



Song Ngan Limited Company



International Conference on STEAM 2019

Science | Technology | Engineering | Arts | Mathematics

SCIENTIFIC PROGRAMME and ABSTRACTS

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International Conference on STEAM

Conference Abstracts

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Welcome to International Conference on STEAM 2019

Welcoming you all to the International Conference on STEAM-2019, organized by GEIST International Foundation. As we all know, STEAM education has been instrumental behind developing or nurturing future innovators, educators, leaders and learners. The cardinal objective behind developing such an educational system as STEAM is to help students, learners and enthusiasts learn about the uses of Science, Technology, Engineering, Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking. In this era, we can simply understand the significance of acquiring the qualities of learning constructively, thinking critically and developing firmly. So, we all have amassed today, here, to share the importance and significance of implicating STEAM education in the educational system.

STEAM is curriculum-based and it combines the essential and rudimentary subjects like Science, Technology, Engineering, Arts and Mathematics together to help students capture the best of knowledge from different perspectives to be more precise. Such an educational approach can not only enhance a learner's critical thinking, it also furthers a students' in-depth knowledge by giving them practical examples.

We believe that such an event will go a long way to create a constructive and effective conversation among the think-tanks available here for the betterment of STEAM education for greater good of the students. The conference will be filled with oral, virtual, poster and keynote presentations from STEAM education enthusiasts and experts. Throughout this exciting journey of presentations, all of us will be able to learn about various methodologies and ideas through which regular-day lesson imparting will be made easy and enjoyable to students and learners.

List of Presenters for ICN 2019

Name of the Presenter	Title of Presentation	Type of Presentation
Marshall Jones	Be The Change You Wish To See In Your School: Creating A Culture For STEAM Learning	Keynote
Asso. Prof. Bien Van Nguyen	Stem Education From Educational Research To Practice In School	Keynote
Prof. Jack Holbrook	STEAM- A transdisciplinary approach to science education	Virtual
Nguyen Thi Tran	Educational Stem-Based Approach To Enhance The Awareness And Action Plans Of Environmental Protection In Vietnam	Poster
Rajesha Y N	T e c h n o l o g y mapped assessment design(TMAD) in assessment for learning: Overcoming the challenges of Formative assessment in Governement Schools Of Karnataka, India	Oral
Huong Thi Cam Nguyen	Promoting Learning Environments by Flipgrid.	Oral

Len Nguyen Thi & Dung Nguyen Huu	How to apply effectively in Wellspring International Bilingual School?	Oral
Huyen Le Khanh & Ha Thi Hai Nguyen	The application of Immersive Reader to help students of Dyslexia	Oral
Makke LeppÄännen	Gamification - a Way to Growth Mindset and Self-Confidence	Oral
Ha Thi Hai Nguyen	Empower Creativity of Learners with collaborative Langê™ Art Projects	Poster
Cao Hong Hue	Using Micro:bit-A Physical computing approach in STEM/STEAM education	Oral
Lien Bui Thi	Engaging Students With Augmented Reality Technology in Teaching 'Cambridge Science Grade 6'	Poster
Trang Thi Huyen Nguyen	Hedging in English and Vietnamese social scientific research articles	Poster
Hamidunnessa	Science Education in Bangladesh: Challenges, Issues and Approaches	Oral
Shah Md Mokshadul Islam	Importance of Digital Story Telling	Oral

Thomas G. Giglione	National Standards Assessment of Puppet Making and Puppet Theatre in STEAM (Science Technology Engineering Art and Math) and IBSE (Inquiry Science Education Based Programs)	Oral
Christian Kittery	Art in STEM	Virtual
Sangeeta Tandon	Challenges and Changing Mind-sets : STEAM Education for Girls in India	Oral
Mary O' Grady-Jones	One, Two, Three, Go: Full STEAM Ahead	Oral
Galyna Mykhaylenko & Olga Shrakabachenko	E d u c a t i o n a l Institution on the Way to Creating a Virtual STEAM Center: Practical Experiences and Perspectives	Oral
Ismail Karetekin	STEAM Education: A study in Turkey	Oral
Biplob Kumer Deb	Learning Science at Higher Secondary Level with Large Classroom Size: A case Study in Dhaka, Bangladesh	Oral
Biplab Kumar Dey	The Challenging Issues of Education in our locality	Oral
Bui Dieu Linh	Applying the TRI-AL Model to develop STEM skills for Quang Trung high school students	Poster

Sabyasachi Majumdar	Potential Barriers for Successful Implementation of STEM Education in India	Oral
Baman Kumar Ghimire	Surfing along the Tides: Unraveling the Education in Nepal	Oral
Chanleaphy Phuong	Inquiry Based Learning: A Case Study in Cambodia	Oral
To Thi Nhu Quynh	How to teach stem in English effectively	Poster



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Bui Minh Anh

Duong Minh Quynh

Nguyen Trang Nhung

Bui Le Hong Thao My

Ngo Thi Phuong

Nguyen Ha Nhung

Tran Thi Thu Phuong

Pham Le Linh Ngan

Nguyen Minh Duc

Trinh Thi Phuong Thao

Conference Program

Day 01

Time	Types of Presentation	Meeting room 1	Meeting room 2	
8:30-9:15	Plenary 1	Be The Change You Wish To See In Your School: Creating A Culture For STEAM Learning (Prof. Marshall Jones)	Olympiad: Students Ice breaking Session followed by Written test (Reading and writing skill)	
9:15-10:15	Parallel Posters Presentations	1. Applying the TRIAL Model to develop STEM skills for Quang Trung high school students (Bui Dieu Linh) 2. Hedging in English and Vietnamese social scientific research articles (Trang Thi Huyen Nguyen) 3. Educational STEM-based approach to enhance the awareness and Action Plans of environmental protection in Vietnam (Nguyen Thi Tran, Vietnam) 4. How to teach stem in English effectively (To Thi Nhu Quynh) 5. Empower Creativity of Learners with collaborative Lang'Art Projects (Ha Thi Hai Nguyen, Vietnam) 6. Engaging Students With Augmented Reality Technology in Teaching 'Cambridge Science Grade 6' (Lien Bui Thi)		
10:15-10:25	TEA BREAK			
		Meeting room 1.1	Meeting room 1.2	Meeting room 2
10:30-10:55	Presentation	Inquiry Based Learning: A case study in Cambodia (Chanleaphy Phuong)	Videos for Learning & educational multimedia (Shah Md Mokshadul Islam)	Using Micro:bit-A Physical computing approach in STEM/ STEAM education (Hue Hong Cao)
11:05-11:30	Presentation	Educational Institution on the Way to Creating a Virtual STEAM Center: Practical Experiences and Perspectives (Galya Mykhaylenko Olga Shkrabachenko)	Science Education in Bangladesh: Challenges, Issues and Approaches (Hamidunnessa)	One, Two, Three, Go: Full STEAM Ahead (Mary O'Grady-Jones)

