana, we were able to map the discourses that identify these students. They are recognised by their class identity: Young people from a humble background and young people who are financially fragile. In addition to showing their financial situation, the practices proposed by these programs symbolically mark their identities and set them apart from the other students and other types of scholarships provided. This fragility brings in different meanings and interpretations. In addition to their financial condition, the students' fragile academic background prior to coming to the university and their fragile links with the university, they also have to juggle with the demands of work and study and still overcome the discrepancies that result from this situation. This results in a contradiction: What a different policy does to identify and benefit a student, also affects him/her by its counterparts concerning work and study, reproducing the same logic of inequality that has marked the student's life story.

Experiences of learners from child-headed households in a vulnerable school that makes a difference: Lessons for school psychologists

Jace Pillay University of Johannesburg, South Africa; Helen Dunbar-Krige; Elzette Fritz

The purpose of this study was to explore and describe the experiences of vulnerable learners from child-headed households through an ecological systems model. Special emphasis was given to the role of school psychologists as change agents within the context of schools. This qualitative study included a sample of 98 5th to 7th grade learners in a vulnerable

school. Data were collected through individual interviews, focus groups, and a questionnaire with incomplete sentences. The findings provide a vivid description of their living conditions, changing roles, community fears, and school experiences which inevitably affect their psychological well-being and propagate the need for effective school psychological services. Against all odds, the vulnerable school in this study reflects how it can make a difference in the lives of the learners simply through the display of love, attention, and care. Based on the findings, several lessons, transcending national boundaries, are presented for school psychologists to be successful in assisting learners from child-headed households in vulnerable schools.

Study on the efficacy of the DeStress for Success Program

Pierrich Plusquellec Fernand Seguin Research Centre, Canada; Robert-Paul Juster; Marie-France Marin; Sonia Lupien; Lyane Trepanier; Nathalie Wan; Nathe Francois

The main goal of this study was to implement and test the efficacy of a program aimed at educating adolescents about stress and its impact on memory and emotional processing. We have developed this program because we have previously found in our studies that school transition from elementary to High School induces a large increase in the stress hormone cortisol in children. Similarly, various studies report an increase in development of depression at this age range, and others show that stress and more importantly cortisol levels are important predictors of the development of depression in adolescents. The DeStress for Success Program involves five 40 minutes visits to schools. We tested it in two large private schools in the Montreal area. We measured three outcome variables in 507 children tested in groups of 30 (classroom testing). At the physiological level, we measured levels of the stress hormone cortisol in saliva samples, while at the cognitive level, we measured attentional process, memory as well as emotional processing. At the psychological level, we assessed depressive symptomatology using the Child Depression Inventory (CDI) scale. The main result of our study is that children with the highest cortisol levels had significantly reduced their levels of cortisol following the program; we also found a significant improvement in the score of CDI following the program, but only in girls. As hypothesised, the Destress for Success program may help adolescents to go through the transition from elementary to high school by providing them way to control their stress.

Evaluating mixed self-perceptions: A new facet of students' self-perceptions

Maria Poulou University of Patras, Greece

The concept of mixed self-perceptions is presented as another facet of self-perceptions that recognizes that students sometimes experience tensions in judgments about themselves. This study assumes that students' mixed or uncertain responses cannot be represented as the middle point of a linear scale between two opposite poles. This study aimed to investigate the degree to which students experience mixed self-perceptions in several self-concept domains. The study also examined aspects of the validity of an inventory designed to measure mixed self-perceptions, and gender-specific trends in

mixed self-perceptions. 649 students of public elementary schools in central Greece participated in the study. The mean age of children was 10 years olds. A mixed self-perceptions inventory was developed to measure 8 domains of self-perceptions: academic, literacy, maths, social, emotional, socio-emotional, physical and general self-perceptions. The study revealed that students do experience mixed self-perceptions. They have lower levels of mixed self-perceptions regarding the social, literacy and mathematics domains, and higher levels of mixed self-perceptions in the academic, physical, general and especially the emotional and socio-emotional domains. Girls had lower mixed self-perceptions than boys, mixed self-perceptions decreased with age, and mixed self-perceptions were related to school performance in literacy and maths. The acknowledgment of students' mixed self-perceptions provides an important tool for teachers, psychologists and administrators to better understand their students, and consider whether the child might have contrary or mixed views about him/herself, before they make limited attributions of children's self-perceptions.

Adjustment to university and its psychological impact on disabled students

Anlia Pretorius University of the Witwatersrand, South Africa; Nita Lawton-Misra

For all students starting university is a time of great transition, often accompanied by many challenges. Change, although exciting, is often very challenging as new students navigate their way around the many facets of campus life. For students with disabilities, adjusting to university is an even bigger challenge. Although much work has been carried out in the last few years to increase access for and improve services to students with disabilities, there are still many barriers to overcome. Students with disabilities still experience many difficulties including: Physical issues - barriers in terms of size of institution when compared to special schools, orientation to relevant physical spaces, such as lecture halls, offices, libraries, food outlets, residences, etc. and concomitant emotional stress; Psychological adjustment - social integration with people without disabilities, high number of and changes in lecturing staff, living away from home or familiar environments, dangers associated with big city lifestyle, creating support networks, allure of social life (parties, independence, dating), etc.; Access issues - programmatic and physical access, access to learning material, access to multi-media, etc.; and Attitudinal barriers. Disability support units, student counsellors, and other university staff need understand the unique and widespread barriers disabled students encounter daily in order to provide effective support that will lead to better functioning, improved wellbeing and improved throughput rates of students with disabilities. A case study will be presented to illustrate the difficulties disabled students experience, and how important appropriate support is to positive adjustment.

Flying over a cuckoo nest: A pioneer educational project for people with psychiatric disorders in Portugal

Dora Redruello Faculty of Law, U Coimbra, Portugal

The purpose of this communication is to share the results of a pioneer educational project, developed

in Portugal, for people with psychiatric disorders. Based on the premise of promoting equal access in education, and with the primary aim of empowering hospitalised adults sentenced to a reputable ward of a public hospital, a Project of Recognition, Validation and Certification of Skills, adjusted to their specific needs, was developed. This project was a partnership between a Center for Adult Education and a Psychiatric Hospital, to ensure they could acquire new knowledge and skills allowing them to (re)gain a sense of belonging in the local community. In order to evaluate the virtues and limitations of this initiative, this exploratory research included focus groups to Professionals (n= 8) and hospitalized adults (n= 10). The interviews focused on the importance of including people with psychiatric disorder in this type of educational process, gains to the rehabilitation programme (e.g., for autonomy, welfare), needed adjustments (e.g., learning and teaching methods, learning materials, schedule) and perceived difficulties and strategies for their resolution. The documents produced by the participants were also analysed. The results show that professionals and patients see this project as determinant in promoting welfare, and increasing their knowledge and skills. It was also seen as an opportunity for them to recognise the positive dimensions of their performance, to develop citizenship skills and to enhance social participation. We conclude by discussing the implications of these results to the rehabilitation programmes and educational practices for individuals with psychiatric disorders.

The association between parenting practices and the goals and aspirations of learners at secondary schools in the Western Cape

Nicolette Roman University of the Western Cape, South Africa; Willy Lens; Alice Moyo

According to Self-Determination Theory the environment plays an important role in either hindering or enhancing the need satisfaction, well-being and self-determined behaviour of individuals. Parents are central as part of the environment in which children and adolescents grow up. As such, parenting may influence the motivational choices which individuals make and their self-determined behaviour. Goals and aspirations are key in future planning and decision-making. Thus, the aim of this study is to investigate if there is an association between parenting styles and practices, the importance learners in secondary schools attach to intrinsic versus extrinsic goals and aspirations and the degree in which they could achieve these goals. A quantitative research approach with a cross-sectional correlational design will be used to conduct the study. The participants will be Grade 11 learners from the schools in the Metro South district of the Western Cape Education Department. The sample will consist of about 800 learners in Grade 11. The data will be collected by means of self-reported questionnaires, which are the Parenting Style and Dimensions Questionnaire (PSDQ: Robinson, Mandleco, Olsen, & Hart 2001) and the Aspiration Index (Kasser & Ryan, 1996). The questionnaires will also contain a section containing items to include biographical data of the participants. The findings will be discussed within the context of Self-Determination Theory.

The influence of basic psychological needs on the goals and aspirations of grade 11 learners at secondary schools in the Western Cape

Nicolette Roman University of the Western Cape, South Africa; *Lauren Schilder; Willy Lens*

In South Africa, learners in Grade 11 are nearing the end of their secondary school life. The new, but also difficult, transition into (early) adulthood now begins. This critical period of development brings forth an array of new challenges, exercising free will, becoming more independent, an increased focus on the self, and the decision of what path is to be taken after high school (e.g. continuing in higher education, starting professional life). With these challenges comes the act of setting particular future goals and aspirations. The question is thus what exactly motivates the South African Grade 11 learner, and why are they motivated to set and aspire to certain future goals. This study aims to investigate the associations between basic psychological need satisfaction (i.e., the need for autonomy, for competence and for relatedness), the importance attached to intrinsic and extrinsic goals and aspirations and the degree in which these goals are already achieved in the present among Grade 11 learners at Secondary schools in the Western Cape. The study will be quantitative with a cross-sectional design. A sample of about 900 Grade 11 learners will participate in the study. The participants attend secondary schools in the Metro North Western Cape Education District. The Balanced Measure of Psychological Needs (BMPN, Sheldon, Niemiec, 2006) and the Aspiration Index (Kasser & Ryan, 1996) will be used to collect the data. Results will be discussed in the context of Self-Determination Theory and the implications for the education sector.

Cognitive effects of two opposed teaching styles: expositive and guided-participative

Nestor Roselli CONICET, Argentina

Using Vygotsky's theory as framework, the objective of this research is to compare the cognitive effects on learners of two teaching styles: expositive and guided-participative. The hypothetical assumption was that each of these different systems of activity, produces differences in learning. The interest was focused on non-explicit, or hidden, effects of each one. These cognitive effects were related to the transfer of knowledge (extended learning), the cognitive (in)dependence from the teacher, the permanence on time of learned knowledge and, finally, the efficacy of peer inter-individual support. Four teachers in biology were invited to teach, to their own secondary students, an extra-curricular subject, the same for all. Two of them were using an expositive style, while the two others were employing a participative style. Data were processed by SPSS, using "t" to test differences (in quantitative variables) between the means of both conditions. Differences in the linguistic dependence on the teacher were tested with "chi-square." Individual post-tests of learning results, show that the participative style produces more extended learning, that is, the transfer of the learned knowledge to new situations is stronger. The participative style promotes the independence of the student from the teacher. Also these students use peer inter-individual support more efficiently.

The effect of training problem solving skills on the emotional intelligence of self-supervisor women

Mohammad Sadeghi Payam Nour University in Tehran, Islamic Republic of Iran; *Mohammad Mohsen Elahi; Fereshteh Afsar; Leila Esmaeili; Ali Sadeghi; Asefeh Ariyan*

The aim of this study is to determine the efficacy of problem solving skills training (self consciousness, making decisions and problem solving, stress coping strategies, interpersonal relationships, controlling anger) on the emotional intelligence of self-supervisor women. This study employed a pretest-post test, experimental method, using a control group. The statistical population of the study consisted of women who were under the supervision of Imam Khomeini Relief Committee in Isfahan. Referring to the muster of the population, a sample of 60 women were selected and then were assigned randomly into two experimental and control groups (each consisting of 30 experimental and 30 control). The experimental group received the Unicef life skills training package (Unicef Training Package) in 15 sessions in a 3 month period in the training groups. The tools of this study were Bar-on Emotional Intelligence Questionnaire and researcher-made demographic Questionnaire. Descriptive statistics and inferential statistics were used to analyze the research findings. The results of the study have shown that the training of problem solving skills had an effect on the emotional intelligence of women.

How does emotion regulation affect self-regulated learning?

Anne-Kathrin Scheibe TU Darmstadt, Germany; *Bernhard Schmitz*

Studies based on the Strength Model of Self-Regulation suggest that emotion regulation (ER) and self-regulation compete for the same limited resources, but that positive emotions can counteract the depletion of resources. The objective of the present study (N=61 university students, Mage=24.3 years, SD=4.6) was to examine the impact of ER-strategies that differ in their partial efficacies (= ability to modulate negative and/or positive emotions) on important components of self-regulated learning (SRL) within an experiment. In all groups a negative emotion was induced by means of a film clip about animal testing (affect $\eta^2=.81^{***}$; heart rate $\eta^2=.32^{***}$). Subsequently, participants worked on a learning task that required SRL. We compared two experimental groups that used ER-strategies with differential partial efficacies (cognitive reappraisal, expressive suppression) during the film, and a control group (no regulation). Although instruction compliance was lower in the reappraisal group ($\eta^2=.31^{***}$), participants in this condition experienced more positive emotions after the film ($\eta^2=.09+$) and had more self-regulatory resources available ($\eta^2=.10^*$) than did the participants in the suppression condition. In the subsequent learning phase participants with high post-film resource availability were better with respect to SRL-components than low-resource participants ($\eta^2=.08^*$). ER strategy-types that involved the enhancement of positive emotions (e.g., reappraisal) have proved to be favourable for self-regulatory resources and SRL-processes. More favourable strategies need to be identified in future studies.

Correlations of academic performance and affective factors in first year students

Birgit Schreiber University of the Western Cape, South Africa

Several studies have emphasised the importance of addressing social and emotional factors in facilitating adjustment to Higher Education Institutions. The educational theories of Astin (1993), Tinto (1997) and Pascarella (1985), are key theories on person-environment fit and environmental impact, and underscore the importance of integration into, and engagement with, the Higher Education context as one of the key predictors of student success. The integration of support programs into the students' academic experience is key in contributing to student success. The Living and Learning Program in this study is located in these Student Development and Support Theories. The Living and Learning Program is infused into the first year academic experience and aims to facilitate personal, social and academic adjustment and integration into the university, thus increasing student success. The objective of the study is to explore the impact of the Living and Learning Program on first year students and to explore any correlation between academic performance and affective factors. The research is quantitative using psychological scales and assesses (1) study motivation, (2) reduction of stress and increase in coping, and (3) network orientation. The results of the statistical analysis of the correlations are discussed. Implications for the program's theoretical location are discussed.

Higher education policy in South Africa: Implications for student development and support

Birgit Schreiber University of the Western Cape, South Africa

A document analysis of the Higher Education Policies in South Africa, with regard to their reference to Student Development and Support is presented. The results suggest that Student Development and Support's role and function is only nebulously described. It is primarily within the discourse of disability and special education where mention of Student Development and Support is made, locating Student Development and Support in the area of remedial support. Furthermore, there is no coherent or co-ordinated organising principle which guides Student Development and Support in its role and function within Higher Education in South Africa. Qualitative research, interviewing 20 senior and executive members of three Higher Education Institutions, using content analysis, was undertaken to explore their perceptions of the Higher Education Policies with regard to Student Development and Support. The emerging themes suggest that there is a cursory knowledge of key Higher Education Policies. Furthermore, it emerges that there is a keen awareness of the desired outcomes as stated in the key Higher Education Policies in terms of student success. However, how the Student Development and Support domain is expected to contribute to student success seems unclear and challenging. Tensions around institutional diversity and institutional autonomy, juxtaposed with the emerging need for a national organising principle for Student Development and Support are discussed. The author hopes to contribute towards the complex debate on positioning Student Development and

Support in Higher Education so that it may contribute significantly to the South African Higher Education challenges.

The benefits of team teaching: A quasi-experimental study with teacher students

Katja Schwartz Christian-Albrechts-University, Germany; Uta Klusmann; Toni Ihme; Jens Moeller

In educational contexts, many researchers stress the importance of co-operation in teaching. Recently, co-operation has been identified as a key competence in teachers' professional development. For instance, co-operation is supposed to increase the efficiency and effectiveness of teaching, by promoting teachers' reflections and improving teachers' instructions. Especially in team teaching, as the most extensive form of co-operation is said to affect teachers' motivation as well as teachers' capability to teach. Little research exists concerning the question of whether the ability to co-operate increases during teacher students' education. Innovative in the field of team teaching research, we conducted a quasi-experimental study to investigate the effects of co-operation on students' motivation and performance. Thereby, we also integrate the level of education, differentiating between novice and advanced teacher students. Altogether 164 teacher students and 113 high school students took part in our study. All teacher students had to prepare and give a lesson to a high school student. The experimental group gave lessons in co-operative dyads whereas the control group worked on their own. Additionally, we differentiate as a quasi-experimental factor, novices and advanced teacher students. Our findings show that the effects of team teaching are associated with the level of professional experience. Team teaching led to higher students' motivation when carried out by advanced teacher students. Novices showed better results working alone. There was no significant effect concerning students' learning.

Inside the mind of adolescents diagnosed with Attention Deficit Hyperactivity Disorder: A pilot study

Joseph Seabi University of the Witwatersrand, South Africa; Prashant Arvind-Pala; Florian Larrue; Helene Sauzeon; Bernard N'Kaoua

To date, over 30 years of research have been invested in the understanding of ADHD, with reference to diagnosis, management and treatment. However, not much is known about the experiences of adolescents with ADHD, and the impact it has on their psychological, emotional and social well-being, particularly within the South African context. Once access and permission to use the Chris Hani Baragwanath's Child and Adolescent Psychiatric Unit as a site was granted, the researcher together with the head psychiatrist set out criteria for the selection of participants. This included identification of potential participants by psychiatrists during their follow-up consultations with outpatients between the ages of 13 and 16 years, adolescents who have been diagnosed with ADHD for over six months. Although 14 potential participants were invited only five accepted the invitation. The sample comprised five adolescents (one female and four male, age range of 13 to 16 years). Racially, there were three blacks, one white

and one Indian. The questions that were asked included: How is your behaviour in the classroom? What do you think a concentration problem is? How do you get on with your peers and educators? How is your scholastic performance? The results revealed adolescents' vulnerability, emotional distress, the need to be acknowledged and recognized. The description of their behaviour, and the account of their pain, and the struggles with scholastic performance all point to the fact that ADHD is not outgrown.

Development of children in South Africa: Determinants and effects of cultural diversity intelligence

Hannah Seriki CIELARKO, South Africa; Vuyiseka January

The "Umthombo Wesizwe Children's Programme" was started in order to equip young South Africans with tools to overcome the challenges of a multicultural society. The objectives of this study were (1) to gain insight into factors determining that children start developing "cultural diversity intelligence", (2) to learn about the developmental process that took place for participants between July 2009 and September 2011, and (3) to understand the effects this process has on the children and their environment. A structured questionnaire was used to capture basic data and to ease monitoring of individual participants. Since the research focus is to explore the factors mentioned above, various qualitative methods were chosen to recognise and interpret experiences of the children and practitioners involved in the educational programme. These include focus group discussions, facilitators' observations, children's journals and video material, as well as open conversations with Umthombo We Sizwe's management, parents and volunteers. We stored, managed and analysed data systematically, aiming to maximise the internal validity of the study. Our outcomes indicate that an enabling environment (e.g. parents, teachers) is an important prerequisite for children to develop cultural diversity intelligence, that it takes time, practice and support for cognitive concepts to be merged with behaviour, and that over time the children's conscious involvement in their own internal development increases, as does the effect that this development has on the way of life in the children's communities.

The comparison study of mental health in low and high academic achievement adolescents

Maryam Sharyati Azad University of Birjand, Islamic Republic of Iran

The aim of this study was the investigation of the mental health status of students with a weak academic status and students with a good academic status. 936 adolescents (470 girls and 466 boys) from high school were selected to two groups, as students with weak academic status and students with good academic status, and responded to the general health questionnaire GHQ-28 (Goldberg and Hillary, 1981). Results showed that students with a weak academic status have higher depression and somatic symptoms. Academic achievement of adolescents thus had a crucial role in mental health.

Investigation of indicators of learning outcomes from university evaluation reports

Susumu Shibui NIAD-UE, Japan; Takayuki Hayashi; Masaaki Ida; SoungHee Kim

There is an increasing demand for measuring student learning outcomes to improve the quality of higher education. In this paper, we analyzed the process of evaluators' judgment of rating the universities from the peer-reviewed university evaluation reports. The aim of this study is to clarify the indicators of student learning outcomes from a standpoint of evaluators' decision making process. As a method, the difference in the description expressed between self-assessments reports submitted by universities and evaluation reports reflecting the evaluators' judgment by using the text analysis. We extracted the evaluation reports of the National University Corporation Evaluation (2009, Japan), which concerns the description of the learning outcomes as a data. The data consists of the results of evaluation judged by 4 points scale and the text data including the reason they used for the judgments for 357 departments. The relationship between the categorical judgment toward the departments and the variety of description on the text were categorized to the indicators by the morphological analysis. The appearance of the indicators was counted. Results showed two types of 17 indicators. One is the quantitative indicators expressed by numerical data. The other is qualitative indicators expressed by universities' practices. For the quantitative indicators, average scores in the highly rated and normally rated in 4 points scale were compared by t-tests. Some indicators showed the significant difference. These indicators are useful to construct the university evaluation system measuring student learning outcomes.

A study of teacher-trainees programmes and practices in mathematics

Duduzile Sibaya University of Zululand, South Africa

The aim of this study was to examine the level of proficiency of teacher-trainees (N = 165) at point of completion of their Bachelor of Education (B.Ed) degree. To this end, a standardised mathematics proficiency test was administered to the final year mathematics pre-service teachers. Classroom teaching practice observations and evaluations were also conducted. The results reveal that less than 50% of these teachers possess the content knowledge of mathematics as they exit the teacher training programme in their fourth year of study. Furthermore no correlation was found between marks obtained in the mathematics content proficiency test and teaching practice evaluation. The marks obtained in the latter were consistently higher than marks obtained in the former. The study concludes by discussing the findings and their implications for teacher preparation programmes.

The significance of school ethos on the academic performance of minority Xhosa learners

Suzanne Singh Stellenbosch University, South Africa; Lorna Dreyer

The breakdown of Apartheid in South Africa has opened the doors of all schools to all, regardless of race or language. The prospect of a better education lured many black parents to enrol their children in

former, well resourced whites-only schools. The need for effective support strategies is highlighted by the continued poor academic performance of racial and linguistic minorities in these schools. A recent study aimed at understanding the life experiences of Xhosa learners as a minority in a former whites-only school and the factors that contribute to their continued poor academic performance. In order to gain insight into the subjective life experiences of these learners as a minority group in the school, a qualitative methodology was implemented. Research methods included individual semi-structured interviews and one focus group interview. The participants were purposively selected as information rich sources from grade 9 to 11 (two per grade) at the specific school. Themes identified were ethos of the school, learning in a second language and home environment. The finding indicated that poor academic performance of Xhosa learners as a racial and linguistic minority in a former whites-only school is largely attributed to discriminative attitudes from staff and peers which leads to feelings of inadequacy experienced by the respondents and their parents. Several recommendations are made to assist schools to systemically value and address the needs of minorities towards establishing inclusive and democratic schools.

Relationships among teacher's emotional support and adolescent student efficacy and engagement

Alexandra Skoog University of Michigan, United States of America; Robert Jagers

Social aspects of the classroom can have important implications for students' academic and socio-emotional competence (Eccles, 2006). For example, a supportive classroom climate has been associated with greater academic motivation and engagement (Patrick et al., 2007; Wentzel, 1994). This presentation focuses on the relationship between classroom climate, middle school students' academic and social efficacy, and engagement in the classroom. In this study, classroom climate reflects, participants included 277 6th students ($M=11.5$ years old, 58% White and 39% female) and 18 teachers (77% female) from a middle school in the Midwest United States. Students completed self-reports of their perceptions of teacher and peer academic and emotional support towards them (Patrick et al., 2007). They also completed measures of academic and social efficacy with teachers and classmates, and behavioural, cognitive and emotional engagement in school (Fredricks et al., 2004). Results suggest that teachers' emotional and academic support was significantly related to students' behavioural and cognitive engagement in the classroom. Additionally, there was a significant positive relationship between students' report of peer emotional and academic support and their engagement along with the both their academic and social efficacy. Findings suggest the importance of social and emotional factors for a student's classroom success. Teacher ratings of students' social skills will help further illuminate the role of student characteristics in these relationships.