11:30-13:00	LUNCH			
		Meeting room 1		Meeting room 2
13:05-13:50	Plenary 3	STEM Education from Educational Research to Practice in school (Asso. Prof. Nguyen Van Bien)		Olympiad: Students' Listening Challenge
14:00-15:00	Virtual Presentation	1. Evaluation through STEM (Prof. Jack Holbrook) 2. Art in STEM (Dr. Christian Kittery)		Students' Oral Challenge
15:00-15:15	TEA BREAK			
15:15-15:40	Presentation	Promoting Learning Environments by Flipgrid (Huong Thi Cam Nguyen)	The application of Immersive Reader to help students of Dyslexia (Huyen Khanh Le & Ha Thi Hai Nguyen)	How to apply effectively in Wellspring International Bilingual School? (Len Nguyen Thi and Dung Nguyen Huu)
15:50-16:15	Presentation & Workshop	Challenges and Changing Mindsets : STEAM Education for Girls in India (Sangeeta Tandon)	Potential barriers for successful implementation of STEM education in India (Sabyasachi Majumdar)	Students Workshop 1, English & Leadership: Olga Shrabachenko, Ismail Karetikin
16:25-16:50	Presentation	Surfing along the tides: unraveling the education in Nepal (Baman Kumar Ghimire)	Gamification - a Way to Growth Mindset and Self-Confidence (Makke Lep-Ånnen)	Learning Science at Higher Secondary Level with Large Classroom Size: A case Study in Dhaka, Bangladesh (Biplob Kumer Deb)
17:00-17:25	Presentation	Technology mapped assessment design(T-MAD) in assessment for learning: Overcoming the challenges of Formative assessment in Government Schools Of Karnataka, India (Rajesh Y N)	The Challenging issues of Education in our locality, (Biplab Kumar Dey)	STEAM Education: A study in Turkey (Ismail Karetekin)

18:00-21:00: GALA DINNER & Award Event

Time	Content	
18:00-18:30	Cultural session	Vietnam
18:35-18:45	Cultural	India
18:50-19:00	Cultural	Nepal
19:05-19:15	Cultural	Bangladesh
19:20-19:35	Cultural	Others
19:40-20:00	Award event of GPS	

Conference Program

Day 02

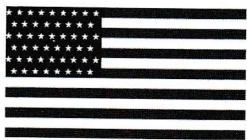
07:30-08:00: Welcoming

TEA BREAK will be available the whole morning

Time	Content	Meeting Room 2
07:30-08:00 am	Yoga Session	Sujit Kumar Ghorui, India
08:00 -08:45	Workshop 02	Global Leadership skills for Learners of the 21st Century Prof.Marshall Jones
08:50-09:30	Olympiad	Students' Oral Challenge & Presentation
09:30-09:45	TEA BREAK	
09:50-10:35	Workshop 03	Sustainable leadership: Sabyasachi Majumdar, Chanleaphy Phuong and Mary' O Grady-Jones
10:40-11:00	Presentation	National Standards Assessment of Puppet Making and Puppet Theatre in STEAM and IBSE (Thomas G. Giglione)
11:00-11:30	Closing & Award event of English Challenge 2019	
11:30-13:00	LUNCH	



Abstracts



Be The Change You Wish To See In Your School: Creating A Culture For STEAM Learning

Marshall Jones

Abstract

Moving from a traditional school environment to one that embraces STEAM learning and STEAM strategies can be a challenging change to manage. Schools are complex systems comprised of teachers, students, administrators, parents and other constituents. Making changes in any system can be a challenge. Basic systems theory states that a change in any one part of a system may impact every other part of the system. Implementing a new STEAM curriculum will require every constituent of the system to learn new ways of thinking about and implementing everything from assessments to classroom management. We must be mindful of these many issues when making significant changes to a complex system. Change is easier with careful planning, preparation, and paying attention to the details. Dr. Marshall Jones will provide you with some concrete strategies and ideas for managing change and implementing new ideas into a complex system. He will provide you with tools that can to help you be the change you wish to see at your school.



Stem Education From Educational Research To Practice In School

Asso. Prof. Bien Van Nguyen

Hanoi National University of Education;
National consultant of SESDP2 about
STEM education.

Abstract

STEM education is now a familiar concept in Vietnam. However, there is no unique definition about STEM education. In this keynote presentation, the overview about STEM education with some analyses from internationally reliable articles and some experiences on the implementation of STEM education inside and outside schools in Vietnam will be discussed. The connection between doing research on STEM education and experiencing practical experiments in school is also of great consideration. Finally, some feasible models for STEM education in school are presented and suggested.



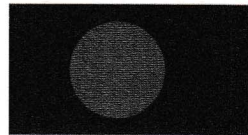
STEAM – a transdisciplinary approach to science education

Prof. Jack Holbrook

Abstract

Science and technology are increasingly invading our lives, but seeing science-related learning as a body of knowledge tends to focus solely on the endeavours by scientists. For education for all, the learning is more appropriately promoted within a society frame and science-related problem solving ideas, enhanced through the use of technological tool, engineering creativity and mathematical solutions. This leads to STEM education endeavours, or with a medical focus, STEMM, or, concerning the environment, STEEM.

But scientific literacy concerns go deeper. Learners need to embrace issues facing the society at a local, national, or global level, requiring a science-related input. Thus, while problem solving is important in STEM endeavours, a further need is competence in undertaking justified decision-making, within a social frame involving scientific, technological and engineering aspects, seeing science education as also a way of caring. Hence, there is a need for science education to embrace STEAM, through which concerns are tackled, from a transdisciplinary perspective. Here science learning is underpinning communicative competences, involving language, digital and mathematical approaches, plus the use of technological tools, engineering creations, furthering personal and social competences, plus embracing attitudes and aesthetic considerations in seeking justified and consensus, STEAM-related resolutions facing the society.

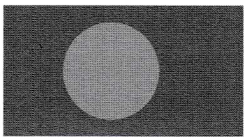


Learning Science at Higher Secondary Level with Large Classroom Size: A case Study in Dhaka, Bangladesh

Biplob kumer Dev

Abstract

Science education at higher secondary level in Bangladesh is facing a number of challenges and large classroom size is one of them. Under this study, a survey with structured questionnaire were conducted over 34 higher education institutions in Dhaka who are dealing an average of 500-2000 number of science students. 360 students and 140 teachers were interviewed with 4 experts . The study reflects that the average classroom size is 120-135 for Grade 11 & 12 and only one class teacher is assigned to complete the lesson for the class having duration 30-50 minutes. The study also finds some challenges which are students demography & level, syllabus, text book, teaching materials or tool kit, course duration, exam pattern, assessment and practical lesson. Despite of these issues, some institutes are trying their best and doing good following self motivated teaching strategies like group presentation, project work, peer teaching, celebrating specific day on Science, arranging more practical classes. Setting one teaching assistant, reducing classroom size, practicing more hands on experiments, redesigning course curriculum considering time frame of higher secondary level, reducing marks allocation on the annual exam, introducing continuous assessment, supplying low cost science toolkit for classroom use, proper teacher training and student centered activities are the recommendations of this study.



STEAM Learning: Fostering the innovation among students

Jahangir Alam

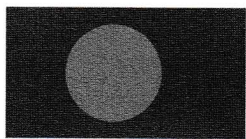
Lecturer, Department of Chemistry, Faujdarhat Cadet College, Chattagram, Bangladesh.

Abstract

STEAM Learning is an idea of fruitful education system where Science and Technology are interpreted through Engineering and Arts, based on logics of Mathematics. The goal of the program is to foster student's innovation, critical thinking and use of engineering or technology in imaginative designs or creative approaches and to arrange mathematics and science based projects to solve real-world problems. As a secondary level school teacher, in my chemistry class I used to arrange many projects which covered the features of STEAM. I deeply observed that students asked thoughtful questions, discovered answers, applied what they learned, and solved problem creatively by collaborating each other. I assessed them that their cognitive thinking was increased and they innovated new ideas to solve problems. Students who are taught under STEAM Learning are taught how to learn, how to ask questions, how to do experiment, how to create new ideas from the context. The type of education we need for the 21st century is to solve real world problems through STEAM Learning. There are some specific ways by which students can benefit from STEAM in the classroom such as exposing students to the creative process, offering meaningful collaboration, increasing critical thinking, providing a unique way to problem-solve, giving all students hands-on learning experiences, showing them a different way to value the arts etc. It is need to transform today's education

system into a collaborative and interdisciplinary approach where students will learn by doing project based work integrated with science, technology, engineering, arts and math. STEAM education has become a growing movement in all over the world. In Bangladesh the classrooms of primary, secondary and higher secondary are in traditional teaching methods that cannot provide the challenging learners. So mass awareness within the educators in countrywide is needed to change the teaching and learning system. In our country, the educators, school authority and government should come forward to establish STEAM Learning in all levels of education. Modern technology, engineering and fine arts tools may help the educators to design a project. Technologies like different multimedia, cloud computing, artificial intelligence and virtual reality, vid-code, educational games, software, mobile application etc. may be used as STEAM Learning tools. The curriculum and lesson plan should be reformed giving priority of STEAM learning. In this paper it has been tried to give a message of importance of STEAM learning from my personal experiences, and to briefly highlight the scopes and challenges to implement it in Bangladesh.

Key words: STEAM, Innovate, collaboration, think and interdisciplinary.



Science Education in Bangladesh: Challenges, Issues and Approaches

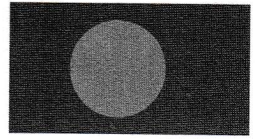
Hamidunnessa

Lecturer in Chemistry, Sylhet cadet College
Bangladesh

Abstract

Scientific knowledge is an inheritance of the people. It is the only this moral weapon of humankind that can possess a fruitful remedy to vanquish disproportion and to lead about an acceptable quality of life for a majority of the mass of the world. For a developing country like Bangladesh scientific and technological infrastructure over the population has become a challenge in 21st century. This paper has focused at the challenges facing science education in Bangladesh and the way of approaches. It highlighted the challenge of science and the contribution of science to develop our country. The paper indicated few ways of labeling the challenges which include among others; should renew and regularly re shuffle the curriculum to produce number of qualified graduate students for the private sector at home or in abroad so that they can contribute to sustain the economy of country. The paper concluded the teaching methodology, least interest of qualified teacher in teaching sector, resistance of globalization in rural site. Moreover, a national workshop was arranged on finding out the problems of science education in Bangladesh which was organized by Bangladesh Science Academy in 2006.

Keywords: Science education, attitude, national curriculum, inadequate compensation, lab facilities, rural area.



Videos for Learning and Educational Multimedia

Shah Md Mokshadul Islam

Associate Professor (English)

Rangpur Cadet College

Rangpur, Bangladesh

Abstract

In order to make the typical class interesting, innovative method of teaching based on the short video clip may be introduced. The learning through pleasure was proved very effective. A moral & suggestive short video film may be shown for learners' pleasure as brain storming. Then a Hand-out of the summary of the Video clip with full of common errors/mistakes may be distributed for learners' group discussion. The learners are encouraged to work together to help those who are not as prompt at understanding. The trick was to seemingly shift their attention from grammar to motivating and engaging decision-making processes. The learners were enthusiastic when it came to working in a small group. The learners are often praised to enhance their confidence.. It will do better to make them feel comfort to speak without thinking right or wrong. They will be advised to know that perfect writing comes through mistakes. At the time of writing the learner's mistakes are overlooked. It will do better to make them feel comfort to write the sentences without thinking right or wrong. They will be advised to know that perfect writing comes through mistakes. At the time of writing the learner's mistakes are overlooked. All the mistakes of the Hand-out gradually be solved. The best group may be rewarded with small gift like chocolate and the remaining groups may be praised with clapping. Videos for Learning will make the learners Involved with the topics genuinely that will pave the way to make the session interesting.

Key words: The life of a poor boy, To create active participation of the learners, appropriate visual aids, designed handouts and colourful chalk, very supportive while observing and monitoring the pupils' work. Open Discussion. ease difficult vocabularies and use visual aids

Teaching Aid: Eraser, Marker, White-Board, Specific Hand-out & Power Point Presentation.



National Standards Assessment of Puppet Making and Puppet Theatre in STEAM (Science Technology Engineering Art and Math) and IBSE (Inquiry Science Education Based Programs)

Thomas G. Giglione

Abstract

This reflection paper is based on the assessment of two separate arts-integrated puppet making and puppet theatre workshops for secondary school students.