In their own voices: Methodological considerations in narrative disability research

Natalie Smith-Chandler Stellenbosch University, South Africa; Estelle Swart

The future of disability research in Psychology and the ramifications for both theory and praxis rests heavily on the way in which disability is theorised, conceptualised and presented, in order to silence the stereotypes which have sought to exclude, marginalise and ascribe universal, fixed identity statuses as a vehicle to perpetuate stigma. Drawing on the research findings from a narrative inquiry which sought to explore the professional identity formation of individuals with disabilities employed in the mainstream labour sector, this paper asserts that new theories and research methodologies can do much to transition prior conceptualisations of medical hegemony, stereotypical non-disabled constructs and static perspectives of disability, in favour of an approach where the personal narratives of individuals with disabilities are heard. This aligns with the author's views that there are multiple identities which are expressed variously through the complexity of individual experience. By considering the personal experiences of disability using thick descriptions, this paper supports the notion that narrative is an effective mode to transcend the effects of oppression (Thomas, 1999) by way of providing individuals with as much control as possible (Beazley, Moore, & Benzie, 1997) over the research process. The authors contend that research should seek to emancipate rather than oppress, and provide the platform for individuals to craft their personal self-identities as experts over their own lives. This includes the consideration that it is the epistemological and ontological lens through which research studies are conceptualised that have the power to either subjugate or emancipate individual experience.

A multilevel analysis on child and class predictors of teachers' expectations in kindergarten

Sara Speybroeck KULeuven, Belgium; Jan Van Damme; Sofie Kuppens

Because teachers' expectations are known to influence children's outcomes, it is important to study how these expectations are formed. Until now, most teacher expectation research focused on individual student characteristics. However, students and teachers interact within the broader context of the classroom. Therefore, teachers' expectations may also be class-centered rather than only student-centered. This study examined the role of both child (gender, socio-economic status and ethnicity) and classroom characteristics (classroom composition based on children's gender, socio-economic status and ethnicity) associated with teachers' expectations in kindergarten. Data from 3785 children were analyzed by means of multilevel regression models. Results revealed that teachers had higher expectations for girls, children with a higher SES and minority children, after controlling for prior language and math achievement. Findings further indicated that expectations were higher in classes with a larger proportion of children with a lower SES. Finally, cross-level interactions showed that teachers' expectations for minority children were higher in classes with a larger proportion of minority children. The findings suggest that teachers base their expectations on prejudiced information about individuals, at least concerning children's SES. Minority children do not seem to be disadvantaged by their teachers. The results underscore the impor-

tance of investigating not only child predictors but also class predictors of teachers' expectations. Furthermore, our data show that expectations are already formed for very young children who are at the beginning of their education.

A causal model development influencing teaching commitment in upper North-Eastern Thailand by multi-group analysis

Kunnida Srihomviang Maharakham University, Thailand; Sombat Tayraukham Maharakham University, Thailand

Dedication of teachers is an important factor determining teaching performance. The purposes of this study were: 1) To study causal factors influencing teaching commitment of teachers; 2) To develop a causal model; 3) To examine the invariance of the causal model. A set of samples consisting of 404 teachers with fewer than 8 years of teaching experience and 596 teachers with more than 8 years of teaching experience was drawn by a multi-stage sampling technique. The study instruments included scales of teaching commitment, self-efficacy, motivation, attitude towards teaching profession, and quality of working life. The data were treated by multi-group structural equation modeling analysis with a latent variable. The findings revealed that the model was consistent with the empirical data, i.e., the chi-squared test provided the results of consistency of $\chi^2/df = 1.004$, $p = .473$, CFI = 1.000, GFI = .978, AGFI = .979, RMSEA = .002, and RMR = .012. The model could explain 67.70 percent of the variance of teaching commitment. The direct effect was self-efficacy. The variables directly and indirectly affecting teaching commitment were: Quality of working life, and attitude towards the teaching profession. The indirect effect was motivation. The model was found invariant in terms of the model form and the parameters.

A comparison of the performance by dyslexic students on sequential and chunked presentations of both verbal and visual tasks in the WISC-IV

Ann Staunton Psychological Bureau Dublin, Ireland

This study builds on earlier research by the author which compared good and poor readers on a wide range of memory tasks. Results showed that good readers performed better than dyslexic students on sequential presentation of visual stimuli. Most significantly, it was also shown that the performance of dyslexic students was comparable to good readers on two dimensional or chunked presentations of visual stimuli. Dyslexic students are frequently found to have a deficit in verbal and visual sequential memory skills and it is commonly believed that this deficit is at the root of dyslexia. This study examines the WISC-IV profiles of dyslexic students in relation to scores achieved for sequential and chunked presentations of two dimensional tasks. In the verbal section of the WISC, scores achieved by dyslexic subjects for digit span are compared with scores achieved by the same subjects for letter number sequencing i.e. chunked presentation of verbal stimuli. In the performance section of the WISC, scores obtained for coding are compared with scores for the chunked visual presentation in symbol search. Findings confirm that dyslexic subjects have stronger aptitude for the

chunked presentations in both domains. The implications of this finding for the development of teaching aids and programs that ensure good and efficient learning for all students are discussed in the context of this paper.

Enhancing social skills in troubled youth: The effects of UNESCO school projects

Christoph Steinebach ZHAW Applied Psychology, Switzerland; **Christine Seiger**

UNESCO Associated Schools Project Network (ASPnet) is a network of educational institutions that incorporate the goals and values of UNESCO into their educational, social, and organizational foundation. Prospective members go through an initiation process in which the students and faculty members of the institution are required to work together and complete projects that support the goals and values of UNESCO. This longitudinal study aims to examine the effects of the UNESCO ASPnet initiation group projects on adolescents and staff members of residential facilities for troubled youths. The study followed a residential facility for troubled male youths through the UNESCO ASPnet initiation process. Both quantitative and qualitative data were collected. Approximately 50 male youths and 15 facility members filled out standardized questionnaires every six months. 12 subjects (6 youth, 6 facility members) were interviewed every 12 months. Preliminary results from the first one and a half years found a significant increase in troubled youths' social competencies, self-efficacy, resilience, and knowledge relating to culture, human rights and sustainability. Results also showed a correlation between youths' level of engagement and youths' level of self-efficacy and resilience. Staff members were very committed to the institution and satisfied with their work place already before the initiation process started. Nevertheless, the team cohesion increased significantly despite being more challenged by the process than the adolescents.

Enhancing supportive peer interaction: Comparing the effects of three different interventions

Christoph Steinebach ZHAW Applied Psychology, Switzerland; **Ursula Steinebach**

This is a longitudinal study that evaluates the effects of Positive Peer Culture (PPC) intervention on adolescents with behavioural problems. The intervention focuses on promoting mutual generosity, positive peer interaction, and positive peer influence. The aim of this study is to evaluate the effects of PPC compared to other forms of interventions. Two hundred male adolescents (age 14-17) assessed with behavioural problems were recruited from various institutions in Germany. The subjects were split into three groups, each group went through a different form of intervention. Interventions included: PPC, Guided Group Intervention (GGI), and classroom assemblies focusing on mutual support. Quantitative and qualitative assessments were both applied to measure changes in youth developmental outcomes. These outcomes include behavioral problems, self-efficacy, self-worth, readiness to help others, and violence and fighting over time. Quantitative measures were assessed using standardized questionnaires or specially developed questionnaires for this experiment. Qualitative information was collected through interviews with the adolescent subjects and the staff members that work with them in the institutions. All data was analyzed through t-tests and ANOVA. Preliminary results show statistically significant difference in youth developmental outcomes. Compared to other intervention groups, the PPC group showed a larger increase in self-efficacy, self-worth, and readiness to help others; as well as a larger decrease in behavioral problems, violence, and fighting over time. Adolescent subjects and staff members reported an increase in communication skills as well as an increase in acceptance of the PPC intervention.

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Does happiness equal satisfaction? A closer look at optimism and job satisfaction in special needs educators

Louise Strydom The University of the Free State, South Africa

The aim of this article is to establish whether special needs educators (educators assisting learners with physical and learning difficulties) experience job satisfaction because of optimism or whether the personal growth satisfaction they attach to their occupation has an influence on their general job satisfaction. Job satisfaction in main stream schools is low. The hypothesis was put forward that this could also be the case with special needs educators as there is no specific data regarding this group. Educators' job satisfaction can be defined as the motivation to do the jobs, with a focus on personal, psychological and professional variables. As a construct in the field of positive psychology, optimism refers to people with a positive outlook on life, and who believe good things will come their way. Because optimism plays a role in job satisfaction, the hypothesis can be made that high levels of optimism lead to higher levels of satisfaction. The research group consisted of 101 educators working at six different special needs schools in the Bloemfontein area, English- and Afrikaans-speaking, of both sexes, and from different race groups. Data was obtained by using a short-biographical questionnaire, the Minnesota Satisfaction Questionnaire and the Life Orientation Test-Revised. The results show that there is a difference between optimism and job satisfaction between educators in main stream schools and those in special needs schools.

Two modalities of language used in an educational setting and the behaviour of deaf learners

Brandon Swanepoel WITS University, South Africa
Research conducted on the prevalence of behavioural adjustment in Deaf children and adolescents, in erstwhile countries, points towards an appreciably elevated percentage of emotional and behavioural problems amongst this population group when compared to hearing normative groups. Studies specify that the prevalence of behaviour and emotional problems in Deaf children and adolescents varies from 4.8% to 50.3%. This pioneering study is the first of its kind to research dissimilar modalities of language used as the language of learning and teaching (LoLT) in schools for Deaf learners and how this could possibly correlate to learner behaviour in the classroom. This study uses

the Teacher Report Form (TRF) to investigate the types of behavioural problems displayed by Deaf learners in the classroom. It further investigates whether Deaf learners display certain types of behavioural problems when dissimilar modalities of language are used as the language of learning and teaching. The overall findings of this study suggest that teachers who use manually coded spoken language report an elevated prevalence of behavioural problems on the TRF compared to teachers who use South African Sign Language (SASL). Results further suggest that the group of teachers who use SASL report somatic complaints and attention problems as the most frequently encountered behavioural problems in their classrooms. In comparison the group of teachers who use manually coded spoken English (MCE) report social problems and attention problems as the most frequently encountered behavioural problems in their classrooms. Limitations of this study and suggestions for future research are discussed.

Against all odds—the role of intention in early childhood education teachers' pursuit of higher education

Puong Ta Mount Holyoke College, United States of America; **Francine M. Deutsch**

Early Childhood Education teachers in the United States, who are undereducated and underpaid, are currently being encouraged or required to obtain a college education. This two-year longitudinal study explored three questions: 1) Do teachers intend to go to school? 2) What factors inform teachers' intentions? and 3) How does intention affect later enrollment? The study design was driven by Ajzen Theory of Planned Behavior. The theory posits that intention is predicted by attitude towards a behaviour, social norms, and perceived behavioural control; subsequently, intention and perceived behaviour control lead to the behaviour. In 2007, we recorded teachers' intentions to pursue college, enrollment status, age, and proxies for Ajzen's factors. In 2009, we assessed teachers' actual enrollment status and collected qualitative data on what had helped and hindered them in enrolling. We found that 69.8% of the teachers intended to enroll. Age had the largest influence on teachers' intentions – older teachers were less likely to plan for college. This relationship overwhelmed the effects of Ajzen's constructs. Teachers' intentions and enrollment in 2007 were both crucial predictors of their college enrollment in 2009. Yet, even when teachers had the intention, many of them could not successfully enroll due to practical and logistical issues, academic uncertainties, and disappointment with the ECE field. Our study adds the teachers' voice to the ongoing debate on teachers' qualification and compensation. More institutional support and financial incentives must be provided before college can be a realistic option for ECE teachers.

How student-teacher attachment influences learning motivation and learning behavior on fifth, seventh, and eighth graders

Jack Teng National Chung Cheng University, Taiwan, R.O.C.

The purpose of this research aims to explore how fifth, seventh, and eighth graders interact with their teacher and how the relationship affects their learning

motivation and learning behaviours. Student-teacher attachment can be divided into three elements, which are communication, trust, and anxiety. Teachers not only can provide students with a sense of security and proper challenges, but also can assist students to create successful learning experiences. According to Riley (2009), successful learning experience can help students explore the world. It is self-evident that students have good performance in some classes but not in all classes. Therefore, this research will consider elements of student-teacher attachment that affects learning behaviour and motivation from the teacher. This research involved surveys, comprised of three sets of questionnaires concerning student-teacher attachment, learning motivation and learning behaviours. A group test was conducted and the subjects are fifth, seventh, and eighth graders in Taiwan. Project result should be that students who have a better student-teacher attachment will have a better learning motivation and learning behaviour, also the effect of student-teacher attachment will have inverse effect to age. The conclusion of this research will provide insightful information for teachers of the importance of how student-teacher attachment will severely affect students' learning motivation and learning behaviour.

ADHD knowledge and intervention among educators internationally

Mark Terjesen *St. John's University, United States of America*

ADHD is one of the most common psychiatric disorders of childhood. Accurate diagnosis of ADHD is often complicated because many of the problems associated with ADHD are also characteristic of other childhood behaviour disorders and symptoms of ADHD may vary across settings, caregivers and task complexity. Teachers are a very important part of this multidisciplinary team. Teachers are often the first source of referral for children with ADHD (Snider, Busch, & Arrowood, 2003; Snider, Frankenberger, & Aspensen, 2000) and are often called upon to implement educational interventions. There is a growing body of research on American teachers' understanding of this disorder and how this knowledge impacts their decisions. However, there is limited research examining ADHD knowledge and attitudes among teachers in other countries (Jerome, Gordon, & Hustler, 1994; Brook, Watemberg, & Geta, 2000; Ghazizadeh, Jafar Bahredar, & Reza Moeini, 2006). Those studies that do exist, suggest that knowledge and attitudes about ADHD may be culturally-bound and linked to training. This presentation will offer results from a multi-national study that investigated how teachers' prior exposure and training pertaining to ADHD are related to their knowledge (and misconceptions) of the disorder. Specifically, the relationship between teacher knowledge of ADHD and prior referral decisions; the relationship between teacher knowledge of ADHD and prior education and training (ADHD specific and general); and cultural similarities and differences in the relationships described will be addressed.

Effects of academic procrastination on self esteem and test anxiety

Shefali Thaman *University of Delhi, India*

Procrastination in the academic realm holds many negative consequences. The objective of the present

paper was to study the effect of academic procrastination on self esteem and test anxiety. It also aimed at studying the relation between self-esteem and test anxiety. The sample size taken was 60. The sample was divided into 3 groups of undergraduate students between the age group of 18-22 years from arts, science and commerce courses, with equal number of participants, 20 each. These groups were further subdivided into groups of males and females with an equal number of participants, 10 each. The data was collected from different colleges in New Delhi, India. The measures used are 16-Tuckman procrastination scale, Rosenberg self-esteem scale and Spielberger Test anxiety Inventory. Results showed that negative correlation between test anxiety and self esteem and positive correlation between academic procrastination and test anxiety was found to be significant at a level of 0.05. However, no significant relationship was found between academic procrastination and self esteem. By understanding the linkages between the 3 variables namely procrastination, test anxiety and self-esteem, effective interventions in the form of solutions can be invented, enhanced and researched and spread to stem the tide of procrastination among students. Also, this study has set the stage for further investigation that controlling one variable namely procrastination can lead to changes in others, that is, self-esteem and test anxiety, and vice versa.

How emotion understanding affects peer acceptance and social behaviour in children with learning disabilities

Yuehua Tong *University of Jinan, China*

Emotion understanding refers to the ability to discern and understand others' emotions, using situational and expressive cues that have some degree of cultural consensus as to their emotional meaning. It includes one's knowledge about emotional states, interpreting the cause of emotion and the possibility of regulating emotions. The present study was to explore how emotion understanding affects peer acceptance and social behavior in children with learning disabilities (LDs). 90 children with LDs in China participated in this study. The results indicated that: (1) Recognition of basic emotion situation and self-conscious emotion situation in children with LDs had an impact on peer acceptance. (2) Recognition of facial expressions and self-conscious emotion, understanding internal causes of emotion, hidden emotion, and emotion change in children with LDs had an impact on social behaviors. (3) Different components in emotion understanding had different predictive powers for peer acceptance and social behavior. The implications for intervention are discussed.

Differences in studying and acquiring writing school genres among students of different educational levels: critical questions and discussions

Carmen Torres *Universidad de la Republica, Uruguay*

The aim of this paper is to present some results of an empirical study based on primary and secondary students of the public education system in Uruguay. The study is intended to describe differences in students' achievement in different tasks, connected

to text writing, selecting information and comprehension. It also includes a questionnaire about learning practices, preferences and conceptions, to which we only partially refer. We follow some Vygotskian ideas which separated the use of mediational means and social conditions for learning. The study shows that there is great heterogeneity among the achievements and learning conditions at the same level. Differences among levels tends to vary and the expected progression expected was not at all homogeneous. The approach allows the discussion of the significance of the study, and the role of written mediation of texts and different processes of learning and clarifying concepts in the education and development process, considering their importance.

Do number games improve six-year-old children's number skills and arithmetical skills?

Ulf Traff *Linkoping University, Sweden; Rickard Ostergren; Jessica Carlsson*

This study examines the effects of playing number games on the development of basic number skills and arithmetic skills in children. The study is based on the theoretical view that numbers are represented as analogue mental number line and the greater the transparency of the mapping between physical material and the mental representation, the better the development of the mental representation. It is predicted that children playing the linear-number game will develop better basic arithmetical skills and a more accurate number representation compared to the other intervention groups, and the children playing the circular-board game will develop better basic arithmetical skills and a more accurate number representation than the non-board number activities group. Ninety children were randomly divided to three number game interventions, and thereafter engaged in six 20 minutes intervention sessions during three weeks. Prior to and directly after and 3, and 6 months after the intervention, number processing abilities and arithmetic abilities were assessed (e.g., counting; subitizing; enumeration; digit comparison; number-line estimation, addition; non-symbolic approximate addition). The study used a 3 (interventions) x 2 (pre vs. post test) experimental between group design. Two-factor ANOVA was used to evaluate and compare the effects of the interventions. The study has potential to generate knowledge regarding how different didactic tools facilitate children's learning of early arithmetic, as well as insights concerning the mapping of the symbolic number system onto the innate number systems; if the innate non-symbolic number systems is sharpened through the acquisition of the exact symbolic number system.

How cognitive science provides the theoretical basis for reading methods in alphabetic orthographies

William Tunmer *Massey University, New Zealand*

A major aim of this presentation is to describe how cognitive science has provided the theoretical basis for resolving the "great debate" over reading methods in alphabetic orthographies. This debate, also referred to as the "reading wars", has raged for more than a century with the pendulum swinging back and forth between approaches that emphasise the development of alphabetic coding skills, or phonics, and those that do not, such as whole word approaches or, more

recently, whole language. Research on the development and teaching of word recognition skills is examined in terms of a theoretical framework that locates acts of learning along a "division of labour" continuum. Located at one end of the continuum are learning processes that are highly learner dependent, and located at the other end are processes that are highly environment dependent. Analysis of research based on this perspective suggests that the learning processes involved in learning to read are initially environment dependent but necessarily become increasingly learner dependent. Moreover, the most effective teaching approach to use with any given child depends on where the child is located on the division of labour continuum, which is largely a function of the amount of reading-related knowledge, skills, and experiences (or literate cultural capital) that the child brings to the task of learning to read. Particular attention is focused on recent research indicating that oral vocabulary knowledge may be as important as phonemic awareness during the early stages of reading acquisition.

Efficacy of educational psychology techniques in the development of oral expression

Silvia Ubillos University of Burgos, Spain; *Jaime Ibanez; Ana Maria Aguilar*

We will evaluate the efficacy of educational psychology techniques in developing the oral expression of native students (Spanish) and non-native students. The sample consists of 61 women with a mean age of 21.22 years ($sd=2.85$). The study consists of repeated measures (pre- and post-test) quasi-experimental design with matched samples. It has two independent variables (program and native language), and 6 dependent variables (phonological, grammar, lexical-semantic, socio-linguistic, pragmatic and strategic sub-competences or abilities). All participants were recorded on audiotape, and in order to evaluate the oral results an ad hoc scale was created. This scale consisted of 33 items which measured each of the sub-competences. Reliability indices were high. Results show that: a) psycho-educational techniques were efficient in developing oral expression in 4 of the 6 sub-competences (phonological, grammar, lexical-semantic and pragmatic); b) these techniques have a positive effect on students with different developmental processes and knowledge of Spanish (native- born and foreigners); c) the observed success was different depending on the baseline knowledge of the students: those who had a higher original competence in Spanish were those whose development was slower; d) there is a convergence in level of acquisition of some sub-competences which equals those participants who are immersed in different acquisition processes; e) the development in acquiring communicational competences is quite similar in groups with heterogeneous characteristics.

Mathematical-disability and working memory among special children

Devaraj Ushalaya India

Parents play very significant and important role in the life of an individual. It is a tougher and more critical job for a single parent, especially in the case of children with learning disabilities (LD). Mother undoubtedly provides more emotional and intellectual investment on child's development than father and acts as a catalyst to motivate and perform better

in their academics. The study was carried out in 2011 to identify and measure the impact of single parenting on working memory, reading, writing, and arithmetic-disability among children with learning disabilities (LD). 130 slow learners of age group 10-18 years with I.Q 70 - 85 were taken from special schools (Classes V to X) of Chennai. 62 children were with their parent and 68 had only single parent and out of which 26 were living with father and 42 were living with mother. Non-Verbal Group Test, Mathematical Diagnostic Test and Reading/Writing Disability Test were conducted to collect the data. Data were analyzed through Critical ratio, linear regression analysis, Pearson correlation coefficient and ANOVA. Results showed that the mother figure was much more important in single parenting for slow learners. Children having a mother figure and children having couple parents showed hardly any difference in level of learning disability. It was found that learning disabled children having single parents had more working memory and arithmetic disability and less reading and writing ability than those children who had couple parenting.

Improvised teaching aids and interpersonal skills

Devaraj Ushalaya India; *Shruthi Mohan*

Interpersonal skills are the skills people need to get along with others. Personal and interpersonal skills can be developed by working cooperatively and collaboratively with others, building and maintaining self-esteem, setting realistic goals and coping with anxiety. Interpersonal skills are best taught in small groups, whereby the teacher is a facilitator and activities are student-oriented, which provides increased opportunities for interaction and the exchange of ideas between students. We sought to determine whether there is any influence of collaborative learning on interpersonal skills, and also on science interest and attitude. A total of 138 low achievers of class IX participated in this study, of which 62 were in control group and 76 were in the experimental group. Pre-test/post-test control experimental design was adopted. The experimental group was randomly divided into groups and taught to collaboratively use indigenous materials to plan and design their aids, and check the science concepts, and verify the truth through collaborate learning. Improvised aids are the aids developed with the indigenous materials available in the environment. Interpersonal skills: R.B.Hill (1995), Science Interest and attitude questionnaires were used to collect data and subjected to statistical treatment like ANOVA, critical ratio, and Pearson correlation. The results of the study indicated that low achievers improved significantly from pre- to post-test in interpersonal skills, science interest and attitude clarity of concepts. Additional analyses showed that the experimental group surpassed the control group in their interpersonal skills by the activity-based collaborative learning.

Exploring the views and beliefs about knowledge in a South African tertiary education context

Karen Van Der Merwe North-West University, South Africa; *Werner Nell*

It is increasingly recognized that personal epistemology plays an important role in how students

interpret their educational experiences, and that it significantly influences their thinking and reasoning processes, skills of argumentation, and classroom learning. Given our less than perfect schooling system our assumption is that students probably enter tertiary education with a limited and limiting view of knowledge which might adversely affect various aspects of their education. As such, this is a very significant area of inquiry that sheds light on how students view knowledge. Students' beliefs about knowledge, specifically in relation to their beliefs about the structure of knowledge, the stability of knowledge, sources of knowledge, speed of learning, and ability to learn, are highly relevant to their academic performance and learning experience. Performance of students in tertiary education is of grave concern as the throughput levels are unacceptably low. This prompted an explorative qualitative study in which data was gathered through 10 in-depth interviews and 2 focus group discussions with first year students. Interview transcripts were analysed in accordance with the principles interpretative phenomenological analysis. The analysed data provided an indication of different levels of sophistication in students' epistemology. Mostly views evidenced an acceptance that truth is 'out there' and knowable, and that authorities are the source of knowledge. The implications of different views of knowledge for tertiary didactics are discussed.