The two workshops were assessed under four Next Generation Science Standards (NGSS). Model Cornerstone Assessment (MCA), National Arts Standards, National Council for the Social Studies Standards. The study was carried out in two separate groups of children with different ages, aged 6 to 11 years and 12 to 15 years, the maker spaces were located at an art center and an English language center in Hanoi Vietnam.

The workshops were conducted in English and the maker spaces provide hands-on, creative ways to encourage the students to communicate in English to design, experiment, and build large hand puppets and a portable theatre for use in future community based learning projects.

A Science Task Prescreen based on NGSS was conducted to assess tasks to determine whether they might be applicable for standards based on the Framework for K-12 Science Education for Next Generation Science Standards.

It was observed that using such prescreen questions and national assessment guidelines can help an educator develop

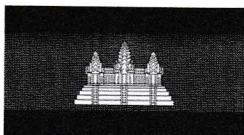
an effective STEAM or IBSE program.

An Inquiry-Based Science Education (IBSE) method of teaching and learning was used in both maker spaces. The workshops focused on the use of questions, problems, and educational scenarios used to engage students in concepts of science to support their acquisition of scientific knowledge and skills. It was observed that students understood in-depth scientific concepts through their own 3D perception of making puppets from the inside out and understand the world that surrounds them and communicate in English their own experiences and reflective processes.

Through adopting a mixture Next Generation Assessment Methods, including classroom observation and teacher and child interviews, the research provides evidence that classroom interactions using puppets and puppet theatre promotes reasoning that changes the nature of their whole class discourse to enhances communication skills in English and children's talk and engagement in science.

Keywords:

STEAM IBSE NEXT Generation Science Standards (NGSS). Model Cornerstone Assessment (MCA), National Arts Standards, National Council for the Social Studies Standards.



Inquiry Based Learning: A Case Study in Cambodia

Chanleaphy Phuong

Abstract

Gaining more practical knowledge is not easy like pouring the water from the big pot to the small pot, so researchers and educators need to provide a better way to get better results. IBL is one approach which is very considering for practicing in classroom in the 21st century. This presentation is to highlight the progress and challenge in implementing IBL; at the same time it also identifies how STEM is applicable in Cambodian public school.



The Challenging issues of Education in our locality

Biplab Kumar Dey

Principal,

Dwarikapalli K.S. Sikshayatan (H.S.),
Nayagram, Jhargram, West Bengal, India

Abstract

The objective of my presentation is to analyze the challenges of education in our locality focusing on medium of teaching English, gender discrimination, medium of teaching other subjects, teacher oriented problems and lack of basic infrastructure.

To brief, English is being taught in Bengali(INDIAN LANGUAGE) in almost all State-Board schools of rural Bengal and hence the students are not getting sufficient exposure to develop their skill in listening, speaking, reading and writing. And gender discrimination is the second important concern which is as cancerous as killing unborn child.. Because girls are not encouraged and financially not supported to continue their education . Third important challenge is teaching other subjects in Bengali which the rural based learners are not much conversant with as compared to their smartness in local language, which is close to their heart & mother tongue also in the proper sense of the term. Fourth important point is the lacking of qualified, trained and experienced teaching staff .And last but not exhaustive ,is the challenge of running school without essential and need based infrastructure.

The analysis is completely based on my practical experience as a teacher of the Tribal and backward area under Jhargram

District in West Bengal, India. And to address the challenges first of all English should be taught in English and teachers from Primary level to be trained accordingly, relevant study materials in local language to be developed & supplied in some cases and in other cases the concerned teacher should use local language as and when required (upto class VI) in the classroom, local teachers conversant in local language & culture to be appointed, attitude of the parents toward girls to be changed through proper counseling & guidance on several topics, qualified, trained and suitable teachers to be appointed in every section and need based essential infrastructure to be developed.

Almost all the people in our locality are still far behind in almost all the standard parameters of development because they can not avail the benefits of all development programmes due to their low level of education and ignorance.

But if they are educated and guided properly, not only education but the overall condition of the target community will also be upgraded to the satisfactory level because education is an important avenue for upgrading the economic and social condition of the people belonging to underprivileged and underserved sections of the society.



Technology mapped assessment design(TMAD) in assessment for learning: Overcoming the challenges of Formative assessment

Rajesha Y N

Assistant Teacher, Government High School. Nanjangud, Mysuru.

Abstract

ICT inclusion in teaching learning process has been creating rich and diversified experiences. It qualitatively accelerated cognition by conceptualising more creatively and effectively. The process of teaching - learning needs multifaceted facilitation and ICT can address them effectively and efficiently. Assessment for learning is one such facet where in ICT fits readily. There are evidences that assessment for learning, like, in the form of formative assessment can raise the standard of learning (Dylan Wiliam¹). But what makes formative assessment appear difficult is the size of the class , time and use of different strategies to assess, to say, self, peer and expert assessment etc.,.

Formative Assessment needs well structured assessment design to help preview the development, utilization, management, and evaluation of processes and resources for learning. Teachers face herculean task in performing all these. But inclusion of Technology in assessment has made my work simpler for me more than 8 years in my schools. More than 60 secondary school science teachers from Government Schools from Karnataka, who have undergone TALP² trainings, were also trained for this Technology Mapped Assessment Design (TMAD) which includes stages like.

1. Identifying the concepts
2. Including facilitating strategies (Black and wiliam³)
3. Selecting the assessment tools - either ICT or traditional and
4. Infusion of ICT in this process(TPCK) Charoula Angeli,Nikos Valanides⁴. 2009).
5. Facilitators used this process of TMAD in their classrooms to overcome the difficult of formative assessment in government schools of Karnataka and the result proven to be promising.
6. (246 words, excluding header information and references)
7. 1 Dylan William.2013. Voices from the Middle, Assessment: the Bridge between teaching and learning. Volume 21,15.
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Potential Barriers for Successful Implementation of STEM Education in India

Dr. Sabyasachi Majumdar

National Teacher of India, ILEP Fellow & State alumni

Abstract

STEM education is an interdisciplinary, integrated approach to learning where academics and real world contexts are intermingled to prepare 21st. Century work force by connecting school, community and job with a global perspective in mind. STEM education facilitates development of strong scientific, mathematical, technological and engineering competence towards skill development. Fostering the skill of problem solving, innovations, inventions, self reliance, logical thinking and digital literacy are some of the major learning outcome of STEM education. However, for harnessing true benefits from STEM education potential barriers for successful implementation of STEM education must be identified and subsequent follow up remedial measures are to be undertaken to overcome such barriers. High student strength in class, heterogeneous class room, lack of adequate number of qualified STEM teachers, lack of cohesion of different STEM discipline due to shortage of interdisciplinary ambience and mind set up, overemphasis on science and mathematics, inadequacy in identifying the learning outcome and accomplishment, lack of proper STEM curriculum and teacher training material, mathphobia, ambiguity in instructional strategies, improper infrastructure to carry out engineering activities in the school, paucity of funds, equipments and laboratories, apathy to learn beyond text, lack of social relevance, stereotypes and improper assessment techniques are some of the potential barriers for successful implementation of STEM education in Indian schools. Establishment of Atal Tinkering labs is a right remedial approach to promote STEM literacy and ambience in Indian schools.



Beneficial impact of Yoga for STEM students and Yoga sessions through STEM pedagogy

Sujit Kumar Ghorui

GEIST International Foundation-India Chapter

Abstract

Students and educators pursuing career in STEM education are exposed to complex, inter disciplinary, rigorous learning endeavour. We have a built-in 'fight or flight' response triggered by our neuro-endocrine system, which prepares us to deal effectively with physical and psychological stresses. The constant stresses we experience in our daily life triggers the sensor in our brain into overdrive. During stressful situations our adrenal glands releases stress hormones cortisol and adrenaline. If the neuro-endocrine system is activated over and over again by constant stress, the body's biochemistry goes out of gear, causing exhaustion leading to various physical and psychological disorders (lifestyle diseases) Mathematics is a subject that many students find very challenging and which can increase students' reported levels of stress more than other subjects(mathphobia). Basic engineering requires mathematics as a major subject. Thus mathematics and engineering sessions in STEM classes often generate emotional stresses, frustrations and allied aggression among the students. Practice of Yogasanas and pranayamas can introduce mindfulness, increase emotional intelligence, reduce stress, enhance happiness, improve learning outcome and overall wellbeing among the STEM learners and educators.

Yoga education also follows the fundamental aspects of STEM pedagogy. Different yogasanas and pranayamas are in complete compliance with Scientific theories, Technological literacy helps in better performance of yogasanas and pranayamas. The whole yogic exercises are stimulating biomechanics of our body (internal Engineering) and each and every Yogasanas and pranayamas are following Mathematical orders.

Let's incorporate yoga in our daily life to lead a stress free happy life.

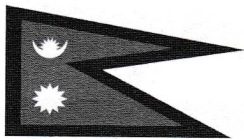


Challenges and Changing Mind-sets : STEAM Education for Girls in India

Sangeeta Tandon

Abstract:

STEAM education is a constructive approach towards learning or acquiring knowledge where the students get to understand things from the five discrete disciplines of study, namely- science, technology, engineering, arts and mathematics. In India, women empowerment is seen to be the least in the rural and remote areas. Women education is not that emphasized in the rural areas to be very honest. But the scenario is constantly being changed and women are being brought to the limelight now. The challenges pertaining to women education in India are include combating stereotypes about STEAM, overcoming prejudices and gender bias for science education, unavailability of study-related materials, least of scopes for research and development at higher and tertiary level of education, keeping pace with the scientific development, and many other factors. In case of ensuring substantial development of a country, it is the duty of both efficient men and women to equally participate in the development process and STEAM education can work to develop such a helpful and knowledge-based human resource. Multifarious multirange steps should be taken to infuse STEAM education into girl education. Therefore, combating with the harsh realities regarding female education in India, it is important to introduce the girl students to a wide new perspective of gaining knowledge through the tools available in STEAM education and help them be a part of the human resource in India.



Surfing along the Tides: Unraveling the Education in Nepal

Baman Kumar Ghimire

Teacher, Motherland Secondary School, Pokhara

Abstract

Education in Nepal has been struggling through the transitions. Torn between the conventional methods of learning and the application of technology, the learning practices are largely defined by the human and physical infrastructure the institutions have. Thanks to the foreign aids and international-university-returnees, in less than a century, Gurukul Education has been evolved to Online or Distance Learning. Such transformation has been both intriguing and misleading. Lost in the crossroads of education policies and practices, the young generation seems much frustrated by the existing education system. Thus, the career path heads heavily for abroad studies. However, the accessibility to internet and power supplies has shown some hopes of harnessing the best from within the country. Amidst such variations, the presentation highlights some challenges Nepal is living through and the strides it has taken in education sector.



STEAM Education: A study in Turkey

Ismail Karetekin

Vice Principal of Payas High School
International Projects Coordinator of Hatay Province,
Turkey

Abstract

Teaching English in Turkey has been a mixture of different experiences and the challenges of teaching English needs to be highlighted along with the fruitful and effective solutions. The challenges regarding the pre-service education of the Foreign Language Teachers, the procedure of employment of these teachers, physical conditions of schools, lack of materials for foreign language training and better teaching methods – all these issues hinder the overall process of teaching and learning English in Turkey. But some solution plans can also be chalked out to deal with this crucial matter. By employing native speakers in Universities, supporting teacher candidates to go abroad, developing a constructive recruitment process for the foreign language teachers and other means, the challenges can easily be overcome. If well-trained teachers are unavailable, or if trained teachers are not assisted by quality materials for teaching purpose, then the students do not get the best of knowledge they deserve.



Educational Institution on the Way to Creating a Virtual STEAM Center: Practical Experiences and Perspectives

**Galyna Mykhaylenko
Olga Shkrabachenko**

Ukraine
Kharkiv Sanatorium School #13

Abstract

In Ukraine, the concept of “NEW UKRAINIAN SCHOOL” are being actively implemented, stating that the new educational standards will be based on the “Recommendations of the European Parliament and of the Council of Europe on the formation of key competences for lifelong learning”. These Recommendations identify key competences - those that everyone needs for personal implementation, development, active citizenship, social inclusion and employment.

Competence is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, and other personal qualities that determines a person's ability to successfully pursue professional and / or further educational activities.

Creative, analytical, creative, innovative thinking, ability to work on projects in a team, media literacy and skills of effective use of ICT is an incomplete list of characteristics of a modern successful person. The most important distinguishing feature of the new generation standards is their orientation to educational outcomes, and they are viewed on the basis of a systems-based approach. Activity acts as an external condition of development in the child's cognitive processes. In developed countries, STEAM education, which is supported at the highest state level, is considered one of the tools.