Parental roles towards the creation of health promoting schools in South Africa

Charles Viljoen North West University, Sri Lanka; *Ignatia Mashau*

As part of the reconstruction of education in an emerging democracy, the role of parents towards the creation of health promoting schools, is of paramount importance. The central research question that guided this research study was: "What roles can parents play towards the creation of health promoting schools?" A phenomenological research design was used for the study. This research design seemed appropriate to explore and understand the perceptions of parents concerning their roles in the creation of health promotion in schools. The researchers used interviews, focus groups and field observations to obtain the empirical data. The main categories that emerged were these: The various roles that parents can play in health promotion in schools, knowledge about health promotion, barriers to health promotion and collaboration. Parents are the key stakeholders through which the health of their children can be promoted in schools. Parents perceive their role basically to be assisting their children. Various barriers exist in the creation of health promoting schools, which include: Poverty and unemployment, illiteracy, lack of knowledge and no confidence. Schools should initiate parental involvement and collaboration in health promotion.

Early signs of dyslexia

Jasmina Vuksanovic The State University of Novi Pa, Serbia and Montenegro

Developmental Dyslexia is a disorder in children who, despite average intellectual abilities, fail to attain the language skills of reading, writing, and spelling commensurate with their intellectual abilities. The aim

of this study was to determine whether phonological awareness and short-term verbal memory could be early indicators of developmental dyslexia. The sample consisted of 194 first- and second-graders from two primary schools in Belgrade. The following tests were used: a shortened version of the WISC-R to determine intelligence scores, the assessment battery for dyslexia for Serbian children, the initial consonant deletion task to determine phonological awareness and the digit span task for measuring short-term verbal memory working-memory's storage capacity. According to multiple regression analysis the most significant indicator of the subsequent (un)successful reading of both younger and older schoolchildren was phonological awareness. The short-term verbal memory is, to a lesser extent, an indicator of the subsequent reading acquisition defined by the time needed for reading the text and by the text comprehension. The major conclusion from the experiment is that the phonological awareness assessment should be implemented into the regular procedure of assessing children's reading skills for school. In this way children in need of preventive stimulation within the inclusive program in primary schools could be identified.

A re-exploration of psychometric investigation of face-audience communication apprehension scales of Chinese college students

Hongli Wang Guizhou Normal University, China; *Weixing Zou* Guizhou Normal University, China; *Yi Yuan*; *Lingping Xie*; *Zhaohong Yu*; *Wenjie Lan*; *Rong Wan*

The aim of this study is to develop a better scale with which the magnitude of Chinese college students' Face-audience Communication Apprehension (FCA) can be measured and an investigation into the status quo of Chinese college students' Face-audience Communication Apprehension. The project is presided over by professor Wang hong-li from Guizhou normal university of China and sponsored by the National Social Science Foundation of China. Following the rules of psychometrics, first a pre-survey scale with 79 items was made and with which 1,200 students (50 from each university) from 24 universities was chosen randomly from 17 provinces or municipalities of China, including Beijing, Shanghai, Sichuan, Guangdong, etc. were surveyed. Among 1,057 valid samples obtained in pre-survey, 529 of the ones distributed in the odd number group were put into the exploratory factor analysis (EFA) and the rest into the confirmatory factor analysis (CFA). The latest (revised in October, 2011) Chinese College Students' Face-audience Communication Apprehension Scale, with four dimensions (platform apprehension, interview apprehension, affairs-handling apprehension, group-within and outside-campus communication apprehension) and 32 items involved, has high reliability and validity in accordance with the demands of psychometrics. This scale can be formally used as a survey instrument to measure the magnitude of Chinese college students' Face-audience Communication Apprehension.

Visual-spatial abilities in dyslexic individuals in different orthographies and age groups

Evelin Witruk University of Leipzig, Germany

The theoretical background is based on the controversial findings regarding visual-spatial abilities in

dyslexic individuals and the clear link to the gender dependency of these abilities. Our selected studies ask about visual-spatial abilities in dyslexic individuals depending on the orthographic system, age and gender. The methodology involves three experiments with age and IQ matched samples of dyslexic and non-dyslexic individuals, the use of non-linguistic materials, and accuracy, reaction time measurement. In the first experiment, working memory performances were investigated in children with a mean age of 10.26 years from different orthographic background (Cantonese ideographic, Arabic segmental and German alphabetic script). The second experiment, based on the computerised possible-impossible figures paradigm (decision and matching demands), involved adolescents with a mean age of 17.16. In the third experiment abilities of mental rotation, mental model construction and vividness of visual imagery were measured in adults with a mean age of 23.04. The findings of the first experiment show no significant discrimination between dyslexic and non-dyslexic children regarding visual-spatial working memory functions compared with highly significant discrimination regarding auditory working memory functions. Path models demonstrate the function of visual-spatial abilities on reading and writing achievements in the frame of different orthographic systems. In the second and third experiment, we could confirm our assumption of visual-spatial advantages in dyslexic adolescents and adults, particularly in male dyslexics. Conclusions regarding the development of compensation strategies are possible.

The cultural basis of epistemological beliefs of Chinese students: Relationship between values and reliance on authority

Angel Ky Wong HK Institute of Education, Hong Kong; *Eric Lo*

Exploring the cultural basis of epistemology is important to further our understanding of this construct (Hofer, 2008). The present study aims to add to this understanding by exploring the cultural correlates of Chinese students' epistemological beliefs systematically. Previous researchers have revealed that Authority in Knowledge, one of the epistemological beliefs, can be consistently extracted in Chinese respondents (e.g. Chan & Elliott, 2002), but not in western samples. This has been attributed to the emphasis on respecting authority in Chinese culture. This conjecture is empirically examined in this study by relating epistemological beliefs to 2 indicators of culture, namely specific socialisation values and general cultural values which were examined by a newly developed Multi-dimensional Filial Piety Scale and the Schwartz Value Survey respectively. The cornerstone of Chinese socialisation is filial piety which is characterised by hierarchical parent-child relationships in which unquestioned respect of those higher in the hierarchy is expected from those lower in the hierarchy. If this familial role relation is transferred to teacher-student relationships, students would be unwilling to challenge knowledge passed on by teachers. 340 university students have completed the 2 surveys. It was found that hierarchy-based filial piety that signifies the subordination of individual interest to parental demands correlated significantly with Authority in Knowledge, but no relationship was found for affection-based filial piety. For general

values, a stimulating life was negatively correlated with Authority in Knowledge. The implication of these findings to the conceptualisation of epistemological beliefs would be discussed.

Adolescents' academic emotions and self-efficacy in learning Chinese and mathematics

Junmei Xiong Central China Normal University, China; *Huashan Liu*

The study aimed at describing adolescents' affective experiences across two subject settings, namely Chinese and mathematics. Tenth graders (n = 641) from three senior high schools in China were administered the Academic Emotions Questionnaire – Mathematics (Pekrun et al., 2005) and the AEQ – Chinese (modified based on AEQ – M, Pekrun et al., 2005). Results emerged as follows: (1) Positive emotions, negative emotions and self-efficacy across two subject settings were significantly correlated but with low correlational levels, which indicates that adolescents' affective experiences in learning Chinese and mathematics are not identical. (2) Within the Chinese or mathematics setting, self-efficacy positively correlated with positive emotions (enjoyment and pride), and negatively correlated with negative emotions (anger, anxiety, shame, hopelessness, and boredom). MONCOVA statistics found that boys reported significantly more negative emotions than girls in Chinese; male adolescents' mathematics self-efficacy was significantly higher than that of female adolescents; boys reported significantly more positive emotions, and fewer negative emotions than girls in learning mathematics. (3) Between the Chinese and mathematics settings, MONOVA statistics found that male adolescents' self-efficacy was not significantly different; however, female adolescents' Chinese self-efficacy was significantly higher than their mathematics self-efficacy; boys reported more pride and less boredom in mathematics than in Chinese; girls reported more negative emotions in mathematics than in Chinese. The above findings suggested that control belief (self-efficacy) is associated with academic emotions across Chinese and mathematics settings.

Senior high school students' self-efficacy and academic emotions in learning Chinese and mathematics

Junmei Xiong Central China Normal University, China; *Huashan Liu*

To investigate the relationship between self-efficacy and academic emotions in Chinese and mathematics learning, 800 tenth graders from three senior high schools in China were sampled randomly and administered the Academic Emotions Questionnaire-Mathematics (Pekrun, Goetz, & Frenzel, 2005) and the AEQ-Chinese. Data analysis based on a valid sample of 641 participants (boys 301, girls 340) with a mean age of 16.20 found: (1) The relationship between self-efficacy and academic emotions across the two subject settings were similar, namely self-efficacy positively correlated with positive emotions and negatively correlated with negative emotions. (2) Academic emotions have domain-specificity. Paired samples correlations found that academic emotions across two subject settings were positively correlated with each other but with low level of correlations. Paired samples T-testing found

that students had more pride, anger, anxiety, shame, hopelessness, but less boredom in learning mathematics than in Chinese. (3) When academic achievement was controlled as a covariate, MONCOVA statistics found that academic emotions and self-efficacy did not have gender differences in learning Chinese. However, boys reported significantly higher self-efficacy and more positive emotions, and less negative emotions than girls in learning mathematics. The above findings suggested that self-efficacy is relevant to academic emotions across Chinese and mathematics settings, and low self-efficacy is strongly associated with more negative affect.

The influence of self-esteem, attributional style, and organisational climate on teachers' psychological empowerment with a sample of Chinese teachers

Dajun Zhang *Center for Mental Health, China; Jinliang Wang*

The present study examined the influence of self-esteem, locus of control, and organizational climate on Chinese teachers' psychological empowerment. Self-esteem is thought to be related to psychological empowerment. When an employee feels that he or she is valuable as a human being, this positive self-evaluation extends to the workplace, resulting in a more positive, desirable work behavior (Bandura, 1977). Individuals with an internal locus of control are more likely to believe that they have the ability to influence their work context and are therefore more likely to feel empowered than individuals with an external locus of control (Luo & Tang, 2003). Researchers have proposed that psychological empowerment is influenced directly by the work context, implying that organizational climate may have a direct influence on psychological empowerment (Conger & Kanungo, 1988; Spreitzer, 1995). In this study, participants were 1272 Chinese teachers, who were asked to fill in the measurement of psychological empowerment, self-esteem, locus of control, and organizational climate assessments. Results indicated that self-esteem was a positive predictor of psychological empowerment. Several dimensions of organizational climate, namely professional communication, decision-making, appraisal and recognition, supportive leadership, and professional growth, can predict psychological empowerment. Locus of control was not a predictor of psychological empowerment. We concluded that self-esteem and organizational climate have significant effects on psychological empowerment. This research has enriched our understanding on factors influencing psychological empowerment in Eastern culture.

Relationship between group learning during inquiry learning: Analysis based on method of complex networks

Fengjuan Zhang *Central China Normal University, China; Chuang Gao*

Little is known about the group learning relationships during the process of inquiry learning. When students search for information, ask questions from teachers and communicate with peers, according to the perspectives of information theory, learning can be seen as an action of transmitting information. The present study recorded and reconstructed the rela-

tionship of group learning in inquiry learning from the views of information theory, and extracted the characteristics of interactive network. The paper originally used the analytical method of complex network to study inquiry learning. Participants were 161 students from the 11th grade in Fuzhou city, China, who had taken part in a course of inquiry learning. Complex network models of inquiry learning were constructed based on several inquiry learning indexes (correlation coefficient, participation degree, activity degree), which were collected by a self-made-up survey of inquiry learning. Results showed that the relationship between students could be represented as visually intuitive. The teacher could fix the students who had a high influence quickly and knew the concentration trend of the group promptly. Moreover, models comparison showed that multi-way learning could be more useful to improve the quantity of information and effectiveness of learning than that of single way of learning.

The impact of mindfulness meditation on academic well-being and affective teaching practices

Tahereh Ziaian *University of South Australia, Australia*

University education is changing rapidly in response to globalisation, technological development, cultural and social change. Academics are teaching in an environment of unprecedented access to information and rapid electronic communication. Universities have invested considerable resources in the development of courses and intellectual outcomes, but have given little attention to the emotional or affective aspects of learning. These factors combine to produce a learning environment where both staff and students may minimise the depth of human interaction despite the commonly accepted view that emotion is essential to successful teaching and is a vital influence in the learning process. Using action research, this study investigated (1) the impact of mindfulness meditation by academic staff on the affective domain of teaching and learning and (2) the mindfulness meditation impact on psychological well-being among academic staff. Through convenience sampling technique, academic staff from diverse disciplines at the University of South Australia's Centre of Regional Engagement, were recruited to the study. Staff completed a mindfulness meditation program including meditation practice of five minutes, twice a day, for a 9 months period. A series of workshops and individual telephone interviews were conducted during this period. Early findings of the research indicate that mindfulness meditation increases staff awareness of the affective domain and promotes their mental well-being. In this paper results of the study are reported with particular emphasis directed to strategies to promote affective learning. This study provides important data related to the application of mindfulness meditation to teaching and learning in a tertiary environment.

Session Type: Posters

Gifted children in Sudan: A biographical study

Khalil Ali *Sudan Academy of Sciences, Sudan*

This study aims to identify gifted children in the State of Khartoum, Sudan. To achieve this aim the researcher has applied the Standard Progressive

Matrices Standard (SPM) to a representative group of 832 gifted children selected randomly from primary schools, both males (430) and females (402) with age ranges between 8-16 years. Additionally, the SPM was administered to fathers (458), mothers (358) and teachers (116) of these gifted children. The study showed that the average IQ of gifted children was 129.35 points, and it was 102.35 for fathers, 102.05 for mothers and 106.03 points for teachers. Generally, it showed that gifted children were more intelligent compared to their parents and teachers and the differences in IQ were significant on point 0.01 level. Finally, several implications for future studies were reached.

Educational strategies of Kazakhstan in the era of globalisation

Nazgul Anarbek Al-Farabi *Kazakh National University, Kazakhstan; Dina Dzhusubalieva; Aigerim Mynbaeva; Elmira Kalymbetova*

The purpose of the study is to review and develop educational strategies as the foundation of the educational policy of Kazakhstan in the context of the globalisation of society. Higher education and science in the era of globalisation have become strategic resources of the country. In the last 20 years the higher education system was updated because of independent Kazakhstan exercise principles of the Bologna Declaration after signing it in March 2010. The main principles of Bologna Declaration are realised in Kazakhstan at the state level: In 1998 the creation of the national system of education quality rating, in 2003 the implementation of the test unit system, the signing of the Magna Charta by leading universities of Kazakhstan, in 2004 the development of test standards new generation, the adoption of the three-stage educational system, in 2005 the adoption of the academic degree quality assurance standard model, in 2007 the adoption of the Law of the Republic of Kazakhstan "On Education, in 2009 the new occupation classifier was adopted etc. At the present time 55 state civilian, 13 non-civilian, and 81 non-state universities are involved in the educational activity. The number of higher educational institutions decreased from 176 in 2005 to 149 in 2011, for the reason that they did not meet the requirements of the Bologna Declaration. The index, number of students for every teacher, has also declined from 16.25 in 2003 to 15.1 in 2011. Thus, educational strategy, developed over the 20 years of the independence of Kazakhstan, is a strategy of renovation of the content of education and building a national system of education.

Adolescent conversations about gender-based violence

Caryn Bachrach *South Africa*

This poster reports on a conversation analysis study of groups of adolescents in an interaction around the topic of gender-based violence. The purpose was to understand WHAT adolescents talk about, and HOW they interact in order to clarify both therapeutic and educational implications. Two groups of adolescent boys and girls participated in discussions about the topic "What is the role of gender in violence in the SA society?" Findings indicate clear differences between boys and girls in their understanding of what violence is about, and the ways in which they participate in the con-

versation. Recommendations are made for therapeutic implications, educational actions teachers can take, as well as about the need for further research.

What students think they feel is different from what they really feel

Madeleine Bieg University of Konstanz, Germany; **Thomas Goetz; Anastasiya Lipnevich**

Studies have consistently demonstrated that individuals' scores on global self-reports of emotions (traits) are generally higher than their self-reported emotions assessed in real-life situations. One plausible explanation for such discrepancy is that global trait ratings may be influenced by various beliefs that individuals hold, whereas state-based assessments are more direct and less susceptible to memory biases (Robinson & Clore, 2002). This intensity bias appears to hold true for the domain of academic emotions, with factors contributing to this discrepancy being largely unclear. The current study examined whether student academic self-concept explains the difference between trait and state assessments. We hypothesized that academic self-concept positively predicts the discrepancy between trait and mean state emotional self-reports in positive emotions (H1) and negatively predicts it in negative emotions (H2). Questionnaire data from N=119 German students, from grade 8 and 11, were collected, that captured their general academic emotions (enjoyment, pride, anxiety, anger, and shame) and self-concept in four subject domains. Additionally, data on emotional states were collected through the use of the experience sampling method over the span of two weeks (N=1525). Consistent with our hypotheses, analyses revealed that students' academic self-concept predicts the trait - mean state difference for positive and negative achievement emotions in the expected direction. Thus, for example, students with lower self-concepts tend to exaggerate their negative trait emotions as compared to actual state assessments. Methodological and practical implications are discussed.

Perfectionism in South African university music students: Correlations with academic motivation and performance anxiety

Madaleen Botha North-West University, South Africa

Perfectionism is often associated with the positive characteristics of motivation, effort, and achievement (Bieling et al., 2003; Mills & Blankstein, 2000; Stoeber & Rambow, 2007). In contrast, undergraduate university students, often driven by socially prescribed perfectionism, have been found to be more anxious, avoid asking for help when needed, and tend to regard others as a source of motivation. As a result, these students delivered inferior academic performance (Mills & Blankstein, 2000). The aim the current mixed methods study is to examine the relation of perfectionism with academic motivation and performance anxiety in first-, second-, and third-year music students. Furthermore, the music students and their year of study will be compared in terms of perfectionistic traits and the correlation between academic motivation and performance anxiety. A total of 93 music students from four South African universities, namely

Stellenbosch University, University of the Free State, North-West University, and University of Pretoria, were involved in the study. Data was collected through a questionnaire and semi-structured interviews. The questionnaire included the Multidimensional Perfectionism Scale (Frost et al., 1990), the Work Preference Inventory (Amabile et al., 1994), and the Performance Anxiety Inventory (Rae & McCambridge, 2004). Ten students were randomly selected to participate in an individual face-to-face interview consisting of open-ended questions. Preliminary findings of the research will be reported and discussed.

The influence of boredom on creativity

Julia Cada University of Munich, Germany; **Reinhard Pekrun; Kou Murayama**

Boredom has been discussed as a dysfunctional achievement emotion, which has a detrimental influence on attention-based activities. However, it has recently been proposed that boredom can promote creativity. The current study aimed to unravel this potential positive aspect of boredom - the facilitative effects of boredom on creativity. Undergraduate participants (N = 76) were asked to wait in a room by themselves before they had to work on a creativity task. In a boredom condition, participants saw a slower clock than two control conditions while they were waiting, although the actual waiting time was the same across the three conditions. The feeling of time not passing fast enough was supposed to induce boredom. Creativity was measured with a divergent thinking task, in which participants were asked to generate as many words as possible within eight minutes for four different categories. The results indicate that participants in the boredom condition felt more boredom during the creativity task than those in the control conditions (real time and faster time), indicating that clock manipulation during the waiting period successfully induced lingering boredom. In addition, participants in the boredom condition generated more original words than those in the fast control condition, suggesting that boredom may indeed promote creativity. Potential benefits of boredom in creative settings were discussed.

Investigating eye movements during reading of Chinese college students with different English comprehension abilities

Haoyang Cheng Soochow University, China; **Dianzhi Liu**

As eye movement data have proved to be valuable object indicators in reading, the study investigates eye movements of Chinese college students during English reading comprehension, to disclose different reading strategies, and provide suggestions for improvement of poor readers. 40 students participated, as good or poor readers, whose English comprehension abilities were distinguished by College English Test Brand 4 achievements. The number for each group was 20. Participants first completed text reading containing about 150 words within 2 minutes and then answered questions which appeared with the text, as soon as possible. College English teachers ruled out critical areas and assessed the validity of the questions. EyeLink-2000 (pupil and cornea recognising mode) tracked eye movements to provide data for Independent-

Sample T-Test after matching accuracy. The findings are: 1) while reading text, good readers had shorter mean fixation duration, larger saccade length and larger fixation ratio of total fixations on critical areas than poor readers; 2) good readers made fewer fixations on questions during problem solving, but the fixation number on questions was a higher proportion of total times than those of poor readers. The results suggest that good Chinese college students acquire faster English reading speed through large reading chunks; they do not assign energy equally, but pay more attention to critical areas and questions, which indicates the advantages in key information searching and discrimination-making. Future research should set a stricter answering time to reflect the diversity of different readers more accurately.

Assessing teachers' responses to peer victimisation: The use of illustrated vignettes

Josafa Da Cunha Federal University of Parana, Brazil; **Sheri Bauman**

The role of teachers to prevent and reduce peer victimisation has been highlighted in the literature, but most research on this topic has been conducted in North American or European samples. This paper builds on the knowledge within the field to provide a nuanced perspective on the attitudes and responses of teachers towards peer victimisation. Participants were 70 teachers from Brazilian schools, who completed a questionnaire where seven illustrated vignettes depicting overt and relational aggression incidents were presented. Each vignette was followed by open ended questions about their response to each of the involved students and to the situation in general, and four closed ended items assessing their perception about the need for intervention, gravity, efficacy to address similar situations, and frequency of similar episodes in their own schools. The responses of teachers to each scenario were coded, adapting the categories of responses proposed by Bauman and Del Rio (2006), and the following strategies were identified: Inquiry, involve adult resources, general support, develop social skills, involve classmates, discipline and no intervention. In comparison to the relational aggression scenarios, overt aggression incidents received higher ratings in regard to its severity ($t=3.6$; $p<0.05$) and need for the intervention from teachers ($t=3.3$; $p<0.05$), while the association between these perceptions and the responses reported by teachers are also explored. Discussion acknowledges the strengths and limitations of the use of illustrated vignettes in the assessment of responses to peer victimisation.

Afri twin: Reflections of teachers' experiences

Werner De Klerk North-West University, South Africa; **Michael Temane; Alida Nienaber**

The Afri Twin is a collaboration between a British school, a South African town/city school, and a school from a township or rural community in South Africa. The intention is to build friendships, for schools to visit one another, exchanging teaching ideas, and to gain first-hand experience of the different conditions in which the individual schools are operating. The aim of this poster/report is to explore teachers' experience of the Afri Twin; how

they think the Afri Twin can help promote resilience in schools, and to determine the teachers' experience of the school as an organisation. A mixed method approach was used to collect data. The researcher developed a questionnaire with open-ended and close-ended questions that was handed out at the 2nd International Afri Twin Conference in Cape Town. A sample of 20 male and 34 female participants, of whom 17 were from the UK and 37 from SA, from 46 different schools were used. Data analyses yielded the following themes: Reasons for teaching at their school, experiences and effectiveness of Afri Twin, benefits for the school, and how the Afri Twin can help improve/promote resilience in schools. The conclusion underlined the satisfaction of the participants with their working environment, the effectiveness of the Afri Twin (believing that the Afri Twin can contribute to resilience in schools), thus possibly contributing to the well-being of the school.

Ability of deaf and hard-of-hearing children to name objects

Nadezda Dimic University of Belgrade, Serbia, Serbia and Montenegro; **Tamara Kovacevic; Ljubica Isakovic**

Sign language is a natural means of communication for deaf children, comparable with the expressive potential of spoken language, and it gives them communication and cognitive experiences. It also influences the development of thinking to a great extent. The aim of our study was to assess the level of knowledge of object names within the scope of written, signed, and spoken language. The study encompassed 83 pupils enrolled in grades three to eight attending schools for deaf and hard-of-hearing children in Serbia. The instrument used was The Linguistic Assessment of certain components of Dysphasic Syntax (D. Blagojevic) - the segment Naming of objects. The children were given pictures, one by one, of common objects, including: knife, scissors, spoon, watch, book, matches, brush, pencil, eraser and drinking glass, and were asked to name the objects in written, spoken and sign language. A qualitative and quantitative analysis of the obtained data was completed. The results show that deaf and hard of hearing pupils are best at naming objects while using sign language, followed by written, while they showed the lowest level of competence in naming objects using verbal expression (all of the obtained results are statistically significant at a level of 0.01). With the use of sign language the pupils were most efficient in naming the objects book, and scissors and knife when using verbal expression. The assessed group of deaf and hard of hearing pupils had the lowest scores when attempting to name the object matches.