The peculiarity of this educational method is that the training

is carried out in a comprehensive way, the practical application of the acquired knowledge prevails. The child not only gets acquainted with new directions of development of exact sciences and engineering, but learns to put into practice what he has learned in practice. Pupils are given practical skills that can be applied on a day-to-day basis, in contrast to current knowledge gained in the study of particular subjects.

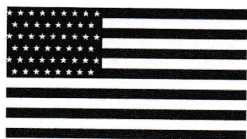
Studying with the help of STEAM-education the child gets much more independence. Knowledge is not affected by subjective relationships between knowledge, teacher, and parents. The child learns to be independent, to make own decisions and to take responsibility for them, to perceive the surrounding world holistically. The logical and critical thinking are developed, the child acquires deep scientific knowledge. STEAM training allows a child to grow up as an innovator, researcher, and inventor.

STEAM is the combination of technical and creative courses that professionals see the future of education and innovation.

STEAM education is a series of courses or programs that prepare students for successful employment, lifelong learning, or both, requiring different and more technically advanced skills, including applying mathematical knowledge and scientific concepts.

Partnership pedagogy and a competent approach, the free development of a child need a new educational environment. New IT technologies, multimedia training tools are widely used, laboratory base for studying subjects of the natural and mathematical cycle is updated, modern conditions for the humanitarian component are created.

Today, Ukraine is on the path of intensive development and needs a large number of highly qualified specialists in the innovation sphere, who will be the key to successful economic development and competitiveness of our country in the near future. In the presentation we will share all levels practices of implementing STEAM into life of an educational institution Kharkiv Sanatorium School #13, Ukraine.



One, Two, Three, Go: Full STEAM Ahead

Mary O'Grady-Jones,

STEAM Teacher, Gold Hill Elementary School,
Fort Mill, South Carolina

Doctoral Candidate, Educational Technology,
University of South Carolina

Abstract

ONE: This presentation will explore project-based learning (PjBL) as a signature pedagogy that promotes STEAM education in elementary school classroom. Designing a powerful project-based learning experience begins with identifying learning goals and 21st century skills outcomes.

TWO: Building a culture of sustained inquiry and authenticity necessary for PjBL takes strategic planning. This includes planning for engagement with experts in the field, as well as strategies for monitoring and scaffolding student learning.

THREE: Technology tools can greatly enhance project-based learning, facilitating student voice, reflection, and product presentation.

GO: Finally, we will look at outcomes, including 21st Century skills, students practice and gain in project-based learning. I will share my experiences with project-based learning and some preliminary findings surrounding student perceptions of their growth in creativity, collaboration, and problem-solving skills.



Applying the TRIAL Model to develop STEM skills for Quang Trung highschool students

Bui Dieu Linh

Abstract

This is an authentic STEM activity at Quang Trung Highschool within the Project entitled “Promoting girls’ interest and participation in science and innovation through STEM education and digital skills” is sponsored by the United Kingdom Foreign Commonwealth Office and Microsoft Vietnam, and delivered by the British Council in Vietnam in partnership with Center for Education and Development and BK-Holdings through Junior Startup Vietnam.

The TRIAL model is a thinking skills framework that focuses the pupils’ attention to some key elements of problem solving. In the TRIAL model, students are encouraged to identify important milestones in their problem solving journeys in a five-stage process:

Task: identifying the task clearly.

Recall: identify all the information and resources, a useful knowledge base needed to progress in STEM activities.

Ideas: When all ideas have been discussed and evaluated, learners decide on the best idea for the task.

Apply: Use the best idea to solve the problem with a lot of feedback and feedforward opportunities to ensure the tasks are progressing effectively and efficiently.

Learnt: reflect and evaluate their projects and progress.

A group of Quang Trung highschool students had experienced authentic STEM activity: development through prototyping and experimentation, development of final product/solution, evaluation and planning presentation of results, presentations.

Survey statistics of experience show that the TRIAL Model is effectively models how mature thinkers reason and approach problems and tasks. It is a method that maximises the opportunities for success and minimises the risks of failure. Even when projects are not completely meeting the success criteria set, the TRIAL Model enables students to reflect and learn from the mistakes made and offers virtually limitless opportunities to re-iterate, refine and improve their design and ideas.

Moreover, the TRIAL model can be applied to any subject and topic, not only to STEM subjects. The more complex the task/problem should be set for students to work through to make clear how effective TRIAL Model like.



Engaging Students With Augmented Reality Technology in Teaching ‘Cambridge Science Grade 6’

Bui Thi Lien

Abstract

In the era of the Industrial Revolution 4.0, Augmented Reality (AR) technology has rapidly advanced with applications revolutionizing the interactions between humans and machines, and humans and virtual reality. In education, AR applications are changing the teaching and learning methods, providing experiential learning by simulating the real feeling of objects. After observing approximately 50 colleagues applying AR into their STEAM classes and implementing AR in teaching the book ‘Cambridge Science 6’, which is about human body with body organs and systems, the authors discovered that, AR increases students engagement levels, provides insights into these body organs to help students understand how their body systems work, makes the vocabulary more memorable and improves the teaching efficiency. Having effectively applied this useful tool in teaching the English book ‘Cambridge Science 6’, the authors will share their experiences of using AR with other colleagues to help them engage their students and make their lessons more comprehensible.



Exploiting Augmented Reality Technology in Teaching 'Cambridge Science Grade 6'

Bui Thi Lien

Abstract

In the era of the Industrial Revolution 4.0, Augmented Reality technology has rapidly advanced with applications revolutionizing the interactions between humans and machines, and humans and virtual reality. In education, Augmented Reality applications such as Merge Cube are changing the teaching and learning methods, providing experiential learning by simulating the real feeling of objects. After observing approximately 50 colleagues applying Merge Cube into their classes and implementing this application in teaching the book 'Cambridge Science 6', which is about human body with body organs and systems, the authors discovered that, Augmented Reality increases students engagement levels, provides insights into these body organs to help students understand how their body systems work, makes the vocabulary more memorable and improves the teaching efficiency. Having effectively applied this useful application in teaching the English book 'Cambridge Science 6', the authors will share their experiences of using Augmented Reality Merge Cube with other colleagues to help them engage their students and make their lessons more comprehensible.



Using Micro:bit – A Physical Computing Approach In Stem/Steam Education

Cao Hong Hue

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Abstract

STEM/STEAM orientation has been implementing as an important direction in education in many countries around the world. The STEM/STEAM education creates global citizens with well-equipped 21st century skills (Taylor P. C. 2018; Prawvichien S., Siripun K. and Yuenyong C. 2018). The computing education is important for any educated citizen of our modern society where technology is a ubiquitous part of day-to-day life and computational thinking in general is an improved model for teaching across subjects (J. M. Wing 2006). Physical computing refers to interactive physical systems or devices that can be programmed through softwares. The combination of physical construction with computer science and coding allow student to achieve the utmost levels of learning, according to Bloom's Taxonomy because students are built, created, and got hands-on with learning materials. The integration of physical computing in STEM engage students in learning (Psycharis, S., Kalovrektis, K., Sakellaridi, E., Korres, K. and Mastorodimos, D. 2018). The micro:bit is a pocket-sized codable computer with a small bank of LEDs, motion detector, a built-in compass and Bluetooth technology. This device aims to inspire young people to get creative with digital and develop core skills in science, technology and engineering. The micro:bit can be plugged into a computing device using a USB cable and easy program using different programming environments. It can also be easily connected

to other physical materials such as humidity sensor, sound sensor, servo motor... to create awesome projects that enhance student's learning interest. This workshop presentation will introduce feasible applications using micro:bit in STEM/STEAM lessons. Participants, therefore, can enjoy easy-to-do experiences with micro:bit, so that further research and creativity will be lightened.

Keywords: STEM, STEAM, computational thinking, physical computing, micro:bit

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Empower Creativity of Learners with collaborative Lang' Art Projects

Ha Thi Hai Nguyen, MA

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MIEE, Microsoft

Speaking Examiner, Cambridge

Abstract

Students from Generation NeXt are different types of learners. “Old school” methods, especially the all too common lecture on content to passive learners, are proving less and less successful in bringing students to appropriate learning and developmental outcomes (Bok 2006; Shulman 2005a, 2005b; Tagg 2004; U.S. Department of Education 2006). This workshop presentation combines Awesome Squiggles, a global art challenge project where PreK-12 grade classrooms create original art based on four squiggly lines and Flipgrid to share their artwork with new friends around the world. #AwesomeSquiggles was established by three Global Teacher Leaders namely Dyane Smokorowski (Tech and Innovation Lead Teacher who comes from MS Language Arts in Andover), Micah Brown (Tech and Innovation Lead Teacher who comes from 2nd grade in Andover), Stacey Ryan (Tech and Innovation Lead Teacher who comes from MS Math in Andover). The Project aims to build friendships among students from diverse backgrounds; practice speaking and listening skills with audiences of different perspectives; and empower students to share their creativity with the world. The three global teacher leaders suggest different approaches to carry out this project, the researcher chooses Flipgrid to store and personalize learning to empower every student. With this project, the researcher

can create opportunities, not for just only a few, but for all students involved. The research recommends that everyone is a challenge, some are visible, and some are not. "Empower Creativity of Learners with collaborative Lang'Art Projects" engaging with Flipgrid find a way it to make each student shine. Also, it creates an environment to activate students' potentials and creativity.

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The Application of Immersive Reader to help Students of Dyslexia

Huyen Le Khanh,

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Ha Thi Hai Nguyen

MA, ULIS, VNU, Hanoi

Abstract

Although dyslexia starts to be more common around the world, it is still not obvious in Vietnam in terms of quantity and possible solutions. Besides, among all the research subjects, dyslexic students in higher education (HE), despite meeting a lot of difficulties namely new education system with an excessive workload of reading and new independent lifestyle (Michail, 2010), do not receive enough support to reach their full potential. Given the lack of research and the trend in applying technology in teaching and learning, a research was conducted to find out the number of dyslexic first-year students and the effectiveness of using Immersive Reader (IR) upon two components of reading fluency and user's experience towards reading activity.

The study featured a mixed-method design of which the steps are combined sequentially: survey questionnaires, semi-structured interview, pre- with post-reading tests and survey questionnaires. The study was carried out upon 319 first-year students of the English division of the University of Languages and International Studies (ULIS) in Hanoi.

The findings revealed that there were four female students

standing a high chance of being dyslexic. The most suitable participant was chosen to be instructed as a case study to take most advantage of IR to improve her reading problems in a month. During this process, the researcher accompanied her, recorded the results before and after using IR and compared for the difference. It was shown that her reading accuracy shifted from Instructional Level to Independent Level while her reading automaticity increased about 20 correct words per minute (WCPM). Besides, it was found out that the participant's learning autonomy was also boosted and her feelings toward reading went from being lazy to highly involved.

The presentation also includes some implications upon using IR and suggestions for further studies of the same topic in the future.

Abstract:

Dyslexic first-year students in university meet a lot of difficulties since they have to cope with a new education system with a huge workload of reading and new independent lifestyle at the same time. This paper looks into one technological tool to support these students and presents its benefits toward reading activity.

Reference:

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How To Apply Effectively Stem In Wellspring International Bilingual School

**Len Nguyen Thi
and
Dung Nguyen Huu**

Abstract

1. In Wellspring school, there are two ways of STEM teaching

Teaching STEM/Robotics follow the school timetable for grade 6, 7 and 8. The STEM program provides by CIEM center. It's the Wellspring's partner.

Beside this way, the STEM integration with other subjects. Teachers will plan and organize as small activities in a period or project in a long time. For Physics, there are about two projects in a semester for a class.

STEM integration into Physics

Physics is experimental science. STEM integration in Physics is essential for the student to have the opportunity to improve the practical skills, using knowledge in reality. In addition, STEM integration in the Physics and interdisciplinary subjects is not too difficult to plan and realize.

STEM syllabus in Wellspring school

The main STEM course uses the syllabus and materials of both Vietnam and the US.

With STEM integration into subjects, teachers refer to many sources of information from the internet, foreign documents, books,...

Attitudes of students with STEM learning

Students are very excited in classes because of using their own experiences to find or reinforce knowledge. In addition, they are applied to the reality of life, making creative productions.

Students' expectations for STEM?

Students want more activities and projects to integrate STEM in all subjects. Moreover, enhancing technology-related activities in STEM projects to learn more knowledge and skills.