Reading ability and motivation of German primary school girls and boys: The teachers' perception

Martina Endepohls-Ulpe Institut für Psychologie, Germany

While the results of the PISA surveys show considerable gender differences in reading competencies for older students, results in studies with younger children are not that clear. PIRLS 2006 detected only very small differences in several countries. In Germany the difference was signifi-

cant, but also very small. Nevertheless, in the last years numerous measures were initiated at German primary schools to improve the reading competencies of boys. Studies in the field of mathematics have shown that teachers have stereotyped attitudes towards girls' mathematical abilities. This has detrimental effects on girls' self-concepts and their achievement in this subject. Little is known so far about corresponding processes for reading competencies. The presented study analyses the assessment of gender differences in children's reading abilities and reading motivation by German primary school teachers. 172 teachers filled in a questionnaire with several questions on reading competencies, reading behaviours and reading interests of girls and boys. Differences between the appraisal of girls and boys and differences between the answers of male and female teachers were analysed by analysis of variance. Results show that teachers assume significant gender differences in reading competencies, reading motivation, and reading behaviour in favor of girls. Interestingly, male teachers assess these differences to be even greater than female teachers do. As a consequence it seems necessary to analyse and discuss the influences of these stereotyped perceptions on boys' reading self-concepts and reading motivation. Results are also discussed with respect to the 'feminization of teaching'-discourse.

The relationship between music involvement and school engagement in adolescence: A case for the arts?

Osai Esohe University of Michigan, United States of America

Research in psychology has found that engagement in school is positively related to higher academic outcomes and positive school behaviors for adolescents. Various aspects of personal identity may influence student engagement and this paper explores how arts-involved students fare in relation to their peers on engagement and achievement. Prior research has attempted to make a case for the arts by using arguments of transfer, suggesting an instrumental value of arts on specific academic skills (Deasy, 2002). Though a few studies of arts to academics transfer have discovered significant results, a more meaningful argument may be for the inherent value of arts - specifically the dispositional outcomes cultivated by involvement in the arts (Eisner, 1998). One such disposition may be engagement, conceptualised as level of commitment, participation, and attraction to a school environment (Fredericks, 2004). The sample consisted of 342 adolescents surveyed as part of longitudinal study called Childhood and Beyond (CAB) and measured outcomes in affective engagement and GPA, related to their level of involvement in music. Multiple regression analyses showed that students who played an instrument demonstrated significantly higher levels of affective engagement within school and had higher GPAs than students who did not participate in music. Students identified as having a "high music identity" earned higher GPAs than other music-involved peers. Both sets of findings, related to engagement and academic achievement, indicate that students who participate in music in school have positive school outcomes and suggest a case for arts in terms of enhancing students' motivational relationship with school.

Relationship between autonomous university-life motivation and daily life skills in Japan

Noriaki Fukuzumi Tokyo Denki University, Japan;
Shoji Yamaguchi

In this study, the Autonomous School-life Motivation Scale was developed in the framework of the organismic integration theory (Ryan & Deci, 2000). The relationship between Autonomous School-life Motivation for university students and Daily Life Skills was examined. Participants were 267 university students from the first to the fourth grades. They completed the Scale of Autonomous University-life Motivation in which we expected five subscales: amotivational reasons, external reasons, internalised reasons, identified reasons, and intrinsic reasons following previous studies and the scale of Daily Life Skills (Shimamoto & Ishii, 2006). Statistical Package for Social Science (SPSS version 14.0) has been used for the statistical analyses. Positive correlation coefficient was observed between intrinsic reasons and the total score of Daily Life Skills. Positive correlation coefficient was observed between identified reasons and the total score of Daily Life Skills. Positive correlation coefficient was observed between internalised reasons and the total score of Daily Life Skills. Negative correlation coefficient was observed between amotivational reasons and the total score of Daily Life Skills. These results suggest that there is the relationship between Autonomous University-life Motivation and Daily Life Skills in university students.

Learning environment of gifted primary school children in Lithuania

Sigita Girdzijauskienė Vilnius University, Lithuania;
Aida Simelionienė; Grazina Gintiliene

The purpose of this study was to explore environmental factors affecting achievement of gifted children using multi-informant approach and to examine home and school factors associated with the education of gifted pupils. The concept of environmental catalysts as motivational aspect in talent development stems from Gagne's theory of giftedness (2005) and is one of the structural elements in the Munich model of giftedness and talent (Heller, 2005). The sample consisted of 40 gifted primary school children aged 7-9 years identified using Raven's Coloured Progressive Matrices (CPM) scores at 95 percentile and higher. The learning environment of gifted children was examined using reports from their teachers and parents and data were analysed in comparison with data about the home and school environment of classmates of gifted children. Teachers and parents reports revealed some positive and negative aspects influencing the learning situation of gifted children at school and their motivation to learn. The study also showed differences in parents and teachers reports concerning learning problems of children.

Initial ELT teacher training: Reflective teaching/learning: The case of the unknown language teaching

Ciro Gutierrez Ascanio Universidad de Las Palmas de GC, Spain; **Daniela Cecic**

Teacher trainees should master their reflective and critical skills during their initial teaching practices, to support professional learning and development. Reflective teaching is an educational approach essential to raise the awareness of their roles as

teachers. It is not only about thinking about teaching, but also about the exploration of more critical underlying assumptions. An experiment was done at the University of Las Palmas with 25 students studying their last year of the degree in English Language and Literature just before starting their pre-service training. The main objective was to draw their attention to suitable strategies and approaches when teaching any foreign language, alongside reflecting about themselves as future teachers and as current language learners. The research consisted of teaching an unknown language for 90 minutes during 4 sessions, each of them taught using a different methodological framework. At the end of each session students had to answer an open-question questionnaire and reflect about their experiences in a journal. The data were analysed qualitatively and by identifying patterns and organising the answers into similar categories. In this paper, we will focus on the analysis of those questions related to the communicative teaching approach, paying special attention to the way the students perceived and evaluated the methodology and strategies presented to them. The results reveal that reflecting on your own learning process and observing others teach enhance considerably prospect teachers' receptive competence.

Relationship between self-efficacy, self regulation and locus of control with educational achievement

Mohammad Hakami Islamic Azad University, Islamic Republic of Iran

The purpose of the present research was to investigate the relationship between self-efficacy, self regulation and locus of control with the educational achievement of 120 female junior high school students majoring in mathematics. The method of sampling was accidental clustering sampling. The students were from regions 2 and 10 of Tehran. The instrument for assessing student's self-efficacy was the questionnaire of Jerry-Jinks and Morgan (MJSES) with a reliability of 0.77; and for self-regulation it was the Martinez-pons questionnaire with a reliability of 0.71. The mean score of the 2nd year of school was used as educational achievement. To analyze the data, the descriptive statistics and inferential statistics methods (Pearson correlation, multiple regression, stepwise) were used. The results revealed that there was a positive significant relationship between self-efficacy, self-regulation, internal locus of control and educational achievement. However, there was no significant relationship between external locus of control and educational achievement.

Effects of Argumentation method and Argument stance on knowledge enquiry skills

Ruey-Yun Horng National Chiao Tung University, Taiwan, R.O.C.

The purpose of this study was to investigate the effect of the Argumentation method and the Argument stance on knowledge enquiry skills. One hundred and nineteen participants were randomly assigned to the Argument stance (proponent vs. opponent) X Argumentation method (individual vs. dyadic) experimental conditions and a control group. Two science texts with a clear claim were presented to the participants in random order. Argumentation practice was manipulated with one science issue and in the post-test knowledge enquiry

skills were measured by the Argumentation performance with another science issue. Argumentation practice was supported by a 5-step Argument scaffolding outline: supporting explanations, supporting evidence, counterargument-explanation, counterargument-evidence and rebuttals to counterarguments. Participants were asked to argue for or against the claim according to these 5 steps. In the post-test, no Argumentation scaffolding was provided. Results showed that taking the opponent stance and practising Argumentation individually resulted in greater learning in knowledge enquiry skills, while taking the proponent stance and practising Argumentation in dyad resulted in the least learning. However, most of the gain in knowledge enquiry skills did not differ significantly from the control group. It indicates that transfer effects of Argumentation practice are relatively small. Instead, Argumentation performance was greatly affected by one's belief about the issue, even after the Argumentation practice. Taking the opponent stance and practising Argumentation in dyad appears to be a very difficult task and leads to the least learning of knowledge enquiry skills.

Whether to obey parents or not? The influence factors of regret for choosing college majors

Li-Li Huang Institute of Learning Sciences, Taiwan, R.O.C.; **Jiang Jyun-Hwong**

Previous western research showed that personal responsibility for decision making can influence the degree of regret. However, in social-orientation Chinese society, children usually have to obey their parents for important decisions, such as choosing college majors. Therefore, children's attribution to parent's responsibility can alter children's degrees of regret. The purpose of this research including three studies is to examine the effects and mechanisms of obedience or disobedience on regret. All the results of the pilot study ($n=94$; age=45) and 2 following studies ($n=143,268$; age=18,18) showed that to obey parents made participants more regretful than to disobey. Study 1 provided that sacrifice mediated the effects of obedience or disobedience on regret, and household economic status moderated the effects of sacrifice on regret. Study 2 revealed that responsibility attribution to parents mediated the effects of obedience or disobedience on regret, but responsibility attribution to self did not. Overall, these findings echoed the authors' expectations and showed that regrets in Chinese society are mostly associated with their significant others and "great self".

Using S-HTP method to evaluate the effectiveness of environmental education: a longitudinal study

Miyoshi Isobe Minami Kyushu University, Japan

While concern about environmental problems increase, educators and practitioners around the globe are discovering a new appreciation of the importance of environmental education starting at the pre-school level. Concomitantly, it is becoming ever more important to assess the effectiveness of environmental education programmes designed for young children. The purpose of this research was to explore the validity of children's drawings using the Synthetic-House-Tree-Person (S-HTP) method as one of the techniques for the evaluation of the

impact of environmental education on preschool children's psychology. The subjects of this study were twenty-one 5-year-old pre-school children who were asked to draw a picture of a house, a tree, and a person on an A4 sheet of paper by using a black pencil for 4 times over the academic year, once every two months. After a systematic examination of the drawings, it became clear that, despite the unskillful drawing expressions, 5 year-old-children recurrently express, in their drawings, recent experiences that were meaningful and that had an impact on them such as sleeping in a tent while camping, baking potatoes in bonfires, seeing a bird's nest, etc. Moreover, it was also observed that these drawing expressions gradually become more refined over time. The next step in this research project is to compare drawings of children in different educational environments to further evaluate the validity of S-HTP method in assessing the impact of environmental education for children.

The impact of individual and external factors on academic achievement in early adolescence

Danilo Jagenow Free University Berlin, Germany; **Frances Gottwald**; **Diana Raufelder**

The most important factors for academic success are intellect, learning styles, achievement motivation and personality. Besides internal factors, external factors such as the quality of social relationships are essential for academic achievement. The current study examined different learner types concerning the interdependence between peer- and teacher-relationships, personality and achievement motivation in the context of academic success. The sample included 1089 students (53.9% girls, 46.1% boys) from the 8th grade (Age=13.25 years) attending secondary schools in Berlin who answered questions about personality (FFPI) motivational achievement, social relationships and grades. Latent Class Analysis revealed different motivational types: (1) peer learner (36.3%), (2) teacher learner (10%), (3) peer and teacher learner (26.9%) and (4) independent learner (26.8%). Using multinomial logistic regression, it was found that the peer and teacher learner type scored higher on sociability than all other learner types. Additionally, this group also scored higher with regard to autonomy, in comparison with the peer and independent learner types. Moreover, the independent learner type showed higher emotional stability than the peer and teacher learner type, as well as the peer learner type. With respect to academic achievement the peer and teacher learner type had better grades than the independent learner type. The results suggest differences in academic achievement and personality between the four identified learner types, but no significant differences in academic success (grades). The awareness of differences in the interdependence of social relationships, personality and academic achievement could help to improve students' academic success.

Reconstructing the education system in Haiti: Building on new foundations

Chantale Jeanrie Université Laval, Canada; **Maitre Muller**; **Wilfrid Azarre**

In the aftermath of the 2010 earthquake that violently shook the country, Haiti is now working towards its reconstruction. The educational system, for one, is in

need of a new start. Many Haitians and international organizations such as Unicef, Oxfam, etc. agree that the educational system should undergo a major makeover. Bases for such major changes, however, cannot be imposed upon them regardless of Haiti's culture and social system. This study explores the perceptions and opinions of Haiti's professors and student teachers about the present situation, and the direction towards a better school system. Many studies have provided ideas about the dimensions that make up for teaching effectiveness or quality (e.g. Marsh, 1991; Seidel & Shavelson, 2007). Models usually vary from 2 to 9 dimensions, but it is difficult to predict which model will be appropriate in a specific context. Working from Chemsî, Radîd, Bekkali and Talbi (2010) and other works, the authors produced a list of teaching effectiveness related dimensions and submitted it to university professors and student teachers of a few Haitian universities. Based upon these dimensions, participants were asked to describe a "good teacher" and how competent they believe the Haitian educators to be on those dimensions. Results describe the structure of the questionnaire, the consensus and disagreement about quality of teaching and teachers' competencies, as well as conceptions of what kind of improvements would be most beneficial to them. Consequences for teachers' initial and continued training will be discussed.

Validation of an Haitian teacher efficacy scale *Chantale Jeanrie Université Laval, Canada; Maitre Muller; Wilfrid Azarre*

The construct of teacher efficacy (TE), defined as teachers' belief in their ability to organise, and execute, courses of action necessary to bring about desired results (Tschannen-Moran et al., 1998) has been shown to be related to many positive learning, and work, outcomes in students, such as performance and job satisfaction. Most research on TE, however, has been conducted in the Western World (Klasse et al., 2010). Results obtained in the US or in Eastern Europe may not generalise perfectly to educators from African or Caribbean countries, where teaching and learning conditions might be considerably different. The purpose of this research is to develop a teacher efficacy scale that is relevant to the Haitian reality, where one teacher's initial training can vary from high school level to a university degree, and where basic pedagogical material is often lacking. It seems, therefore, essential to build a scale that will target the specific reality that Haitian teachers meet in their classrooms, since many teacher efficacy scales do not, indeed, meet the specific standards set by Bandura (Skaalvik & Skaalvik, 2010; Tschannen-Moran & Hoy, 2001). Interviews with local high school and university professors will be used to create items in line with self-efficacy theory, and with Bandura's guidelines for developing a self-efficacy scale (Bandura, 2006). Factor structure will be analysed and both scales will be compared with those of other widely used TE questionnaires.

Primary school educators' perceptions of emotional problems during middle childhood

Tamlynn Jefferis North-West University, South Africa
The aim of this study was to explore the perceptions of primary school educators regarding emotional

problems in children, as well as their perceived role therein. In order to reach these aims, a qualitative exploratory research design was used, and focus group interviews were conducted with primary school educators from three urban schools in Gauteng, South Africa. The focus group interviews were transcribed verbatim, and the transcripts were analysed through thematic content analysis. Themes regarding educators' perceptions include externalised and internalised behaviours, changes in children's usual behaviour, the impact on school work, and physical or behavioural signs. In addition, the following themes emerged regarding the perceived role of educators in relation to emotional problems in children: educators identify emotional problems in children and love and support those children, they play an active role in the lives of children, and educators utilise resources to assist them with interventions. Participants in this study show insight into emotional problems in children, and are in need of extra support and resources from helping professionals such as counsellors, psychologists and social workers in order to intervene more effectively with children suffering from emotional difficulties.

Bruner's concept Attainment Model of scholastic achievement as compared to conventional methods of teaching biology

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Objectives: (i) To study the effect of Bruner's concept Attainment Model of scholastic achievement as compared to conventional methods of teaching biology in relation to intelligence, cognitive style and academic performance; (ii) To study the effect of Ausubel's Advance Organiser Model of scholastic achievement regarding the same; and (iii) to study the relative effectiveness of Bruner's Concept Attainment Model and Ausubel's Advance Organiser Model. The sample consisted of 210 students of Class XI, enrolled in a government higher secondary school and government high school, divided into three groups (n=70 each), two experimental groups and one control group. Pre-test, post-test control group quasi-experimental design was employed. The statistical technique of three-way analysis of variance (3×2×2) was used on gain scores for finding out the main effect and interaction effect of teaching techniques. The experiment was conducted in three stages. It was found that there was a significant difference in effect among various teaching techniques, in the students' learning concepts of biology.

Children's understanding of internet traceability: A case study from Japan

Tetzushi Kamakura The University of Tokyo, Japan
One especially difficult area in Information ethics education for young children is education about the technical properties of the Internet. According to previous research in concept learning, it is essential for effective education to clarify whether there are any unknown misconceptions supported by children's daily experience. Hence, from the viewpoint of educational psychology, this study attempts to reveal children's actual conditions of knowledge about traceability in cyberspace through semi-structured interviews. Sixteen Japanese sixth grade students with diverse characteristics were selected as

interviewees according to their responses to a preliminary questionnaire. The interviews included five questions: about (1) daily Internet experience, (2) ten technical terms, (3) Internet traceability as common belief (No Context), (4) Internet traceability on a specific occasion (With Context), and (5) the sources of current thinking. After word for word transcription, card making was conducted consulting the KJ-method (Kawakita, 1967; 1970) and qualitative analyses were repeated three times using these cards. As a result, firstly on the descriptive level, this study found eight components by which children's actual understandings were adequately described and also found that the interrelation between these components can be visually represented by the triangle block model. Secondly, on the interpretative level, this study focuses on one characteristic concept commonly observed among the interviewees. This concept can be named the profile-only concept. Children who have this concept consider that deliberately disclosed online profiles are the only resource whereby users may be traced on the Internet.

Relationship between parenting style and exam anxiety among students in middle schools

Abolghasem Khoshkonesh University of Shahid Beheshti, Islamic Republic of Iran; Maryam Fakhri; Afsane Sadri

The purpose of the research was to determine the relationship between the parenting style and dimensions and exam anxiety in the in the middle school male and female students. A correlation method was used and the population consisted of all middle school students, male and female, of the city of Tehran. The samples were 60 students in middle school in Tehran (30 females and 30 male) that were selected using multi-step cluster sampling. Participants in this study responded to parenting style and dimensions questionnaire (PSDQ, 2001), and Philips exam anxiety scale (EAS, 1999). Results showed that there is a significant relationship between the authoritative dimension of parenting style and dimensions and the amount of the exam anxiety. The authoritative dimension of parenting style can give rise to the prediction of the amount of the exam anxiety more than other dimensions and parenting styles. Other dimensions make for less exam anxiety in students, because such students have the abilities of being independent and extraverted in this regard.

Burning out during the practicum: The case of trainee teachers

Constantinos Kokkinos Democritus University of Thrace, Greece; George Stavropoulos; Aggeliki Davazoglou

The present study tests the whether student teachers experience burnout during the practicum and investigates the role of person and environment characteristics in the prediction of burnout dimensions. Data were obtained from a survey administered to 174 Greek student teachers at the beginning and at the end of a 4-week practicum. The questionnaire included measures of general and teacher self-efficacy, trait anxiety, epistemologies about knowledge acquisition, conceptions about teaching and learning, academic achievement, perceptions of the orga-

nisational environment, and burnout. Factor analyses confirmed the structure of all the constructs used in the study. Correlational analyses showed that emotional exhaustion was negatively related to general self-efficacy, and positively with all perceived organisational stressors. Personal accomplishment was related to achievement, beliefs that knowledge is being handed down by authority figures/experts (naïve epistemology), teacher self-efficacy and perceived stress arising from professional interactions and meeting pupils' needs during the practicum. Finally, depersonalisation was positively correlated with all perceived organisational stressors. Regression analyses showed that emotional exhaustion was predicted by age, overall perceived stress about the practicum, terms and conditions of the practicum and student teachers' self-perceptions during the practicum. Depersonalisation was predicted by the same variables plus by low general self-efficacy, and perceived stress about pupils during the practicum. Finally, personal accomplishment was predicted by student teacher achievement, teacher self-efficacy, and the beliefs that knowledge is delivered by authority figures.

The developing pattern of deductive reasoning in error types

Hui-Ying Lang Chung Yuan Christian University, Taiwan, R.O.C.; W. Y. Lin

Recent years have seen increased attention being given to logical thinking in educational psychology. Logical thinking is particularly influential in contributing to the ability to reason. However, few studies have been done on the effect of deductive reasoning on children's development. Therefore, the purpose of this study was to investigate the developing pattern of deductive reasoning in error types. This research will investigate the differences in the reasoning response between the conditional subjects, biological or non-biological, in children. A task was developed for the evaluation of deductive reasoning. We control the contents, context and relationship of the main antecedent, then try to draw the developing pattern of deductive reasoning errors effect. The participants in this study were young children who had not learned logically thinking. We generalise the error types of early children's performance into three types (content, context and relationship), assuming the content effect will be the strongest at all age levels.

The moderator effects of the mathematics test emotion model

Yi-Mei Lee National Taipei University of Education, Taiwan, R.O.C.

This study aims to analyse and compare the relation between achievement motivations and test emotion. 1241 high-school students (642 male and 599 female) from 17 high schools in Taipei are sampled. These students are administered the scales before a math test. The latent independent variables in the achievement motivation scales are subjective competence (self-efficiency, task difficulty and success expectation), and motivations (intrinsic, autonomous, and avoidant motivations). The latent dependent variables are positive and negative emotions. Multiple group analysis of SEM was conducted to test the moderator effects of two test emotion models between 691 normal and 550 gifted high-school

students. The results of this study is presented. The intrinsic and autonomous motivations are verified; the moderator effects on enjoyment, and the intrinsic motivation is verified; moderator effect on pride. Corresponding to self-determination theory, the results partly verify our moderator's hypotheses, especially for the intrinsic motivation. Finally, the phenomenon that autonomous motivation may arouse negatively the math test anxiety is worth further exploration.

An integrated motivational and emotional sequence to explain the psychological well-being of students

Jaime Leon Univ. Las Palmas de Gran Canaria, Spain; Jaun Nunez; Fernando Grijalvo; Celia Fernandez; Jaime Leon

Self-determination macro-theory has been established as a theoretical framework to explain students' optimal functioning. Within this theory it has been posited that social factors influence students' well-being by nurturing, versus thwarting, basic psychological needs. In the educational context, a critical social factor is the motivational climate, which influences students' needs, and this, in turn, has an effect on students' well-being. The aim of this study was to test a structural equation model in which the total effect of climate on basic psychological needs is divided into a direct and an indirect effect through clarity (understanding of our own and others' emotions). In addition, we tested the effect of basic psychological needs on three psychological well-being indicators (self-esteem, life satisfaction, and subjective vitality). A total of 422 students (60 men and 362 women) took part in this study. The fit indices were adequate, and confirmed the relationships proposed in the model. In conclusion, if teachers properly structure their classes, foster relationships among students and between teacher and student, accepts their students' decisions and negative feelings, and offers choices, this will nurture students' basic psychological needs. When students understand their emotions and those of others, they nurture their basic psychological needs. In addition, if students feel competent, autonomous and related to both their peers, and their teachers, they will have better self-esteem, greater satisfaction with their lives and feel more energetic and vital.

Helping students learn English through a shared-reading programme

Yea-Mei Leou Tainan Institute of Nursing, Taiwan, R.O.C.; Chin-Ya Fang; Shang-Liang Chen; Ten-C Shen; Shiu-Hsung Huang; H.C. Huang

How to help ESL students with low achievement to be interested, and to gain confidence, in learning English has bothered many teachers since English became part of the formal curriculum in Taiwan elementary schools in 2001. Therefore, the purpose of this study was to explore whether a shared-reading remedial programme could influence the students' English learning, and which aspects would be influenced. Six seventh-graders were invited to join the programme because their English ability fell far behind that of other classmates. Levelled picture books were used in the programme, and the teacher combined phonics and reading strategies in the teaching process. The programme lasted for ten

weeks, two hours each week. Qualitative data, such as interviews with the teacher and students, the students' logs and worksheets, the teacher's teaching journals, and the classroom observation records, were gathered and analysed to examine the students' changes and the influences of the shared-reading programme. Before and after the remedial programme, three standard assessments were taken by the six students for triangulation. There were three main findings. Firstly, the students were very interested in reading English picture books, and had more confidence in learning English. Secondly, they enjoyed the programme and, over time, actively joined the discussions. Thirdly, they had better results in standard assessments and the school monthly tests in the end of the programme. Finally, reasons for the remarkable changes were explored.

A research on the subjective well-being of college students based on the comparison of traditional method and the method of ecological momentary assessment

Dongmei Liang South China Normal University, China; Zhang Min-Qaing; Xiao-Peng Li

The objective of the study is to tell the difference between the traditional Subjective Well-being scale and the EMA method in the SWB of college students. 36 Chinese college students were asked to participate in the measurement of SWB with the traditional Subjective Well-being scale and the EMA method. The results show that the SWB level is higher in the college students group and there is no difference between the genders. There is no difference in the average score of the students SWB in the first week but it makes a difference in the two weeks score. The EMA method illustrates that the results would be highly affected by mood swing, the most negative things and the end affect when students were asked to recall their SWB through some time. The results of SWB will be more accurate when the traditional Subject Well-being scale and the EMA method are integrated.

The integration of the drafting and instruction of teaching cases with teacher education curriculum

Pei-Yun Liu National Dong Hwa University, Taiwan, R.O.C.; Heng-Chang Liu

The combination of the case teaching method and teacher education curriculum will not only help a preservice teacher to think like a teacher, but also bridge the gap between teaching theory and practice. The authors try to integrate educational psychology with mathematics instruction. It demonstrates both the knowledge of educational psychology and pedagogical content knowledge of mathematics required to analyse a teaching unit. By applying theory to teaching objectives, teaching development, and teaching practice, our research finds that a teacher can actually improve his/her pedagogical content knowledge and professional knowledge. This research adopts the action research approach. The authors collected and analysed the reports and reflections written by 31 preservice teachers along with video and its verbal transcript of discussions of the teaching cases. Two evaluators independently categorised and interpreted the data utilising the constant comparative method and reached .87 rater consistency reliability. The authors

also triangulated data collected from different timing, sources, and methods to ensure the research reliability. This research concludes that preservice teachers participated in the discussion have gained better understanding on clarifying teaching objectives, arranging systematic teaching activities, and reflecting on application of educational psychology theory in subject curriculum design and instructional practice through expert teacher tacit knowledge scaffolding. However, the preservice teachers who lack teaching experience need more practical experience in addition to the discussion and reflection of teaching cases. Preservice teachers need to learn the expert teacher's thinking and decision making knowledge in teaching to acquire personal teaching intelligence in the "teaching-reflection-teaching" dialectical process.

Promoting student centered-learning: How do third year psychology students experience an active learning curriculum?

Errolyn Long UNISA, South Africa; Errolyn Long; Anthea Lesch; Jason van Niekerk; Jamil Khan

This paper presents the findings of a qualitative study on how third year psychology students experienced an active learning curriculum at Stellenbosch University. The aim of the study was to investigate how third year psychology students experienced an active learning curriculum. An additional aim of the study was to access students' perceptions of the educative benefits and barriers of participating in such a curriculum. The curriculum included the following activities: pair-share-thinking, discussions, debates, a system of online tutorials, and a group problem-solving exercise. At the end of the module, all students were invited to participate in a focus group to speak about their experience of the curriculum. An independent facilitator, who was not from the same university, conducted two focus groups. Themes and sub-themes emerged from the data which seems to have some consistency with the literature. The findings revealed that students expressed frustration and difficulty when it came to group work. The primary issues of concern with regard to class interaction were student indifference and reluctance to participate in activities. However, students reported benefiting greatly from the outcomes of the curriculum. Participants reported the lecturer to be supportive, while others felt there were high expectations requested from them. The findings of this study will therefore assist in the development and implementation of successful outcomes of this active learning curriculum. The limitations of this study includes sample size, and the demographics of Stellenbosch University are not the same as those of other countries.

Views of teachers regarding low achievement in the subject of English in Indian schools

Vijay Malik Aastha College of Education, India; Rajender Yadav

English is a school subject in lower primary schools in many Indian states. But it poses challenges for teachers and learners resulting in low achievement of students. August, D, 2006; Calderon, M., 2011; U.S. Department of Education, 2009; and Rama Meganathan, 2009, have conducted studies which are rel-

evant. This study's purpose is to know teachers' views about low achievement of students in English at High School Level, with a random sample of 50 teachers from 15 High Schools of the Kurukshetra district of the Haryana State (India), through a descriptive survey method, using a questionnaire. The study revealed that 55% of teachers considered high pupil to teacher ratio as a factor of low achievement in English; and the lack of competent teachers of English was considered a reason by 68% teachers. 35% of teachers indicated a lack of audio-visual aids, while 22% of them viewed proper supervision and guidance as the issue. 45% Indicated proper checking/correction of homework; 35% lack of proper understanding of teaching methods; 48% a defective examination system; 45% illiteracy of parents; 58% ineffective in-service teacher training programmes; 47% irregular school attendance of the students; and 25% indicated miscellaneous other reasons as an explanation of low achievement in English. The study has implications for Educational Administrators, Teacher Trainers, Heads of School for organizing meaningful in-service teacher training/professional development programmes. Teachers of English can take note of the issues revealed by this research, and future researchers can find insight about research methodology, issues involved on the basis of results of the study.

Developing a reading strategy for grade II adolescents with varying abilities

Di Terlizzi Marisa St Stithians Girls' College, South Africa; Marisa Di Terlizzi; Helen Dunbar-Krige

Much research exists on teaching reading comprehension skills. Yet although teachers are aware that strategies need to be taught, there is little information available on how to teach these strategies to adolescent learners (Anderson & Roit, 1993 in Cantrell & Carter, 2009, p.196). Reading comprehension skills are usually taught in the foundation phase, leading to what Snow and Moje (2010, p.66) refer to as an "inoculation fallacy" - a myth in education that by focusing on literacy instruction up until grade 3 the learner is "protected permanently against reading failure." These authors emphasise that reading instruction needs to continue into secondary school, and not be limited to the foundation phase (2010, p.66). Yet Biancoarosa and Snow (2004, p. 4 in Cantrell et al., 2009) suggest that little is known about the processes that adolescents use to comprehend text (Biancoarosa et al., 2009) during an important phase of schooling when "learning to read" becomes "reading to learn", (Stanovich in Vogt & Shearer, 2003, p.161). The authors decided to consider the question: "What is an appropriate reading intervention strategy for grade II adolescents to address reading comprehension difficulties and enhance overall reading proficiency?" This research question will be approached using an action research methodology to gather both quantitative and qualitative data from learners and teachers to inform future reading intervention programmes for adolescents.

Interpretation and effects of bullying among school going children in a rural school

Sikhumbuzo Mfusi Walter Sisulu University, South Africa; Thami Nllovu

Bullying is intentional, repeated hurtful acts, words or other behaviour committed by a child or children

against another child or other children. Such hurtful acts are a result of one or more individuals getting what they want through intimidation and domination toward someone who is perceived as being weaker. As a form of aggression among children bullying has detrimental consequences that can last for a long time. It also poses serious challenges to educators and everyone involved in the schooling system, given that the school environment is supposed to present children with an opportunity to negotiate and renegotiate relationships, self-image and independence. Because of its prevalence in South African schools and the difficulties associated with its conceptualisation, there appears to be a need to expand knowledge regarding its nature and effects on the victim. This paper does this by presenting the results of a study that was conducted in three rural Eastern Cape schools. Using a sample of thirty children from three different primary schools, the authors explored the children's knowledge and experiences of bullying. Incidents of bullying reported by educators, and the perceived effects thereof were also coded. The analysis and results of the collected data are interpreted and discussed within the context of bullying and its effects on the victims.

REUSSITE: A multidimensional tool conceived to detect teenagers' school difficulties

Marie Noelle Monple UPJV, France; Jean Wallet; Emile Riard

This presentation refers to REUSSITE, a tool built by our research team to grasp the problems faced by 11-17 year old secondary students: using cognitive, psychosocial, and psycho-emotional aspects of teenagers' school difficulties. Our tool measures learning process troubles caused by the gaps in basic school ability. Gesell, Vigotsky, Piaget, Zazzo etc have shown that intellectual function development needs harmony and fundamental time and space guiding marks. We have found that, besides the teenagers' desire to think and learn, there is a tendency for teenagers to gather information without establishing any link between the collected thoughts, which seem randomly interrupted in time and space. REUSSITE considers that teenagers are going through adolescence process, whereby they have to reorganise the relationship they have with their environment. The new relationships are based on the separation process (separation-individuation process of child development - Mahler & Blos) from the parental figures which in turn are synchronised by the establishment of other types of relationships with themselves and their pairs. As such, psychosocial and psycho-emotional adaptation mechanisms are called upon. 2500 teenagers from rural and urban areas of Picardie, France, participated in this pen and paper test lasting 50 minutes. Their potential difficulties have been identified through their responses to a scale measuring: verbal, numerical and abstract reasoning, different aspect of socialisation, quest of new distances (self and others), depression, ability to deal with conflicts, life project, body image.

A meta-analysis of research on the efficacy of life skills training programs on interpersonal relationships in Iran

Azam Moradi Payame Noor University, Islamic Republic of Iran; Maryam Molavi; Razieh Fatahim

The purpose of this research was a meta-analysis of research on the efficacy of life skills training

programs on interpersonal relationships, and to investigate the effect of these programs on interpersonal relationships in Iran. Of the research that has been completed throughout Iran regarding the efficacy of life skills training programs on interpersonal relationships, 10 studies were selected according to their methodology and had inclusive criteria for meta-analysis. The results showed a 0.234 effect size for the efficacy of life skills training programs on interpersonal relationships. In conclusion, the results of this meta-analysis showed that in Iran, life skills training programs have a moderate effect on interpersonal relationships, which is similar in other countries.

The use of peer reflecting team practices to co-create meaning about student experiences of the MBChB II Course at Stellenbosch University

An-Maree Nel Stellenbosch University, South Africa

The second year of the MBChB course at Stellenbosch University is known to be challenging, as significant numbers of students fail in this year. The dominant discourse is that it is impossible to pass this year, while maintaining a balanced lifestyle, contributing to students' despair, often leaving them feeling overwhelmed, anxious and demotivated. Weingarten (2010) conceptualises "reasonable hope" as the actions people take, with others, to make sense of what exists currently, in the belief that this prepares them for what lies ahead. She characterises "reasonable hope" as a relational practice that seeks goals, and routes to those goals, accommodates doubt and despair, and is grounded in the premise that the future is influenceable. Drawing from the work of Anderson (1987) and White (1999), peer-reflecting teams were facilitated in an attempt to co-create multiple descriptions of students' experiences, challenge dominant discourses, create an empathic conversational space that makes room for the acknowledgement of fear and despair, and allow for new possibilities and meanings around student efficacy to emerge. Three reflecting teams, consisting of second and third year students, were facilitated in a classroom setting, utilising a tiered approach. Feedback from students indicated that this was useful to them, and they requested that we continue with this practice. This poster is a representation of how peer reflecting team practices can co-create conversational spaces, that not only inspire a feeling of hope, but also constitute the "doing" of reasonable hope. This work is positioned within a social constructionist epistemology.

Effects of academic life events on motivation in the academic domain

Takuma Nishimura University of Tsukuba, Japan; Shigeo Sakurai

Self-determination theory proposed two types of motivation, autonomous, and controlled motivation. Autonomous motivation consists of intrinsic motivation and the type of extrinsic motivation with which people have identified an activity's value. Controlled motivation comprises the type of extrinsic motivation in which people wish to obtain a reward and avoid shame. Many studies have shown that autonomous motivation leads to positive outcomes, while controlled motivation leads to negative outcomes. However, we have not completely

understood how each type of motivation develops and changes. Therefore, we focused on the role of life events related to academic activities and investigated the relationship between these events and motivation. Japanese junior high school students ($N = 486$; 241 boys and 245 girls) participated in a survey, which contained the Japanese version of Autonomic Motivation Scale (AMS; Nishimura, Kawamura, & Sakurai, 2011) that measured the two types of motivation, Life Events Scale for Academic Domain (Nishimura, & Sakurai, 2011) that consists five factors: acquisition of future perspective, perception of academic support, achievement experience, failure experience, and acquisition of intrinsic value. A multiple regression analysis was conducted to investigate the effect of life events on motivations. The results indicated that autonomous motivation was enhanced by achievement experience, and acquisition of intrinsic value. Conversely controlled motivation was enhanced by achievement and failure experience. We found that how to change motivation, and achievement experience, has a positive and negative effect that increases both types of motivation.

Negative expectation and the effects of affective forecasting

Masayo Noda Kinjo Gakuin University, Japan

This study empirically investigated affective forecasting on learning motivation for students expecting to achieve negative results, according to their motivational type. In the experiment, participants were assessed on their motivation for learning and asked to predict subsequent examination scores. Participants then imagined how they would feel if they were to receive more positive feedback on the examination than what they had predicted; finally, they were asked to respond to the motivation measure once more at the end of the experiment. Those participants expecting to achieve negative scores were selected based on their predicted examination scores. Analyses were performed on motivational type (2) \times affective forecasting (2). A significant two-way interaction was revealed, and differences between the two motivational types were discovered. For highly motivated students, less self-determined motivation, such as extrinsic motivation, was highly influenced by affective forecasting and yielded lower motivational scores, while more self-determined motivation, such as identity-seeking motivation, was highly influenced by affective forecasting and yielded higher motivational scores. On the other hand, there were no clear effects of affective forecasting on motivation for less motivated students. The results demonstrated that the impact of affective forecasting on motivation is mediated by students' motivational types, for those expecting to achieve negative results. In other words, the emotional response forecasts would increase learning motivation for students more motivated for learning, even if they expect a negative outcome for future achievement.

The effects of openness to diversity and ethnocultural empathy on institutional integration

Martin Nolasco Purdue University, United States of America; Ayse Ciftci

As college campuses across the United States experience growth in both diversity and the number of

students enrolling each year, retention rates have not reflected this nor have they greatly improved over the last twenty five years (Barton, 2002). What is preventing more college students from persisting in academic institutions through to graduation? Institutional integration has been found to be a key component in student persistence through to graduation (Pittman & Richmond, 2007). Therefore, in this study, we propose to examine institutional integration in a group of economically disadvantaged college students at a university in the Midwestern United States of America. Based on the literature on suggesting the importance of openness to diversity and ethnocultural empathy on institutional integration (Fuentes, Sedlacek, Roger, & Mohr, 2000; Chang & Le, 2010; Le & Johansen, 2011), we will collect data using Miville-Guzman Universality-Diversity Scale - Short Form (M-GUDS-S; Fuentes et al., 2002), The Scale of Ethnocultural Empathy (SEE; Wang et al., 2003), and the Institutional Integration Scale (IIS; Pascarella & Terenzini, 1980). In light of the existing research, we ask what is the relationship between institutional integration, openness to diversity, and ethnocultural empathy? Using regression analyses, we expect that openness to diversity will influence institutional integration such that high levels of openness to diversity will predict higher institutional integration. Likewise, it is predicted that ethnocultural empathy will influence institutional integration such that high levels of ethnocultural empathy will predict higher institutional integration. Possible implications will also be discussed.

Parents' and children's perceptions and reactions towards cyberbullying

Dorit Olenik Shemesh The Open University of Israel, Israel; Tali Heiman

Cyberbullying (CB) refers to bullying harassment of others by means of new electronic technologies such as the Internet, cell phones etc. (Smith et al., 2008). Recent studies have found that more and more children are confronted with this 'new face' of bullying and that CB affects emotional, behavioural and social aspects in children lives (Dehue et al., 2008), while parents have a critical role in tackling CB. The current study examined adolescents' and parents' perceptions as well as reactions towards CB. The study comprised 2 samples: 1) 93 parents (mean: parent age = 44.6, S.D. = 5.7). 2) 28 pairs of parent/child (56 participants) (mean: parent age = 31.7, S.D. = 4.2) (mean: child age = 10.42, S.D. = 1.19). All participants completed questionnaires regarding Cyber-victimisation, Cyber-perpetration, emotional and behavioural reactions. Findings of the parents group (sample 1) revealed that 9.5% of the parents reported knowing that their child was a cyber-victim, 12.5% reported that their child was a witness to CB, and none of them reported their child's perpetration. Parents viewed CB as causing intensified stress (42%), high level of anxiety (38.6%), embarrassment (36.8%), and depression (25.9%). Blocking messages usability was considered by parents (60%) to be the most effective way to stop cyberbullying. A cross tabulation analysis revealed inconsistency in reporting cyber-victimisation as well as cyber-perpetration between parents and children, in the dyadic group (sample 2). The study highlighted the need to enhance parents' awareness and ways of coping with of CB.

Evaluation, planning and exhibits design in museums: the Spanish experience.

Eloisa Perez-Santos Complutense University Madrid, Spain

Permanent Laboratory of Museums for the Public is an ongoing research, training, communication and dissemination project about state museums in Spain carried out for the Spanish Ministry of Culture. The investigations carried out by the Laboratory include evaluation of exhibits. The evaluation of Fascinated by Orient Exhibition (Dec 2009-Oct 2010) is the first example of a complete evaluation carried out in Spain. The model of Evaluation and Development of Exhibitions Process implies three forms of evaluation (front-end, formative and summative) integrated from the early stages of development exhibition, design and production. The front-end evaluation was made in the planning phase, in order to explore the interests, knowledge levels and misconceptions of the potential public on the topic raised. Formative evaluation was conducted during the design phase, to get information about some elements and methods to present especially problematic museographic topics. Summative evaluation investigated visitor changes (learning, attitudes, subjective image, and previous errors) as a result of the exhibition. The data collected in the front-end evaluation showed the iconic and semantic mental map of the visitors that was used for structuring the exhibition discourse on mental images, expectations, and knowledge. Formative evaluation revealed information about the attraction power of the texts and the communication and comprehension level of the titles. Finally, summative evaluation allowed knowing the exhibition effectiveness: increased knowledge, and elimination of erroneous preconceptions. Results revealed the degree of understanding and satisfaction with the global visit experience which was much higher than in other occasions.

Students serving humanity: Working adult undergraduates' interest in service learning

Lindsay Phillips Albright College, United States of America

This presentation focuses on incorporating service learning activities in the teaching of working adult undergraduate students. Service learning is defined as 'a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities' (servicelearning.org). 35 adult students (ranging in age from 27 to 61) participated in a mixed methods (quantitative and qualitative) survey. The survey assessed volunteer experience, interest in specific types of service learning, and sought qualitative information on how instructors could incorporate activities while also being sensitive to the schedules of adult students. Participants also completed the Volunteer Motivation Inventory (Esmond & Dunlop, 2004). The majority of participants (71%) reported that they were interested in service learning activities in general, and that rate increased to 86% if a service learning activity replaced a course requirement, such as a paper or examination. Per qualitative responses, about half of the respondents prefer to volunteer on their own, while the other half believed that service learning opportunities should be increased. Participants interested in service learning discussed the importance of local opportunities, and in particular,

opportunities that do not conflict with work schedules. I will address limitations of this survey, including the limitation that students who completed a voluntary survey might be more receptive to service learning than the average student. I will present a review of responses and implications to assist psychologists who teach adult undergraduate students.

Guidelines to address barriers to learning in senior secondary schools

Christo Pienaar NMMU, South Africa; Marius Botha

The aim of this research was to establish guidelines for teachers and parents to address all the Barriers to learning that learners face in Senior Secondary schools. The interpretative qualitative research method was employed. Data was collected through semi-structured interviews with 20 teachers in Port Elizabeth. Transcribed text were analysed by Tech's '8 steps for the determining of common themes and Sub-themes'. The theoretical framework was based on Bronfenbrenner's systemic theory of child development. This study shows how interrelated systems influence learning and why a holistic systemic approach to learner support is necessary. The findings of the study indicate that teachers need support in order to enable them to support all their learners, but that all systems has a part to play. Recommendations regarding learner support were made for the micro-, meso-, exo- and meso systems. The study makes a contribution towards a systemic approach to learner support, which becomes more and more important as the implementation of Inclusive Education rolls out.

Congruency of identity style, emotional intelligence and self-efficacy as predictors of marital adjustment

Fariba Pourjali Payamnoor University, Islamic Republic of Iran

The study seeks to explain the interactive and relative effects of congruency of identity style, emotional intelligence and self-efficacy on marital adjustment. It made use of simple random sampling in selecting 55 married couples (110 men and women). The study sample responded to four valid and reliable instruments. The Identity Style Inventory (ISI), Emotional Intelligence Scale (EIS), General perceived self-efficacy scale (GSE) and the Marital Satisfaction Scale (EMS). Data analysis involved the use of Pearson correlation and multiple regression procedure to investigate the predictive capacity of the independent variables on the dependent variable. The results indicated that the four independent variables, when taken together, were effective in predicting marital adjustment. Each of the variables contributed significantly to the prediction of marital adjustment. On the basis of this finding, it is suggested that congruency of identity style, emotional intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in marital adjustment.

Fighting a homogeneous logic: Reflections on teacher training able to support diversified work with learners

Vivian Carla Bohm Rachman PUC-SP, Brazil; Claudia Davis

This study aims to develop cooperative research in a Brazilian school, in order to construct a modality

for teacher training that promotes the use of diversified teaching strategies for students with different knowledge and experiences. Guided by the assumptions of Socio-Historical Psychology and Historical-Critical Pedagogy, it starts by identifying the main needs of the school and the key aspects of its culture. Then, the teacher who had the greatest difficulties in teaching 9-year-old students was selected and monitored for one semester, during which she was helped to plan, carry out and evaluate the activities she employed to teach her students. At the end of each of these cycles, there were discussions about her advances and difficulties, which were shared with other school-teachers. The research procedures involved understanding how the teacher planned lessons and taught them, helping her to improve planning and teaching, and then analysing how she performed those aspects of teaching without help, identifying how she had advanced in relation to her starting point. All the activities undertaken by the teacher were followed by a discussion. This allowed her to think about what she did and what she could have done, conceiving new ways of planning and executing diversified teaching activities. Preliminary results indicate changes in the way the teacher assesses and conducts her pedagogical practices, as well as benefits for the remaining teachers, allowing them to enrich the teaching-learning process.

Psychological features of ethnic consciousness in the conditions of family education

Zhanat Sarybekova Euroasian National University, Kazakhstan

The objective was to research the psychological features of ethnic consciousness in family education among Kazakh teenagers. The method "Who am I" (M.Kun, T.Makpartlend); method of personal self-appraisal research (S.A.Budassi); the questionnaire "Features of ethnic consciousness in the conditions of family education." Development of ethnic consciousness in teenagers is caused by features of the intra-family relationship. The features of ethnic consciousness of teenagers depending on style of education, and a national identity was revealed as a result of this research. Intra-family relationships in Kazakh families are filled by ethnic traditions and customs to a greater degree, than in Russian families. In the Kazakh family more attention is given to acquiring a national identity, both national traditions and customs (the Kazakh family - 75 %, Russian-48 %). Kazakh and Russian families differ on such parameters, as quantitative structure of a family, domination, psychological atmosphere of a family and perception of a family's members, types of hierarchy of "power-submission," style of education and acquaintance of the child to its national identity.

The impact of social support on task choice and performance in task conflict situations

Jongho Shin Seoul National University, Korea, Republic of; Jaehee Choi; Myungseop Kim; Eunha Kim; Kyung Eun Kim; Eunkyung Chung; You-kyung Lee; Sangin Shin; Eun Byul Cho; Sungjo Jin; Eun Yeon

The purpose of this study was to examine the effects of social support on task choice and performance in a

goal conflict situation where "have to" and "want to" goals were both presented at the same time. Based on the goal conflict researches that students are more likely to choose what they want to do over what they have to do and the need for a proper intervention to lead students to choose what they have to do first, we hypothesised that social support will help students choose what they have to do first as well as increase their performances. For this study, students from kindergarten and elementary school were divided into four groups: The informative support and support from adults group, the informative support and support from peers group, the informative support only group, and the no support group. All students were presented with a contrived conflict, for example, students in elementary school were asked to choose between playing a computer game ("want to") or engaging in a less interesting creative story writing assignment based on given pictures ("have to"). The overall experimental results showed group differences: Students from the no support group showed a significant lower frequency in selecting first the "have to" task over the "want to" compared to the students who received social supports. However, the performances of the students did not show any group differences. These findings suggest that social support in conflict situations of "have to" versus "want to" increases motivation in learning.

Problems of adolescent students of Indian senior secondary schools

Rajender Singh Kurukshetra University, India

Adolescence is most crucial and full of stress and strain with many problems. A descriptive survey method was used, and the sample of this study consisted of 100 adolescent students from four senior secondary schools (25 students each of those schools) of Kurukshetra, Haryana, India. A questionnaire was used. After seeking permission from concerned School Authorities, data was collected through administering the questionnaire. In context of research questions, the study indicated that 57% of adolescents considered their parents careless about their needs; 51% viewed parents' vigil on their family activities as problematic; 55% opined that their parents were restricting for their friends circle; 60% that they were not giving them freedom to do work; 70% were scared of their teachers without any cause; 58% had hesitation in sharing difficulties with teachers; 56% were worried about the future; 50% did not feel free while attending social functions; 59% hesitated to meet people; 58% felt shy due to poor economic conditions of their family; 53% were scared of getting married; and 50% opined that their classmates were making fun of them. The study therefore has implications for teachers who can provide sex education through indirect methods, while still transferring curriculum content. The study also has implications for further research in adolescent education.

Autonomy-supportive classrooms: A qualitative study of eight teachers

Alexandra Skoog University of Michigan, United States of America; Robert Jagers

Through developmentally appropriate classroom instruction, social emotional learning (SEL)

programming builds children's skills to recognise and manage their emotions, appreciate the perspectives of others, and handle interpersonal situations effectively (Lemerise & Arsenio, 2000). It enhances students' connection to school through caring, engaging classroom and school practices (McNeeley, et al., 2002). Social emotional learning environments have been closely linked to those that are also autonomy-supportive. An autonomy-supportive classroom structure is one in which teachers provide their students with a variety of choices in learning activities, encourage students' self-initiation, provide feedback, give meaningful rationale for behaviour, and create cooperative learning opportunities (Reeve, 2006). Observations of instructional practices, and teacher interviews, and were collected in 8 classrooms in a Midwestern middle school to determine teaching practices associated with students' SEL and academic engagement. Teachers used a variety of practices and classroom structures, with some producing greater success in social-emotional competencies and engagement. One key theme that arose was that of varying levels of teacher-awareness of specific developmental needs of adolescents. Teachers who reported the importance of decision-making and giving adolescents an opportunity to make their own choices in their learning, were more likely to incorporate an autonomy-supportive environment for their students. This theme led to an observational pattern of teacher expertise in classroom management. Autonomy-supportive teachers reported greater relationship-building and bonding with students. Consequently, closer relationships between teacher and student were said to be a tool for student engagement and a model for building social emotional competencies.

Exploring challenges and needs of students with visual and physical disabilities in higher education

Nolwazi Sontsewu UNISA, South Africa; Lazarus Mgaga; Rossano Wells; Amidevi Reddy

People living with disabilities in South Africa are amongst the designated groups that require empowerment to effectively participate and contribute positively to both the regional and national economy. Tertiary education seems to be the most significant socioeconomic empowerment tool that could be used to empower members of this designated group. As an ODL institution that commits to advancing social justice and aims at creating an enabling environment, UNISA promotes student access and success for persons with disabilities. The aim was to explore the challenges and needs of students with visual and physical disabilities at UNISA Kwa-Zulu Natal. Focus group interviews were used to collect qualitative data and emerging themes were extracted using thematic analysis. The study revealed that cost, flexibility, admission criteria, and specialised support services for students with disabilities, were the main reason for students selecting UNISA as higher education institution of choice. However, there were definite challenges for both groups relating to access and use of resources as well as attitudinal barriers. Implications for interventions, especially with regard to advocacy, awareness training and inclusive consultation processes are discussed.

The indicators for evaluating teachers' quality in mainland China and Taiwan

Hechuan Sun Shenyang Normal University, China

The enhancement of teachers' quality requires effective teacher evaluation. Effective teacher evaluation requires scientific, measurable, achievable, realistic and applicable evaluation indicators. In order to find out such indicators, this study has conducted both qualitative and quantitative research on the current existing indicators used by the governments for evaluating teachers' quality in mainland China and in Taiwan. In the qualitative research part, indicators at three different levels for evaluating teachers' quality in Taiwan and Mainland China were carefully compared. In the empirical research part, based on the findings of the first three parts, questionnaires were developed. 1157 copies of questionnaires were distributed to teachers, school administrators and headteachers in primary and secondary schools in 11 areas of Liaoning Province of China. The number of valid feedback copies of the questionnaires was 806. Then, SPSS11.5, EXCEL and factor analysis were used to analyse the valid feedback data. Based on the data analysis, three conclusions were drawn. First, almost all of the indicators for evaluating teachers in Taiwan were accepted by mainland respondents. Second, the feedback viewpoints on "what formulated appropriate teaching plans" and "mastery of professional knowledge on teaching subjects" showed significant differences between teachers from urban schools and from rural schools. The rural school teachers paid much more attention to "teaching plans and the subject knowledge of teaching". Third, the viewpoints on "communication and cooperation with parents" have shown significant difference due to respondents from different types of schools.

Children's coping strategies in response to different types of school bullying

Suresh Sundaram Annamalai University, India

School bullying is a complex challenge for the entire community. It has serious consequences, not only for victims and perpetrators, but for the entire school. Addressing bullying is crucial in schools and in the classroom. There are only a few studies which have examined the relationship between bullying behaviour and coping strategies in the Indian context. Hence, an attempt was made to investigate the relationship between the same. The sample was made up of 400 students aged 11–15 years. All of the students were seventh to ninth graders. The Olweus Bully/Victim Questionnaire and Children's Coping Strategies Checklist were used to collect the data. The findings of this study reveal that children's coping strategies differ, not only according to the level of bullying, but also according to their age and gender. This study concludes that specific coping strategies of children can be raised to overcome victimisation.

Relationship between values of a test and the method of conducting a test

Masayuki Suzuki The University of Tokyo, Japan

A test may negatively affect the learning motivation and strategies of students (Gipps, 1994), and thus it is important to analyse the procedure of conducting a test effectively. In recent years, researchers have

examined students' perspectives on testing and showed that students' views of the test's value are related to their learning motivation and strategies (Hong & Peng, 2008). For example, Suzuki (2011) defined values of a test as the students' perception of the test's purpose and role, and suggested that while conducting a test, teachers should emphasise the purpose as improvement or pacemaker. However, previous research has not substantiated how values of a test are formed. The present study investigates the relationship between values of a test and the method of conducting a test. We focus on teachers' approach to informed assessment and the contents of a test as the method of conducting a test. Teachers' approach to informed assessment is to inform students about the test's purpose or grading standards (Murayama, 2006). Data were collected from 1357 students from six junior-high schools and four high schools using a self-reported questionnaire. We conducted multilevel analysis, and the results showed that informed assessment and contents of a test had an important role in forming its value. Hence, it is essential for teachers to inform students about the test's purpose and grading standards and introduce practical tasks in tests.

Active procrastination, passive procrastination and task-related beliefs in academic settings

Eri Takizawa Gakushuin University, Japan

Recently, a positive aspect of procrastination was researched by several studies. According to Chu&Choi (2005), passive procrastination is a traditional, negative style of procrastination and active procrastination is an effective style and not considered to be related to negative outcomes. The aim of this research was to examine effects of two trait procrastination and task-related beliefs (self-efficacy, intrinsic value, and perceived cost) on actual procrastination behaviour in academic settings. The participants were 85 undergraduates in Tokyo. They were asked to fill out questionnaires on trait procrastination and task-related beliefs and assigned an essay task as homework. The dates on which they started and submitted the task were recorded. From the results of hierarchical multiple-regression analysis, several interactions between trait procrastination and task-related beliefs were significant. The interactions indicated that (1) if students in high passive procrastination have high intrinsic value on the task, the number of days passed before they started the task was about the same as that of students in low passive procrastination and (2) if students in high active procrastination perceive high cost of the task, the number of days passed before they started the task was smaller than that of students who perceive low cost, but concerning students in low active procrastination, the relationship between perceived cost and the number of days was opposite. As a whole, the results suggest that the relationship between each trait procrastination and actual procrastination behaviour is differently mediated by task-related beliefs.

The interactive effect of mastery and performance goals on temporal comparison

Masaru Tokuoka Hiroshima University, Japan; Kenichi Maeda

Achievement goal theory postulates that competence of mastery goals is defined as intrapersonal

standard, whereas competence of performance goals is defined as interpersonal standard (Elliot & McGregor, 2001). Contrary to this notion, Darnon, Dompnier, Gillieron, and Butera (2010) demonstrated that not only performance goals but also mastery goals related to social comparison orientation. The results indicated that mastery goals associated not only intrapersonal standards but also interpersonal standards. In line with the results, it is hypothesised that performance goals also are associated with both standards. The purpose of present study was to examine relation between temporal comparison and achievement goals. Temporal comparison is the comparison about the same individual comparing him/herself at two different points in time (Albert, 1977). Japanese university students completed a self-report survey assessing their personal achievement goals (i.e., mastery-approach goals, mastery-avoidance goals, performance-approach goals, and performance-avoidance goals) in English courses and their temporal comparison orientation (TCO). Multiple regression analysis showed that interaction between mastery-approach goals and performance-approach goals were significantly associated with students' TCO. The interaction indicated that the lower mastery-approach goals endorse, the stronger the link between performance-approach goals and TCO. Results were discussed in terms of definition of competences of mastery goals and performance goals.

Bullies and victims at public secondary schools: The educators' perspective

Reyagalaletsa Tom University of Venda, South Africa; Pilot Mudhovozi

Bullying is widespread and perhaps the most under-reported safety problem in public schools. It occurs more often at school than on the way to and from there. As schools continue to address the problem of bullying and its consequences, an understanding of the perpetrators of bullying and their victims is important for creating successful prevention and intervention strategies. The study sought to understand bullies and victims from the perspective of educators at public schools. An exploratory design was employed. Eight participants were purposefully sampled for the study. Semi-structured interviews were conducted with the participants. Phenomenological explication was used to analyse data. It emerged from the study that bullying is prevalent in public schools. There are diverse factors associated with both bullies and victims. There is need for early identification of learners who are likely to engage in bullying as well as those likely to be victimised by their peers.

Utilising socio-drama to develop sensory integration in adolescents who present with mild cognitive impairments

Talita Veldsman University of Johannesburg, South Africa

Why do some people learn more effectively than others? Why do certain children present with behavioural difficulties, even through they come from stable, and loving, home environments? The process of sensory integration allows us to handle tasks of everyday living, but also to read messages within our environment, and to respond appropriately. If

we struggle to integrate these messages through our senses, we often find it difficult to learn, behave and socialise with ease. The PhD study is aimed at developing sensory integration skills with a group of adolescents in a school for children with mild learning impairments, through the use of socio-drama. The study is embedded within the mixed methods design, and takes place within a positive psychology and constructivist framework. It derives from various theories such as a culture of creativity, developmental theories, and theory of sensory capital.

Demands coming from family diversity: Perspective of elementary school teachers

Adriana Wagner UFRGS, Brazil; Patricia Scheeren; Lisiane Saraiva

The school has been a stage of an increasing number of demands coming from the family diversity. In search of understanding these demands, this study presents the view that primary teachers have about what the family requires from the school, when it comes to educating their children, and the actions they undertake to deal with these requirements. It was conducted in a focus group with 10 teachers from public and private schools in Porto Alegre, Brazil, with ages between 26 and 53 years. All of them were college graduated and their professional experience ranged from 4 to 24 years. Data analysis resulted in two axes themes - Demands and Actions to face demands - which were organised in different categories. In the Demands axis, which deals specifically with the needs that families show for the teachers, the following categories were found: limits, organisation outside school daily life, perpetuation of dependency as opposed to autonomy, counselling and inclusion. Regarding the axis Actions to face demands, that deals with the ways school adapts to respond to family needs, the categories were: intra-school actions, which means that these actions are consistently taken from all the staff and sectors of the school, and individual actions, undertaken only by teachers. Data revealed that teachers receive very complex demands of their students' families and these, sometimes, go beyond the boundaries of the school. Thus, the effectiveness of their actions is questioned by the families, because teachers are not always available or prepared to deal with such demands.

Relation of faculty characteristics to their role expectation

Hung-Che Wang National Dong Hwa University, Taiwan, R.O.C.; Te-Sheng Chang

Expectations can influence employees' motivation and performance (Hardré & Cox, 2009). The major purpose of this study was to identify role expectation by examining a nationwide sample of 27,283 professors from 163 universities in Taiwan. This study employed the method of an questionnaire survey that consisted of 6 dimensions. This study investigated the relationship between faculty role expectation and their characteristics (gender, discipline, rank, and public/private institutions) by descriptive statistics, independent t test, and one-way ANOVA. The results showed that the order of mean scores in faculty's role expectation is as follows: Supporting students, teaching courses, advancing social development, doing research, promoting social justice,

and building their own institute's reputation. The private faculty gave a higher score on promoting social justice than their public counterparts. Male teachers had higher expectation scores than the female faculty on doing research and building their own institute's reputation. Faculty in humanities indicated the highest expectation level on supporting students, teaching courses, bringing about social development, and promoting social justice. Full professors expressed a higher expectation on enhancing social development, doing research, and promoting their own institute's reputation than others. Previous research (Devries & David, 1972) found that university faculty were more concerned with their research performance than other responsibilities. The paper found results different from the findings of previous research. Implications for university faculty, university management, and the field of role expectation are discussed.

A 6-year tracing experiment on Chinese non-English major postgraduates' recognition of 100 commonly used English sentences

Hongli Wang Guizhou Normal University, China;
Hong Liu; Jinghua Li; Jing Luo

The Natural Numeral Marvelous Imagery Memory (NNMIM) was invented in 1985 by Wang Hong-li, professor of Guizhou normal university of China. Two experiments using NNMIM were conducted in 2005. A six-year tracing experiment based on previous experiments was undertaken in which five postgraduate students (volunteers) in psychology major were subjects. During the experiment, subjects' memory effects were tested 16 times by recalling, and only the items (sentences) failed to recall would be memorised again. The result of experiment indicates that: (1) The postgraduates who applied the 'Method by Memorising the Concrete Objects Associated with the Shapes of Arabic Numeral to Produce Marvelous Imagination (MMCOASAPMI) of the NNMIM to memorise and recall the 100 commonly used English sentences, could recite them well in sequence backward, forward, and randomly. The average reaction time of reciting sentences randomly is less than 2 seconds. (2) It can transform the materials of the short-term memory into long-term memory quickly, and effectively prevent them from the interference of proactive and retroactive inhibition, so it's useful for keeping memorised information in six years. The retention rate ranged from 72% to 100%, and its retention curve is widely different from Ebbinghaus's forgetting curve. (3) With the materials in strong sequence, large quantities and the hardness to memorise, it's an effective method for memorising them. So, it's a special and efficient method which is worthy of being recommended widely in learning English. (4) The keys to improve the memory efficiency are the well-storing skills of memory, storing methods, and memory clues.

Exploration of trans-disciplinary service model in the South African context

Welma Wehmeyer South Africa

The aim of this study is to investigate trans-disciplinary assessment and intervention as an effective service model for the treatment of learning barriers within the South African inclusive education system. The need for this study was born from my experience

as an Educational Psychologist in private practice, working in the field of learning barriers. I often encounter parents, teachers and healthcare professionals who are frustrated and disillusioned with the intervention process due to lack of professional cohesion and integration of treatment goals. Children who experience barriers to learning require assessment and intervention from multiple professionals with different areas of expertise. Independent assessment by various professionals results in fragmented views of the problem and consequently incoherent therapeutic intervention. A need exists for effective collaboration in which a single coherent assessment can emerge and be translated into a single, comprehensive set of intervention recommendations. Trans-disciplinary assessments and intervention are conducted as part of a qualitative descriptive research design. Results will be used to evaluate the effectiveness of this service model for the South African education context.

Curriculum practice: The fusion of modern and post-modern perspective

Zhimin Wu Jiangxi Normal University, China

This paper reviews modern and post-modern perspective on the curriculum, comparing between the two. In the light of the difficult problem of implementation about the post-modern curriculum, post-modern psychotherapy techniques are applied to post-modern perspective on curriculum practice. The innovation is the introduction of an intermediate variable FNPM (Solution focused brief therapy, Narrative therapy, Performing therapy and music) as a binder, to successfully promote the organic integration between two perspectives on the curriculum. In the course of the teaching of evolutionary psychology as an example, the fusion provides workable technical steps or procedures. The results show that the course is more open, rich and diverse; there are more interactive and dialogic between students and teachers; teaching language and situation is more supportive and critical; students study easily.

Session Type: Invited Addresses

The power of the gender-math stereotype: Far beyond expectations

Pascal Huguet Aix-Marseille Université, France

Performance situations where a negative stereotype about ones group applies can prove self-threatening. This predicament, called stereotype threat (ST), is especially likely in individuals who excel in and are highly identified with the stereotyped domain. Where bad stereotypes apply (e.g., women and math), members of these groups can fear being reduced to those stereotypes, which may ironically lead to underperformance and stereotype confirmation. Here, we offer evidence that even middle-school girls show a performance deficit in ordinary classroom circumstances when they simply come to believe that the task at hand measures math skills. ST also operates in girls who explicitly deny the gender-math stereotype, suggesting that those who succeed in math do so in spite of a real obstacle. Likewise, our recent results with graduate women at the top of math-science-engineering education indicate that those outstanding models may themselves suffer from ST. Taken together, these findings show

how problematic the gender-math stereotype can be for females throughout their academic life, and thus contradict the view that this stereotype is no longer operating in our modern world.

Literacy and metalinguistic skills: A challenge for education in Latin America

Maria-Regina Maluf PUCSP, Brazil; **Bruno Vivicorsi; Pascale Planche; Evelyne Clement; Bruno Vilette**

Research in educational psychology in Latin American countries is currently carried out within a huge framework of diversity. Despite these differences among countries, literacy can be seen as a path to social equality and progress in Latin America. The cognitive psychology of reading made important advances in the last 40 years, and currently encompasses its own features as a theoretical, research and teaching approach. This presentation embraces this theoretical/methodological approach which investigates the mental mechanisms implied in reading and writing learning. We will present the results of experimental training research. This research provided evidence that every child can learn how to read and write at school and can also overcome learning handicaps provided that teaching methods include metalinguistic skills training. This approach may be particularly useful among socially vulnerable children who have no stimulating reading or writing experiences in their everyday life.

Rethinking the theory and practice of bilingual education: Challenges from linguistically diverse societies

Ajit Mohanty Jawaharlal Nehru University, India

The key concepts underlying bilingual education (BE) are interrogated in view of the inadequate extension of its theory and principles to diverse contexts. As BE gets severally appropriated in linguistically complex societies going beyond the dominant monolingual myopia, neutrality of the concepts underlying BE (such as 'language immersion') have come to be questioned (Skutnabb-Kangas & McCarty, 2008) and purportedly powerful explanatory tools in the field like 'balanced bilingualism', Cognitive Academic Language Proficiency (CALP) based cross-linguistic transfer and categorical distinctions between monolingual, bilingual and multilingual proficiency found to be grossly inadequate with emerging insights from multilingual societies as in Asia and Africa. Recent programs of mother tongue based multilingual education for indigenous/tribal children in India (Mohanty & Panda, 2010; Panda & Mohanty, 2009), Nepal (Hough, Magar, & Yonjan-Tamang, 2009) and many other countries (Mohanty, Panda, Phillipson, & Skutnabb-Kangas, 2009) underscore the need for alternate views of the pedagogic principles for effective MLE. Intervention strategies in our MLE Plus program for tribal MT children in Orissa, India will be discussed to demonstrate that innovative pedagogic practices founded on children's cultural knowledge and community engagement in oracy and literacy activities bring a new perspective to understanding the principles underlying MLE for children in diverse societies. It is argued that effective classroom learning and development of multilingual proficiency in programs of MLE must go beyond the limitations of the theory and practice of BE and also cease to be promoted as

a marked model for education of the linguistic minorities only.

From misperception to mobilisation: Re-thinking the paradigm of prejudice

Stephen Reicher *South Africa*

Since Gordon Allport's seminal study of 'The Nature of Prejudice,' antipathy to members of other groups has been understood as a matter of misperception rooted either in individual dispositions, universal cognitive biases, or else specific intergroup contexts. In this talk I shall argue that such an approach ignores the way that our understandings are shaped by the many voices urging us to respond to other groups in different ways. Our views derive less from processes of passive contemplation than of active mobilisation. I then sketch out the very different questions and answers that derive from a 'mobilisation' approach to intergroup antipathy. First, why do elites seek to mobilise prejudice? Second, how do elites mobilise prejudice? Third, when is prejudice successfully mobilised. Such an approach brings together studies of elites and of masses, of leadership and of collective understanding. I shall illustrate the approach with evidence drawn from multiple studies in many different countries. Since Gordon Allport's seminal study of 'The Nature of Prejudice,' antipathy to members of other groups has been understood as a matter of misperception rooted either in individual dispositions, universal cognitive biases, or else specific intergroup contexts. In this talk I shall argue that such an approach ignores the way that our understandings are shaped by the many voices urging us to respond to other groups in different ways. Our views derive less from processes of passive contemplation than of active mobilisation. I then sketch out the very different questions and answers that derive from a 'mobilisation' approach to intergroup antipathy. First, why do elites seek to mobilise prejudice? Second, how do elites mobilise prejudice? Third, when is prejudice successfully mobilised. Such an approach brings together studies of elites and of masses, of leadership and of collective understanding. I shall illustrate the approach with evidence drawn from multiple studies in many different countries.

Session Type: Invited Symposia

Symposium title: PANEL: Competence as a common language for professional identity and international recognition: Can the current models of competence be integrated and accepted as a means of addressing current global challenges?

Convenor: Dave Bartram

Competence as a common language for professional identity and international recognition: Can the current models of competence be integrated and accepted as a means of addressing current global challenges?

Dave Bartram *SHL Group Ltd, United Kingdom*

The discussion will provide an opportunity for the panel to comment on the papers presented in the preceding two symposia and to address the issues arising from them in terms of the potential for

international agreement on psychologists competences. The panel will be asked to comment on the following questions: What are the global challenges we are trying to address? Is it possible to agree on a globally acceptable model of the competencies required of practitioner psychologists? Would such a model be a meta-model onto which others can be mapped or one intended to replace existing national models? Has enough work been done nationally and internationally to be able to specify such a model or meta-model? Is it practical to consider some form of certification or registration at an international level? The Chair will invite questions and comments from the audience.

Symposium title: PANEL: Contextualising Psychology in South Africa: A vision of serving humanity through a meaningful regulatory framework

Convenor: Tholene Sodi

Contextualising psychology in South Africa: A vision of serving humanity through a meaningful regulatory framework

Tholene Sodi *South Africa*

The purpose of the panel discussion is to engage with the audience on the Professional Board for Psychology's role, functions and strategy. In the process the Board's role in the profession will be demarcated and re-emphasised. The philosophy of the Board that informs the proposed new Scope of the Profession and Scope of Practice regulations will be conveyed. This will inform further discussions on the suggested guidelines for implementation, the alignment of education and training, and registration categories and registers. Time will also be devoted to a discussion on current challenges faced by the profession of psychology in South Africa. The first of these relate to the role of psychology in meeting the needs of the greater South African population through, among others, the expansion of the deployment of registered counsellors and job allocation for these practitioners. Other challenges to be addressed are: the Board's administration, Board examinations, the role of the psychometrist in psychology in South Africa, revision of the code of ethics, a national test classification and accreditation framework, and the timing of the commencement of internships.

Symposium title: PANEL: Indigenous research for enriching education and training of psychologists

Convenor: Janak Pandey

Indigenous research for enriching education and training of psychologists

Janak Pandey *Central University of Bihar, India*

The last quarter of the 20th Century witnessed questioning of universal nature of psychological science leading to acceptance of limitations of dominated US-Euro psychology. The notion of unity of science and universal generalizations was considered as myth. Scientific generalizations can only be context specific. The cultural traditions socio-economic-political realities across societies are more varied than alike and therefore and knowledge of psychological

phenomena must necessarily be social constructed leading to plurality in science. Effective professional practice is dependent on the quality of knowledge constructed in the socio-cultural and eco-system where it is applied. The panel discussion is designed to discuss inclusion of indigenous research approach to enrich education, training and competently and relevant application of psychological knowledge for greater humans welfare.

Symposium title: Peer victimization in urban U.S. secondary schools

Convenor: Sandra Graham

Early adolescents' responses upon witnessing peer victimisation in school

Amy Bellmore *United States of America*

Given the passivity of many adolescents upon witnessing peer victimisation, the goal of this study was to evaluate the features of school-based peer victimisation events that promote helping. A sample of 470 early adolescents (52% girls; 71% white, 9% black, 6% Latino, 2% Asian, 1% American Indian, 8% multiethnic, and 3% other) reported likelihood of helping and specific helping and non-helping behaviours with an experimental vignette method and through descriptions of recently witnessed real-life victimisation events. With both methods, the identity of the victim predicted likelihood of helping and specific helping behaviours above and beyond the contribution of other key personal characteristics including gender, empathy, communal goal orientation, and previous victimisation experiences. Examination of adolescents' real-life experiences yielded systematic patterns between their responses and their reasoning about the responses undertaken. The results illustrate the relevance of taking into account peer victimisation event characteristics for promoting witness intervention in adolescence.

Peer victimisation in urban secondary schools

Sandra Graham *UCLA, United States of America*

Peer victimisation (harassment or bullying) is a serious problem in schools worldwide. Victims often feel more lonely, anxious, and depressed than their non-victimised peers and that they sometimes do more poorly in school. In this symposium, four papers are presented that highlight new thinking about victimisation in urban secondary schools, with a particular focus on the larger social and cultural context in which the experience unfolds. The first two papers address how victims cope with their experiences. First, Adrienne Nishina compares middle school students' reports of hypothetical coping (e.g., what do you usually do) to actual coping (i.e., what did you do when that happened to you) using a daily diary method. In the second paper, April Taylor examines the ethnic context of victimisation in urban middle schools by examining whether victims feel worse (report more distress, self-blame) when the perpetrator is someone of their own ethnicity. Given the passivity of many adolescents upon witnessing bullying incidents, the third paper by Amy Bellmore examines the conditions under which middle school students might be willing to come to the aid of victims. The last paper by Sandra Graham examines longitudinal relations between victimisation and academic achievement

across middle school and high school to examine the chronicity of bullying experiences and their effects on achievement over time.

Longitudinal relations between victimisation and academic achievement in urban middle schools and high schools

Sandra Graham UCLA, United States of America

Being a victim of peer harassment places an individual at risk for both psychological and academic adjustment problems. In this presentation, I examine the longitudinal relations between the chronicity of bullying over middle school and high school and how chronic bullying is related to academic achievement and adjustment at the end of high school and one year later. Participants were 2000 students recruited in 6th grade and followed to one year past high school. The multi-ethnic sample was recruited from 11 different middle schools and then followed as they transitioned to over 50 high schools, with an average retention rate of about 75 percent. Using data on self-reports of victimisation over 7 waves of data (spring of 6th to 12th grade), latent classes were created in middle school and high school, documenting patterns of chronic and fluctuating perceived victimisation. Additional analyses will examine the predictors of victim class membership; whether class membership is stable from middle school to high school using latent transition analysis, and the long-term academic consequences of victim class membership at the end of high school and one year beyond. This will be one of the first studies to document the distal consequences of chronic victimisation across the critical middle school and high school years.

Coping with daily peer victimisation in school: What matters for maladjustment?

Adrienne Nishina University of California, Davis, United States of America

There has been recent focus on coping strategies that may protect youth against peer victimisation experiences. However, little is known about what students actually do in response to specific peer victimisation events. In the present study, daily report methodology (assessing victimisation, coping, and adjustment on 5 days across 2 weeks) was used to examine reports of general, versus daily coping. The sample included 150 urban ninth grade students (50% boys, 50% girls) who attended an ethnically diverse public high school in California. Students reported on their general coping strategies – that is, the degree to which students felt they typically used social support, problem solving, distancing, internalising, or externalising behaviours when they encountered stressful experiences. They also reported on the coping they used in response to actual peer victimisation events (using daily reports). Interestingly, correlations between frequency of estimated strategy use on the general coping measure was only moderately associated with frequency of actual strategy use as reported in the daily reports (r s ranged from .29 to .38). And, the two measures were unrelated ($r = .06$) for the use of social support. Specifically, while students reported that they generally use social support in response to stressful experiences, they were not often reporting its use in response to actual daily peer victimisation. Variations in coping as a func-

tion of aspects of the peer victimisation event will be examined. Additionally, associations between coping response to peer victimisation (measured both generally and daily) and psychosocial adjustment will also be presented.

Attributions and adjustment for victimisation by same vs different-ethnicity peers

April Taylor California State University, United States of America; Erin Cue; Daryl Tate California State University, United States of America

An ethnically diverse sample of American 6th grade students completed peer nominations that were used to identify students with reputations as victims. Self-report data on psychosocial adjustment (anxiety, self-worth, depression) and recent victimisation experiences were gathered, in addition to attributions for peer harassment. Participants' parents reported the degree of ethnic socialisation, and the overall ethnic make-up of each student's middle school was recorded. Three attributions for victimisation were identified (self-blame, external factors, and behavioural/situational factors) that were systematically related to both frequency of victimisation and psychosocial adjustment. Students who blamed themselves for victimisation reported greater maladjustment compared to those who attributed victimisation to external or situational factors. How these relationships are moderated by qualities of the perpetrator (i.e., similar or different ethnicity), diversity of school, and parental socialisation will be examined. Research suggests that experiencing victimisation by a demographically-similar versus different peer will yield greater maladjustment, particularly when the victim's ethnic group is well-represented in the school. Likewise, parental socialisation about victimisation might have buffering effects on outcomes to the degree that adolescents learn to attribute victimisation to external or situational factors rather than themselves. The findings highlight the need for more research on adolescents' attributions for victimisation and how schools and parents influence students' meaning-making about their experiences. Implications for intervention and the particular vulnerabilities of subgroups of victimised adolescents will be discussed.

Symposium title: Psychology in Argentina
Convenor: Maria Richaud

Clinical Psychology in Argentina

Eduardo Keegan Argentina

One of the singularities of the history of psychology in Argentina is the prevalence of clinical interests over any other aspect or application of psychological knowledge. Psychoanalysis and psychodynamic psychotherapies have traditionally dominated the Argentine professional psychology scene. In the late 70s, a number of psychologists trained in the United States developed systems theory and therapy in Argentina, but they were mostly concerned with family therapy and never seriously challenged the *pax psychoanalytica*. Cognitive-behaviour therapy (CBT) entered the scene in the 90s, but its impact became significant only in the second half of the past decade. As in many other countries, CBT became popular due to its empirically-supported efficacy for treating common mental disorders in a short number

of sessions. Also, CBT was the perfect antagonist to Lacanian psychoanalysis, the dominant form of psychoanalysis in Argentina since the 70s. Research in the field has grown dramatically over the last two decades due to changes in public policies. However, the prevailing view is that psychotherapy is more an art than a science, although interest in evidence-supported treatments has clearly increased

Psychology in Argentina

Lucia Rossi UBA, Argentina

Medical and Philosophical trends push until applied psychology merges and conquers place in institutional field: counselors at laboral psychology; social workers in prevention and environment diagnosis in the 20's; psychometrics and psychodiagnostic in clinical and educational psychology in the 50's. The university career is born in several public universities round 1950. Since 1985, according a national regulation, psychotherapy is a practice allowed to psychologists. General degrees in Psychology are given as a result of a 5 year university training, basic and professional skills in Psychology is guaranteed by university. Today several theoretical perspectives, paradigms and professional practices in all applicative fields are included in the curricular plans of undergraduate psychologists while specializates studies concern to posgradualtre level. Argentina has one of the highest levels of psychologist per inhabitant

Symposium title: The status of psychology in Uganda
Convenor: Peter Baguma

The institutions that teach psychology in Uganda and the curricula

Peter Baguma Makerere University, Uganda; Ve Kamanyire

Psychology is taught at Universities and tertiary institutions. A number of curricula have been implemented in Uganda. Successes include: having a specialised undergraduate programmes namely Bachelor of Industrial/Organisational Psychology and the Bachelor of Community Psychology; Content selected to meet local needs and context; Use of multidisciplinary approaches (curricular augmented with courses outside of psychology); Curricula designed by Ugandans; and Curricula provide for more than what is widely provided for undergraduate programmes. Challenges include: the use of about 95% materials generated from the West; Little or no materials developed from the local context for teaching and learning; Lack of infrastructure to support teaching and learning; Lack of a critical mass of Psychologists in the country (less than 10 PhDs and less 100 Masters in all specialisations); Lack of funding from government and industry to spur research and publication; Lack of a professional body to regulate training and practice. As a way forward it is necessary to Generate a critical mass of local psychologists to spearhead development of indigenous materials for teaching; Establishment of a professional board of psychology to regulate training and practice; Source for funding from government and industry to support research and publication; and Establish infrastructure to support teaching and learning including laboratories, teaching aids.

The history of western psychology in Uganda

Peter Baguma Makerere University, Uganda

The western form of Psychology came to Uganda in the sixties. It came with educationalists most of whom were from Western Europe. It was taught in missionary schools and schools training teachers as educational psychology. Later in the 70s it was taught in social sciences as a subject. Later Psychology was housed in its own departments and now we have a School of Psychology at Makerere University which signifies a steady development of western forms of psychology. Psychology has its own curricula and specializations. Psychologists are employed mainly in the armed forces and public services. A few are in NGOs and private sector. A lot of research has been done including the famous Attachment studies of Ainsworth with her strange situation experiments. A few prominent psychologists exist in Uganda. However practicing psychology is still limited due to fewer numbers of trained psychologists. There is no licensing Board to regulate the practice of Psychology.

African forms of psychology in Uganda

Julius Enon Uganda

In Uganda, and Africa at large, psychologists existed in various forms: they were called traditional healers. Traditional healing had many specialists: those who worked with the spirit, those who specialised in fortune and misfortune telling, and prediction, and those who specialise in herbs and herbs that work on the nervous system. Like in any other specialty, quacks existed in these types of healing: these have been called magicians, sorcerers and night dancers. These types of quacks were used by foreigners to discredit the profession of traditional healing, to discourage traditional psychologists. Curricula existed for training of these specialists. In Uganda there are organisations that specialise in training these specialists, or psychologists. A good example is Prometra, which offers certificates in traditional healing with graduation after 3 years.

The role of psychology in socio-economic development of Uganda

Leon Matagi Uganda

Unlike other social sciences, psychology has for long remained outside the orbit of social change and national development. Because of the very nature of socio-economic development that is taking place, psychology has a distinct role to play. Change has brought many socio-psychological problems that require interventions. The paper agrees with Sinha (1983) who argues that the psychologist's task in national development is three-fold: To analyze the factors conducive to desirable changes (facilitators); to analyze the factors that act as impediments to change (inhibitors); and to determine ways of avoiding or cushioning the psychological costs of rapid development. A large body of psychological research in the context of national development focuses particularly on attitudes as impediments to change. Psychologist should work with local people who need to be empowered to participate in their development process. This need training should be based on their local knowledge and resources. Participation, empowerment, capacity building and use of local knowledge are encour-

aged. There is need to understand social behaviour especially understanding societal processes in terms of individual motivation, emphasizing the deferential needs that individual people have for achievement, affiliation, and power in different societies and in the same society at different historical periods. However, appropriate psychology is needed.

AIDS anxiety and condom use efficacy

Janet Nambi Makerere University, Uganda

HIV infections continue to be one of the world's greatest public health challenges as no vaccine or cure of the deadly disease has been found for almost forty years of concerted HIV/AIDS research. The HIV virus is mainly spread through sexual intercourse making modification of sexual behaviours including correct and consistent condom, the main preventive strategy of the infection. When used consistently and properly, condoms offer safe and practically effective means of preventing both unwanted pregnancies and sexually transmitted infections including HIV/AIDS. Although condoms are readily available, statistics continues to indicate low use and it is not even clear whether the reported statistics reflect efficacious condom use. Perceived condom use self-efficacy has been found to be an important predictor of condom use (Kwaku & Doku, 2010). In addition to condom use efficacy, other significant predictors of condom use at the most recent sexual encounter included optimism about the future, and reported behaviour change due to HIV/AIDS (Setsuko Hendricksen, Pettifor, Sung-Jae, Coates & Rees, 2007). With the advent of antiretroviral (ARV) treatment, AIDS has become a manageable incurable disease. The current perception could lead to laxity and complacency of preventive efforts against HIV infection. This study investigates HIV Anxiety and condom use efficacy among University students.

Employability of psychology graduates in Uganda

Paul Nyende Uganda

This topic tries to answer the question "What makes psychology graduates employable in Uganda"? If the question is answered then we have ways through which we can fight unemployment among psychology graduates in Uganda. It helps in planning too. Psychology students gain skills which can be applied in a wide range of careers. Psychology graduates gain an impressive range of skills that make them highly employable: A key factor is that psychology graduates acquire diverse knowledge and an impressive range of skills that make them highly employable across an enviable range of professions that offer real prospects. Psychology programmes deliver skills employers want, such as people skills, numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams - and this gives students a real edge when competing with graduates from other disciplines. In Uganda we teach students skills in consumer psychology, advertising, career counselling, education, the health professions, human resources, management and social services. Obviously, psychologists are good researchers and this makes them get absorbed quickly. This implies that Studying psychology helps prepare graduates for many different

types of work in the public, private sectors and the NGO world, Psychology students go for further training in Europe and the USA.

Practicing psychology in Uganda

Callistus Tumwebaze Uganda

To practice psychology in other countries requires one to be licensed or registered as a psychologist according to the laws and regulations in effect in that particular country. The legal basis for licensure lies in the right of a discipline to enact legislation to protect its citizens - in this case to identify qualified psychologists and to discipline or remove from practice incompetent or unethical psychologists. In Uganda the situation is different as there is no licensing Board. We need to move quickly to constitute this Board. However there quite a few practicing mainly as psychologists registered under national Associations. The national Associations include the Uganda National Psychological Association, Association of Applied Psychologists, Uganda Counselling Association and Clinical Psychologists Association. Practicing psychology is affected by the education, examination, and supervised experience. One needs good professional education: having passed all necessary examinations, and having been exposed to Supervised Experience in terms of self experience or group experience and need practical experiences. Supervised Experience still lacks in Uganda. Local beliefs about psychology are still negative and this has affected access to psychological services by those that need it

Session Type: Symposia

Symposium title: Applications of psychology to human service development in Africa
Convenor: Robert Serpell

Supporting early literacy acquisition by Zambian children

Heikki Lyytinen United States of America; Robert Serpell

Acquisition rates of basic literacy in the current mainstream of Zambia's Government Primary Schools are conspicuously low even relative to other countries in sub-Saharan Africa (SACMEQ). This intervention study is designed to document the process of initial literacy learning across a broad sample of schools in Lusaka city, and to test several alternative hypotheses about the causes of failure to learn to read. Selected groups of children and teachers were exposed to graphogame, a computer-mediated letter-sound correspondence learning environment, designed by Lyytinen, adapted for the Zambian lingua franca Nyanja, and instantiated on cell-phone handsets with headphones. Children were introduced to the game on site at school, under the guidance of a trained facilitator, in a small group of learners, over a series of short play sessions affording each child about two hours of playing time over three days. 600 boys and girls, aged 6-8 years were sampled from 42 schools catering to various socioeconomic catchment areas. Individual assessments were conducted at school before and after intervention, of children's preliteracy skills, mastery of spelling, oral language comprehension and arithmetic skills. Complementary sub-studies have documented teacher

skills and attitudes, teacher training, and children's home background. Results are presented on the impact of familiarity with the medium of initial literacy instruction in Grade 1, quality of initial literacy instruction, supply of relevant teaching materials in the classroom, consistency by teachers in fully implementing the prescribed curriculum, and quality of literacy learning support at home.

Symposium title: Career development in India. The formation of the India Career Development Association
Convenor: N.k. Chadha

Symposium overview

N.k. Chadha *University of Delhi, India*

The symposium will raise and discuss issues revolving around overall career development and management for all segments of diverse Indian society. It is intended that the rich discussion and paper presentations will bring to the fore front the present gaps in career counselling in India. Some key issues like the need for continuous guidance and training initiatives for career counsellors, approval of career centres, ensuring employment of the deserving workforce, and professionalisation of career counselling in India will be explored further. The future potentials of career counselling like equitable employment, economic growth and human resource development will be looked into. The parallels will be drawn between International efforts in the area of career advancement to Indian efforts with the intention of bridging the gap so that career development in India is able to match the International standards of professionalism and functioning. In general this symposium will create awareness about need for career counselling and its professionalisation for sustainable human development in general and for Indian society in particular.

Continuing education and credentials

Rekha Dayal *India*

The paper highlights the role of India Career Development Association (ICDA) as an organization monitoring and providing continued education to career counsellors to upgrade their knowledge and skills as well as an approving body for the functioning of career centres providing career counselling. Once training, education, and credentialing are implemented, the establishment of the profession of career development in India will be well underway. However, the economy and job markets are constantly changing. To keep abreast of these and other changes, career counsellors and related professionals need to engage in continuing education. The India Career Development Association (ICDA) and its credentialing division would be tasked with creating the areas of training needed for continuous learning and with approving providers of such training. As the profession of career development begins to take hold in India, public and private sector organisations should be encouraged to establish career centres. Such centres likely exist in colleges and universities where students obtain information about available jobs. Individuals who work in these current centres as well as those who will work in newly established centres should be required to obtain the proper training and credentials to provide

quality services to their clients. The ICDA should be tasked with developing guidelines for career centres and should provide centres with a "seal of approval" indicating that each centre has met or exceeded these guidelines.

Career development in facilitator/advisor training

David Reile *R/S Foundation, United States of America*; **Barbara Suddarth**

The presenters will talk about the development of Career Development Facilitator training and its potential scope and benefits. In 2000, The Career Development Leadership Alliance (CDLA; now the R/S Foundation) created the first complete Career Development Facilitator (CDF) training programme for the NCDA. Since then, this programme has been revised and updated and has become the basis for training in Bulgaria, Canada, China, Germany, Japan, Korea, New Zealand, Romania, and Turkey. CDLA has created a version of this training (Offender Workforce Development Specialist) for the US National Institute of Corrections, for those working with transitioning prisoners (those returning to work after prison). CDLA has also created a distance version of the training curriculum that allows students to complete nearly all of their training via internet and CD-ROM. This has become popular in the United States and has been recently piloted in Kenya. Career Development Facilitators (CDFs) work in a variety of career development settings. A CDF may serve as a career group facilitator, job search trainer, career resource centre coordinator, career coach, career development case manager, intake interviewer, occupational and labour market information resource person, human resource development coordinator, employment/placement specialist, or workforce development staff person.

Symposium title: Conceptualizing and Implementing intervention programs and strategies in a multicultural community: A multidisciplinary perspective
Convenor: John Lewis

Mentoring clinical psychology students for effective cross cultural interventions

Shaina Fieldstone *Novae Southeastern University, United States of America*; **John Lewis**; **William Dorfman**

This presentation will examine various approaches to mentoring clinical psychology doctoral students. It will provide three separate perspectives from a large doctoral training programme: (1) The academic parameters including admissions procedures will be evaluated, (2) clinical pre-practicum, practicum and pre-internship issues will be outlined and discussed; and (3) the perspective of a current doctoral student preparing to enter the profession will be presented.

The Chan Ge perspective

Michael Gaffley *Nova Southeastern University, United States of America*

Change is neither linear nor sequential. Making sense of societal and cultural "pressures" on treatment and intervention is essential. Often, the out-

come of the intervention is compromised by the mismatch between intervention and culture. This presentation will examine the change perspective or Chang Ge and provide examples of strategies by examining an intervention programme initiated by a graduate school of education in the South Florida community.

Conceptualising effective multidisciplinary intervention programmes in higher education

John Lewis *Nova Southeastern University, United States of America*

The conceptualisation of multidisciplinary approaches to the implementation of effective strategies in a multicultural community will be examined. Participants from three graduate level programmes in a large independent not-for-profit university in South Florida, USA, will provide an overview of the demographic changes in South Florida showing more than fifty percent of the population speaking English as a second language and more than twenty percent being born outside of the United States. The three programmes represented are Education, Law, and Clinical Psychology all covering doctoral level education. Conceptual models will be presented as well as information on existing intervention programmes that serve the multicultural community.

Symposium title: Critical considerations in contemporary Educational Psychology in South Africa
Convenor: Estelle Swart

Psychotherapy at the crossroads: The desires and challenges of an African-sensitive approach in South Africa

Boitumelo Diale *Sci-Bono Discovery Centre, South Africa*

For many years psychotherapy and counselling within the South African context has been and still remains to be a service available to a privileged minority. Many Black South African have gone through their schooling, career and social development stages without ever having had an opportunity to undergo such services, even when it was a dire necessity. Even when offered, psychologists use approaches that are Western and not suitable for the general South African population. This lack of suitable intervention led to the need for culturally sensitive psychotherapeutic approach that takes into context the lives and stories of individuals as an important part of their self identity. This paper argues the need for transformation of the field of Psychology in South Africa and the African continent to culturally relevant and diverse intervention methods in psychotherapy practices. This will give promise to wholeness, balance and well-being of all individuals, communities and society in general. An African sensitive approach to psychotherapy and healing that provides a way to understand the transformation on the psychology, experience, interpersonal interaction and social positioning of clients is therefore explored. This will acknowledge complementary approaches and traditional forms of healing that are attractive to many individuals both because of the limitations of psychotherapy centres and the

socio-economic challenges communities face. This approach will further begin to address the cross-roads with the aim of closing the divide and contribute to individual and collective identity of the African society.

The role of school psychologists in school development in South Africa: The challenge of intersectoral collaboration

Nadeen Moolla *University of the Western Cape, South Africa*

School psychologists in South Africa are employed by the state to provide psychological services to schools. The role of school psychologists has been debated and contested nationally and internationally for many decades, with the need for a paradigm shift in school psychology practice and redefining the role of school psychologists being highlighted. In this paper, the roles and practices of school psychologists are explored, with a focus on the nature of collaborative work engaged in when facilitating school development. In particular, challenges that emerge when school psychologists work with other sectors to facilitate school development are investigated. Six categories of challenges facing school psychologists when they collaborate with other sectors to facilitate school development emerged during this study. These were the roles and boundaries, personal and interpersonal factors, organisational challenges, training and development, discourse and worldviews, and the wider education system. The recommendations are presented as practical, well-grounded responses to the challenges that emerged in the study and are expounded as suggestions for consideration at various levels in the system, from micro (individual level) to macro (level of the state). This research contributes to the development of school psychology as an educational field and a profession in South Africa. The findings illuminate the challenges of grappling with personal and professional expectations of roles and practices, and also provide guidelines regarding how school psychologists can work with schools as systems and how the collaborative nature of school psychology practice in relation to school development can be improved.

Critical considerations in contemporary educational psychology in South Africa

Estelle Swart *Stellenbosch University, South Africa*
Educational Psychology, together with other categories of psychology, is undergoing rapid changes in South Africa. This symposium brings together academics and practitioners who will purposively deliberate on the issues closely connected with these changes. From a position of theory, critical community psychology will be introduced as part of an input paper which hopes to stimulate thought regarding the training and practice of Educational Psychology. Through presentation of empirical evidence, another paper explores the expected school development role of psychologists who practice in school contexts. Another foray into practice sensitises the practice community of the possibilities concerning interventions that take into account some of the specificities of the African continent. Through an exploration of policy and other legislated requirements a case is argued for Educational Psychologists to practice within the full awareness

of international and national shifts in perspectives about barriers to learning and development. In all, this seminar hopes to stimulate on-going discussion about the changing nature of the practice, theory and training of Educational Psychology in South Africa and, hopefully, broader than this one country.

An argument for a stronger foothold in the training and practice of educational psychology in South Africa

Estelle Swart *Stellenbosch University, South Africa*
In current-day South Africa, where society-changing policies are crafted and implemented, it is a given that the training and practice of Educational Psychology cannot be unaffected. As shown by the newly amended scope of practice for Educational Psychologists, there is a need to rethink the training paradigms of Educational Psychology practitioners such as psychologists and learning support teachers. Even in the run-up to this amended scope of practice, it became clear that practitioners and academics involved in the promulgation process had to draw on knowledge and skills many were not formally trained in. Critical community psychology is presented as a knowledge base in which skills can be developed for Educational Psychology practitioners and academics so that they can better negotiate their changing environment. Critical community psychology is a strain of community psychology with added awareness about the role that power and the distribution of power plays in the creation and maintenance of personal, relational and collective wellbeing. The argument in this paper is that this greater psychopolitical awareness may assist the Educational Psychology practitioner to practice in fuller knowledge of the complexity of structures and society. Applications of this psychopolitical awareness in the paper are: A reflection on the debilitating tendencies created by a past South African educational philosophy and an analysis of the power games apparent in the promulgation process of the said scope of practice.

Critical frameworks and legislation for childhood disability: Implications for educational psychology

Estelle Swart *Stellenbosch University, South Africa*
Educational psychologists have always played an important role in the assessment and support of children with learning difficulties and more specifically children with disabilities. The international and national shifts in perspectives on disability, childhood, teaching and learning, and universal human rights require a reconsideration of the role and practices of educational psychologists. This paper analyses the latest legal, policy and theoretical frameworks, including the UN Convention for the Rights of People with Disabilities, within the context of inclusive education and the practice of educational psychology. The social-critical discourse that informs this movement acknowledges that obstacles to participation in everyday activities reside in the interaction between the individual and the environment rather than primarily in the individual. Inclusion therefore means that schools should be able to address the diverse needs of children. They should therefore adapt and provide support to ensure that all children can work and learn together. Educational psychologists, with their expertise in learning and development, can play an

important role in facilitating this process. However, they can only be effective if they align their knowledge and practices with the new legal and practice requirements. This paper considers the implications for practice, including discourses, placement considerations, collaboration, assessment and support, advocacy, parent support and education, teacher and schools development.

Symposium title: Cultural and universal factors in the development of children and young people's pro and anti-social behaviour

Convenor: Pamela Maras

The role of behavioural problems and peer relations in the intention to attend higher education

Pamela Maras *University of Greenwich, United Kingdom*; **Amy Potterton**; **Thomas McAdams**

In the UK, the current economic climate has led to increases in tuition fees. Previous research has shown that such increases can lead to reductions in the number of students enrolling for HE and these reductions may disproportionately impact groups of lower socioeconomic status (SES) (Neil, 2009). It is therefore important that attempts are made to identify possible targets for interventions to increase the likelihood of low SES students attending higher education. As well as presenting students with academic and financial challenges, attendance at university also requires that students form new relationships with their fellow students. As such, peer relationship difficulties may impact upon adolescents' intentions to attend HE. Addressing these problems may therefore increase adolescent intentions to attend HE. The present study set out to explore the role of behavioural/emotional problems and peer relations with the intention to attend HE. We used a sample of 1106 adolescents aged 13-16 years old from deprived areas of South-East England. Measures of self-reported emotional, behavioural and peer problems, and identification with peers were used to predict adolescents' intentions to attend HE, while controlling for academic ability. Results showed that emotional and peer problems were negatively related to the intention to attend HE. However, identification with peers was found to interact with peer problems. When peer problems were elevated, peer identification did not affect intentions to attend HE. However, when peer problems were low, high peer identification led to reduced intentions to attend HE, and low peer identification led to increased intentions.

Symposium title: Educational psychology as psychosocial justice: Under what conditions?

Convenor: Tim Corcoran

Educational psychology as psychosocial justice: Under what conditions?

Tim Corcoran *Victoria University, Australia*

This symposium gathers a group of international scholars to discuss the possible conditions under which educational psychology theory and practice might sustain psychosocial justice. Psychologists'

work in schools and learning communities is largely oriented to individualized and internalized understanding. Be that via compliance with dominant learning theories and their influence on curriculum and pedagogy or by the promotion of public normativities through categorization and assessment practice, the relationship between psychology and education has been maintained by a mutual interest in the individual as the primary unit of analysis. The papers in this session share a commitment to imagining psychological practices explicitly founded upon principles of equity and justice. In doing so, the discussion moves to critically question conditions under which theory and practice might jointly engage levels of personal, interpersonal, organizational and communal experience. One way this can be achieved is by inviting the notion of psychosocial justice, a concept capable of moving beyond the traditional distributive and procedural binary, acknowledging how inextricably linked the process is to the outcome in educational practice.

Psychosocial justice, education and the human condition

Tim Corcoran *Victoria University, Australia*

As we move within and across contemporary socio-political contexts and practices, occupying different positions along the way, we are changed by what we do, the ways we engage each other, and our world. For example, an explicit ontological commitment by psychologists and educators to certain professional practices is a sign of active participation in preferred forms of life or a commitment to what can be termed psychosocial justice. An orientation of this kind is central to the production of our own and others narratives, specifically in creating a sense of belonging to, and an emergence of, community. In responding in this way to kinds of universal and localised understandings, acknowledgement of difference or diversity is vital. In this paper I outline how process oriented knowledging practices are concerned with becoming, not simply being, seeking to understand the complex and unfinished nature of personhood and community made available through education. Being open to relationally-bound, process orientations invite practitioners to critically reconsider a wide range of activities in formal and informal educational settings including: Professional training, pedagogy, curriculum and assessment, and teacher/learner and adult/child positioning.

Changing the subject: The past, present and the future of educational psychology

Tim Corcoran *Victoria University, Australia*

Potentially, educational psychology could cover the most exciting of epistemological terrains - how people live and develop from infancy, through childhood and thus through the rest of their lives? Instead of realising such creative opportunities, however, educational psychology is in danger of becoming obsolete, ignoring as it often does, complex models of the individual, the social or the relational which can be found in more intellectually substantive realms such as psychoanalysis, philosophy and neuroscience, for example. Too often, educational psychology has sought to focus on models of learning, narrowly conceived; on analyses of behaviour disconnected from experience; and on essentially asocial individuals, somehow fractured from a human world of others. This has led in some

countries to a preoccupation with assessment practices in which individual young people can be scrutinized according to crude conceptualizations of difference and in which the quantification or categorization of disability are utilized as a means of justifying social exclusion on an industrial scale. It is argued that while educational psychology in the 20th century became synonymous with the needs of government, it might yet be possible to trace our roots to a more genuinely scientific 19th century fascination with what it is to be human. The future of educational psychology might still lie in the past.

Justice, not adjustment: Activism as (self-) education

Athanasios Marvakis *Aristotle University, Greece*

The complicity between theorising learning in formal educative practices and the dominant societal order derives from educative theory's blind compliance to deliver tech-knowledge only on the 'how' of learning. Such a tech-knowledge does not question the dominant arrangements of the educative practices. Thus, the whole dialectic between practice and theory is reduced to the simple sequence: First practice, then theory. This "principle of simplification" relies on - and promotes - a technocratic self-(mis)understanding of the social sciences as being servants of the dominant status quo. If we want to do away with this complicity, we have to rethink both educative practices and learning theories, so as to restore the dialectical unit of practice/theory. A starting point is to reclaim the autonomy of learning - as a particular practice of the learning subject - before and beyond its being the mere effect of the practice of the educator. Reclaiming subject means reclaiming not only the process (the "how") but also the content (the "what" and the "why") of learning. This reclaiming and restoring will be discussed with reference to my own participation in social practices, in real-experimental initiatives (German: Real-Experiment; W.F. Haug). These activist initiatives consist of two moves: Transformative interventions and (self-)education. Learning solidarity presupposes and enhances the doing (application, organisation) of solidarity and vice versa.

How educational psychologists promote human rights and psychosocial justice in schools

Jace Pillay *University of Johannesburg, South Africa*

Despite the legislation on human rights, democracy and psychosocial justice the violation of human rights still exists 17 years down the line of South African democracy. This is clearly evident in the escalation of psychosocial issues such as HIV/AIDS, crime, violence, poverty, child abuse, and child-headed homes, to name just a few. This should come as no real surprise since the majority of people in the country were psychologically negatively affected by apartheid. As such, there is an indisputable need for psychological interventions to have a broader focus on community and society as a whole, especially when psychosocial justice highlights inequality in society. This includes the way in which burdens and responsibilities are unequally distributed along structural lines that foster exclusion for many and inclusion for some. In this paper I argue that psychologists could play a critical role in promoting human rights, democracy and psychosocial justice through their

involvement in schools, using education and psychological interventions as a vehicle to change. They can facilitate psychosocial action in learners and teachers to change the country to make it more democratic and just, thus improving the human condition. Hence, this paper critically examines how psychologists themselves envisage their role in developing and promoting human rights, democracy and psychosocial justice within the context of schools.

Symposium title: Focal Symposium - Toward African-centric theories of developmental education

Convenor: **Bame Nsamenang**

Kenyan siblings and peers as educational stakeholders

Maureen Mweru *Kenyatta University, Kenya*

Past research has revealed the multiple influences siblings and peers have on young children's lives. Most of these published research reports are based on studies that have been carried out in developed countries as there is little empirical research from developing countries, and Africa in particular, focusing on this issue. The objective of this paper is therefore to highlight the role of siblings and peers as educational stakeholders in a developing country and Kenya in particular. The paper is based on a review of literature and on research carried out by several researchers including the author. The paper reveals the presence of sibling teaching and peer mentoring among children and it also demonstrates that when instructing children, older siblings and peers use culturally appropriate teaching methods and materials. Locally available materials such as sticks, stones and mud for example are used in the teaching episodes. The teaching episodes are also characterised by the inclusion of traditional games, singing, dancing, use of riddles and storytelling. This paper also discusses the implications of these findings for teacher's professional skills and school education. The paper for example argues that just as children use objects found in their environment, and culturally appropriate teaching methods such as songs, stories and games, so too should teachers adopt similar teaching strategies and avoid the use of culturally inappropriate materials and processes.

Symposium title: Improving psychology by internationalizing the curriculum: Global learning at Northern Arizona University case study

Convenor: **Sherri Mccarthy**

Global learning at a US university: NAU case study

Harvey Charles *Northern Arizona University, United States of America*

Colleges and universities are gradually coming to accept the necessity of acting more intentionally in facilitating global learning experiences for all students. The American Council of Education's Internationalisation Collaborative and the American Association of College and University's Shared Futures Initiative are important projects in the US to help institutions embrace global learning as part of their curriculum strategy. While these approaches are largely directed at the general education programme, this

paper will explore a global learning strategy that uses the academic disciplines as the principal site for global learning, one that aims to afford students substantial, multiple and intentional encounters with global perspectives. It will discuss the imperative for global learning as well as the institutional context that must be built in order to facilitate these changes in the disciplines. It will then discuss the themes of global learning (sustainability, diversity and global engagement) that effectively define and shape the changes made in the curriculum to help students achieve global competence. Finally, it will discuss the three principal tasks that departments must accomplish in pursuit of this objective. These tasks include, in the first instance, developing global learning outcomes articulated in the language of psychology as a discipline. The second task involves developing strategies in the curriculum and the co-curriculum that psychology can adopt to help students realise the global learning outcomes. Finally, it will address assessment strategies that can be employed to demonstrate the extent to which students are realising the global learning outcomes committed to earlier in the process.

Global learning in a psychology department
Keelah Laura Dickson Northern Arizona University, United States of America

This presentation highlights how the NAU Psychology Department thoroughly and thoughtfully embedded the three Global Learning Outcomes of Diversity Education, Global Engagement, and Environmental Sustainability into the programme's curriculum and co-curricular learning opportunities. We developed learning outcomes, a comprehensive set of learning strategies, and assessment strategies that align with the thematic global learning goals. It is our contention that well-developed liberal education skills can contribute to student achievement within the psychology major. Collaborative faculty-student research opportunities facilitate students' development of these skills. Consistent with Goal 8: Sociocultural and International Awareness of the APA Guidelines for the Undergraduate Psychology Major, students will recognise, understand, and respect the complexity of sociocultural and international diversity. Complementing cross-cultural psychology coursework, many faculty members integrate cultural and global diversity within their courses. Our department facilitates undergraduate and graduate student study abroad opportunities. Faculty members lecture and teach abroad, consult for international organisations, conduct cultural/global research with international collaborators, and present at international conferences. Building on APA's goal related to the applicability of psychology, students will understand and apply psychological principles to environmental sustainability. Several psychology faculty members conduct environmental sustainability research, are active in NAU's environmental programmes, and teach sustainability-oriented coursework. The learning outcomes of this university-level initiative afford an opportunity for psychology to serve humanity.

Improving psychology by internationalising the curriculum

Sherri Mccarthy Northern Arizona University-Yum, United States of America

Internationalisation of psychology knowledge has increased substantially in psychology education, teach-

ing and training over the past two decades (Karandashv, 2009). Although the discipline has been international in focus from its beginnings and scholarly exchange has continued in regions throughout the world, teaching of psychology has not been particularly international in orientation in many countries, including the United States, until recently. Several events around the beginning of the 21st century led to increased interchange among teachers of psychology around the world, and resulted in far more international content and curriculum in psychology programmes. Globalisation of psychology education has emerged as a new form of internationalisation which includes not only collaboration among institutions from different countries but also a rapidly-developing international curriculum. This presentation will summarise the key events since the beginning of ICOPE that have led to Division 42's establishment within IUPsyS, introduce resources and ideas for further internationalising the psychology curriculum for instructors around the world, and then provide a brief overview of how the internationalisation process is unfolding at one university; a case study of the process at Northern Arizona University, a state university with approximately 25000 students in the USA.

Symposium title: Increasing necessity of a global perspective on Psychological Research: stand point of Pan American Psychologists
Convenor: Aluisio Lima

Reading cognitive psychology in Latin America: Results from an intervention research program

Maria-Regina Maluf PUCSP, Brazil

This presentation aims to expose the results of a research program developed in Brazil with a particular focus on socially vulnerable children. Theoretical and methodological basis of this research program are the recent advances in reading cognitive psychology. Three intervention researches will be discussed. Intervention procedures include pre and post tests as well as a control group of children and have been done in a school environment. Results produced evidences that reading and writing are based on two axes, decoding and comprehension, but the ability to decode is the first skill that children need to acquire. These results also showed the impact caused by school stress on children and why it is so important to help them during their first schooling experience. We conclude that methods based on reading cognitive psychology knowledge should be better known and disclosed in the schools of Latin American countries as they provide evidence on how reading and writing can be ensured to the vast majority of children who attend schools.

Symposium title: Nothing is as simple as we might wish for: Education in adverse circumstances
Convenor: Mariechen Perold

Teachers' experiences in an urban community where low income levels prevail

Julie Megaw South Africa; Mariechen Perold; Andrew Lewis

The contexts of the experiences of teachers in South Africa, particularly in communities with low income levels, seem to invite meanings of hopelessness which could determine and limit their practices or actions. Within these contexts, however, there are teachers whose experiences suggest the possibility of alternative or preferred meanings that may be marginalised or silenced by dominant discourses of hopelessness. The study was based in social constructionism which provides an understanding of meaning-making allowing for alternative or preferred meanings by individuals or groups in contexts where dominant discourses do not necessarily serve their best interests. The aim of the research was therefore to explore and describe the meanings that the participants make of their experiences as teachers in a primary school in Cape Town in a community where low income levels are prevalent. Furthermore, the purpose was to explore local knowledge the teachers presented, that suggested possibilities for alternative or preferred meanings. A qualitative, interpretivist research approach employing focus group discussions was used. The data obtained highlighted four themes regarding contextual factors impacting on the participants' experiences; a theme of hopelessness; and preferred meanings expressed through the participants' rich descriptions of a range of actions, reflections and motivations, opposing hopelessness. Processes which facilitate teachers' awareness of alternative and preferred meaning-making, could contribute to re-authoring stories that support these teachers in acting in opposition to the hopelessness that their contexts seem to invite.

Ethical research in schools in challenging contexts

Marietjie Oswald Stellenbosch University, South Africa; Estelle Swart

Psychologists perform many roles, amongst others that of researcher. Ethics codes provide a common set of principles and standards upon which psychologists build their professional and scientific work. A set of standards however only crystallize in a process of relationship-building. Our research in schools in challenging contexts sensitized us to the personalized, socialized and politicized nature of research. We consequently employed participatory research methods to co-construct understandings with the teachers in the various projects. Within the context of low teacher morale and distrust, relationship-building characterised by an ethic of care formed the foundation of our work. This paper aims to deconstruct the construct ethic of care in participatory research. The feminist ethic of care framed our understanding by placing the role of relationships at the heart of social, political and philosophical theory. The caring act is therefore embedded in a developing and ongoing relationship amongst researchers and participating teachers. In an effort to explore and describe how this relationship develops, we identified four important building-blocks for participatory research in schools and illustrate these with examples from our data. For us an ethic of care in research implies collaboration, gaining access as a continuous process, building of relationships and mutual enablement. In partnership with teachers we learn together what it means to embody the above mentioned principles

bringing a wealth and depth in our research and an appreciation for the complexity and dynamics of the reality of teaching within the South African context.

Nothing is as simple as we might wish for: education in adverse circumstances

Marietjie Oswald Stellenbosch University, South Africa

Education in South Africa is currently overburdened by complex and interrelated conundrums that desperately beg to be solved. These challenges are particularly evident in communities facing adverse circumstances and negatively impact the working lives of teachers and the provision of quality education for all learners. As researchers working within the ambit of educational psychology, we maintain that our research efforts should have a pragmatist twist. This symposium therefore represents our particular research initiatives to explore some of the pervasive challenges impacting education in an effort to find ways of actually bringing about meaningful change. The presenters will discuss the intricacies of doing research when inspired by an ethic of care as seen from a feminist perspective; explore the identity trajectory of a teacher working in a challenging context from a cultural-historical activity perspective; and show, from a social constructionist view-point, how teachers make meaning of their experiences in a primary school situated in a community where low income levels are prevalent. The last study exemplifies a special effort to apply a bio-ecological framework in understanding the classroom behaviour of children who live in conditions of continuous adversity. The papers foreground that 'nothing is as simple as we wish for', but also signify our concerted efforts to employ different theoretical lenses to better understand and address the realities that trouble our education system.

Classroom behaviour of children living in contexts of adversity

Celeste Paterson University of Stellenbosch, South Africa; **Mariechen Perold**

Many communities in South Africa are exposed to continuous adversity in the form of poverty, malnutrition, violence, crime, overcrowding, neglect and oppression. Continuous exposure to adverse living conditions can have a negative impact on a child's development. This study was undertaken in an attempt to understand the classroom behaviour of children who live in conditions of continuous adversity. The effects that adversity could have on children's classroom behaviour and thus also on their academic performances, their emotional states and their interactions with peers were explored. A bio-ecological theoretical framework was employed to inform meaning making of the findings. This study was undertaken within an interpretive paradigm, using a qualitative methodology in gathering data. The data was analysed using a constant comparative method in order to reach an understanding of it. Research findings indicated that most of the participants displayed inappropriate classroom behaviour which included poor academic performance, withdrawal types of behaviour as well as externalising disruptive behaviours such as aggressive interaction with the teach-

er and their peers. The participants also presented with some physical and emotional complaints which could be interpreted as traumatic symptomatology and they reported negative emotional experiences which include anger, sadness and anxiety. Contextual factors which contributed to the findings were reported on. Enabling teachers through in-service training aimed at developing deeper understandings of troublesome classroom behaviour is recommended.

A teacher's identity trajectory within a context of change: a cultural-historical activity perspective

Mariechen Perold University of Stellenbosch, South Africa; **Marietjie Oswald**

This paper originated from a study into the care and support practices of teachers in a primary school in a historically disadvantaged community in the Western Cape Province. Currently the community is still vulnerable due to an assortment of prevailing social ills. An ethnographic study was designed and qualitative methodologies were employed. Data was collected by means of semi-structured individual and focus group interviews, as well as group discussions. Apart from rich data on the care and support practices of teachers, research findings also revealed, as an interesting offshoot of the research, identity trajectories of long time teachers in the school. In this paper we apply a cultural-historical activity theoretical (CHAT) lens to explore the identity trajectory of a more prominent teacher in the school within the context of change in education. CHAT is among a number of approaches that move away from the individualist and mentalist notions of human development toward viewing it as embedded within socio-cultural contexts and intrinsically interwoven with them. CHAT also views human subjectivity (identity) as stemming from and existing within activity processes. One's identities are social products drawn from the social history, actively internalised and re-authored as one's expressions of these identities enter into new circumstances and new activities as evident during the transformation on macro-political and -educational, as well as institutional level in South Africa since 1994. Becoming more aware of the profoundly constitutive effects of language and enactment, might provide possibilities for positive re-authoring of teachers' troubled identities.

Symposium title: Psycho-educational experiences of children from child-headed households in South Africa
Convenor: Jace Pillay

Symposium on child-headed households and their educational contexts

Elzette Fritz University of Johannesburg, South Africa

In this research project, participatory action research was conducted in various community settings, with social change as a driving force and the desire to improve the quality of life of the participants, and through them, others, considering the dire circumstances child-headed households are confronted with on a daily basis. As such, the researchers and the participants were engaged at

all levels of the research process. Student researchers in the project followed different designs, such as phenomenological and ethnographic, based on their respective research questions. Data were collected through interviews, focus groups, artefacts, collages and observations, to name but a few, and analysed through content, thematic and comparative analysis. The researchers were faced with numerous ethical challenges throughout their research, which confronts traditional Western research practices. This presentation will therefore provide an overview of the research methodology that informed the research project with specific emphasis on the ethical lessons learnt in the process.

Conversations about doing hope

Jace Pillay University of Johannesburg, South Africa

The HIV/AIDS pandemic is adding more strain to the already overburdened safety nets of families and communities in South Africa with the emergence of the child-headed household and the rising numbers of orphaned and vulnerable young people. More youths are at risk and become victims of abuse without the protection of adults - many are traumatized when left to fend for themselves. Hope, as a protective phenomenon, builds resiliency, empowering young people to rise above their harsh circumstances. A social constructionist inquiry with a grounded theory research design was conducted with four youths from a secondary school in Soweto in partnership with a non-governmental organisation. Data analysis was based on conversations over a nine-month narrative therapeutic journey with the youths and included individual and group interviews, expressive art exercises, and photovoice to capture their hopeful experiences. By identifying what helps youths to nurture hope in their lives, support structures that provide opportunities for growth rather than merely helping them to cope, invite us to challenge more conventional understandings of support for vulnerable young people. The story of our journey provides a broader understanding of the processes of nurturing hope in the context of vulnerable young people. The findings offer an alternative view of hope from the generally accepted Western understandings which are essentially individualistic. A 4D perspective of hope is presented which recognises the importance of hope as a practice and the role of possibilities in empowering youth to transcend adversities in seeking a better future.

Psycho-educational experiences of children from child-headed households

Jace Pillay University of Johannesburg, South Africa; **Elzette Fritz**; **Helen Dunbar-Krige**

This symposium reflects on the findings of a three year SANPAD funded research project on the psycho-educational experiences of children from child-headed households in South Africa. The primary aim of the study was to explore and describe the psycho-educational experiences of these children in their ecosystemic contexts. A secondary aim was to use the findings to design psycho-educational support interventions for them. A participatory action research design was used to conduct the study. Data were collected through

individual interviews, focus group discussions, narratives in the form of life histories and incomplete questionnaires. Atlas.ti software was used to conduct both a content and comparative analysis of the data. The findings provide a vivid picture of the actual difficulties experienced by the children from child-headed households, such as a variety of negative emotions and behaviours, poverty, crime, HIV/AIDS, changing roles and the lack of safety and security. However, it also displays the psychological resilience of many of them to survive despite all odds being against them. To this effect, five papers focusing on different aspects of child-headed households, such as gendered experiences, life skills, social support, weaving a circle of care and specific psychological and educational interventions will be presented in an interactive session soliciting the critical engagement of the audience. Special focus will be given to the role that community as well as critical and positive psychologies play in understanding and supporting the psychological well-being of children from child-headed households in South Africa.

Symposium title: Social categories and asymmetries in interactional contexts
Convenor: Kevin Whitehead

Food troubles: A window into inequality among university students

Yasmine Dominguez-Whitehead *University of the Witwatersrand, South Africa*

In the context of what is quite likely the most unequal society in the world, how is inequality manifested among university students in South Africa? What are the reported experiences of students? How do students make sense of their reported experiences? And how are inequalities reflected and reproduced in the reported experiences of different groups of students. I address these questions by focusing on students' reports of food troubles and issues, and by paying particular attention to the use of linguistic and interactional practices produced in students' reports. In examining the experiences of students who report food acquisition struggles and those of students who display they have ample access to food, shared food troubles vs. food as an

individual matter emerge as a prominent food related dichotomy. I conclude by examining the potential consequences of these findings for the question of whether and how students with vastly divergent reported experiences and sense-making with respect to matters such as food can engage in social relationships on an equal footing.

Symposium title: The status of psychology in Uganda
Convenor: Peter Baguma

The status of psychology in Uganda

Peter Baguma *Makerere University, Uganda*

The symposium presents institutions that teach psychology in Uganda and the curricula and employability of psychology graduates in Uganda. The challenges of practising psychology in Uganda are highlighted. The symposium details the history of Western psychology in Uganda, highlights the African forms of psychology in Uganda, and the role of psychology in socio-economic development of the country.