Educational Stem-Based Approach To Enhance The Awareness And Action Plans Of Environmental Protection In Vietnam

Nguyen Thi Tran

Abstract

According to the Ocean Conservancy, Vietnam is in the top five countries contributing more than half of the oceans' plastic. It can be said that the primary reasons of this problem are people's negative habit in using plastic bags and the lack of knowledge in sorting trash because Vietnamese citizens have not been taught about sorting garbage. The main purpose of this research is to survey the awareness of student's Dongphu secondary school about sorting garbage in their houses and suggest some promising solutions to deal with plastic trash in community by implementing STEM education in Biology subject. Using survey questionnaires with 304 Dongphu's students, semi-structure interviews, this study collected data and analyzed right consciousness about trash. The study was conducted in five weeks in September to October, 2018. The result of the research indicates that STEM education on Design Thinking procedures is a promising solution to treat the real-life issues beyond traditional education. Then, leading students are assigned to set up an effective propaganda process such as extracurricular activities in our school and public ares, surrounding these topics. The project contributes to improve people's awareness of environmental protection and also offer some solutions to reduce environmental pollution in Donghoi city in particular and Vietnam in general.

Keywords: less plastic, environmental issue, Stem in biological environment, environment protiection.



Promoting Learning Environments by Flipgrid

Nguyễn Thị Cẩm Hương

Abstract

Promoting learning environments is considered as in one of the most important directions according to National Foreign Language Project for the period 2017 - 2025, which has been approved by the Prime Minister in order to improve the quality of teaching and learning foreign languages for different levels of students and levels of training. Therefore, the employment of appropriate tools can assist teachers and students in teaching and learning English. Flipgrid is an empowering platform that video discussions made by educators, students and families from a large number of countries around the world. With the help of Microsoft Education Organization, the platform becomes crucial and widely used to give participants higher voices with agency and decide appropriate instructional styles. This presentation gives rise to the discussion of benefits of Flipgrid. Firstly, some suggestions are made to show the author's previously used topics to increase learning environment where student can acquire and practice knowledge more effectively and creatively. This app is recommended in various educational areas because it can be mediated to combine with other tools to make classrooms active and responsive. For example, teachers and students join their hands to compose interactive videos based on students' preferences and interests. This is directly connected to the shift of teaching to learners who are actively engaged to the knowledge inputs.



Inspiring practical task-based STEM activities: from Theory to Practice

Thao Dinh Thi Xuan, MA

Abstract

STEM education has recently been considered to be a trendy approach in today's classrooms (Bybee, Rodger W 2010; Katherine Hayden, Youwen Ouyang, Lidia Scinski, Brandon Olszewski, Talbot Bielefeldt 2011). While it being presented in a variety of forms, STEM activities in this study are usually of task-based orientation. There have been different ways to design STEM lessons that make the contextual approach easily accessible and applicable to both teachers and learners. This exploratory study examines the impact of a collaborative task-based activities within the context of science, technology, engineering, and mathematics (STEM). The study used a mixed methods design, involving 100 students from 5 to 10 years old, each participating in two-month intervention period. Data were collected from the pre- and post-surveys, analysis of the participants external evaluation reports. Findings indicate that students are assigned to complete multi-tasks including using limited household facilities to create products by the steps of the engineering design process. The study demonstrates that the program had a significant impact on student's use of observations and collaborations to describe patterns and relationships in the natural and designed world in order to solve problems using scientific inquiry, content knowledge and technological design.

Keywords: STEM education, task-based STEM activities, contextual approach.



How To Teach Stem In English Effectively

MA. To Thi Nhu Quynh, Vietnam

Abstract

Nowadays, STEM education is a trend in teaching which has been applying widely in many countries in the world. STEM is a curriculum based on the idea of educating students in four specific disciplines science, technology, engineering and mathematics in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. Teaching STEM in English is indispensable because of helping students become Global Citizens. How do we teach STEM in English effectively?

We need to teach STEM in English in schools because STEM education is the intergrated teaching, which helps student's skills improved considerably when they apply intergrated subjects to solve global problems; employees who get jobs relate to STEM fild, will get high salary. However, almost teachers speak English not very well, students have not enough vocabulary on STEM and most of teachers do not like transform themselves. There are some measures to teach STEM in English effectively. Firstly, teachers should research to have comprehension in teaching STEM in Vietnamese. Secondly, teachers should try to learn English by many different ways. Thirdly, they should try to teach STEM in Vietnamese fluently. Finally, teachers try to translate STEM lessons in Vietnamse to English perfectly. When making a STEM lesson plan, teachers should choose projects relate to issues in the real – world and empower to all students.

Teaching STEM in English makes student's skills will be developped considerably and their attitudes be changed positively. Teachers should try to learn English and apply teaching STEM in English effectively in classrooms to help students become the Global Citizens.



Hedging in English and Vietnamese social scientific research articles

Trang Thi Huyen Nguyen

Abstract

TESOL 2020: Proposal Worksheet

This worksheet provides information on the various areas of the proposal form and is presented in the same order as on the online form. We encourage you to use this form to facilitate completion of the online form and to more easily proofread your proposal.

Step 1. Select a strand.

A strand refers to a topic or content area. Review the strands and select the one which best matches the content of your proposal. Then check your selection below.

- ☐ Advocacy, Social Justice, & Community Building
- ☒ Applied Linguistics
- ☐ Content-Integrated Approaches
- ☐ Culture & Intercultural Communication
- ☐ Digital Learning & Technologies
- ☐ Language Assessment
- ☐ Listening, Speaking & Pronunciation
- ☐ Materials Development & Publishing
- ☐ Personal & Professional Development
- ☐ Program Administration & Evaluation
- ☐ Reading, Writing, & Literacy
- ☐ Teacher Education
- ☐ Vocabulary & Grammar

Step 2. Select a context.

- Which context would this proposal be most relevant to?
- ☒ ESL - English as a Second (or Other) Language
 - ☐ EFL - English as a Foreign Language
 - ☐ EIL - English as an International Language
 - ☐ B-ME - Bilingual/Multilingual Education
 - ☐ All of the above

Step 3. Select settings/audiences.

Please consider the settings or audiences your proposal most closely

addresses and select one or two. The selected audiences will be listed in the Convention Program Book, desktop planner, and mobile app. The primary audience for this session is interested in English language teaching, learning, or policy in (select up to 2):

- ☐ Primary School (Elementary, Grades 1–6, Young Learners)
- ☐ Secondary School (Grades 7–12, Teens)
- ☐ Academic English Programs (Programs that prepare students for and/or support students in undergraduate education in e.g., community colleges and 4-year colleges/universities)
- ☐ Adult Education (General and workplace English in e.g., community and technical colleges, and community-based, refugee, vocational, technical, and workplace programs)
- ☐ v. Graduate/Post-Graduate Academic and Professional Programs, including Teacher Education Programs
- ☐ International Teaching Assistantships
- ☐ Intensive English Programs/Private Language Teaching Programs
- ☐ Tutoring

Step 4. Select the session focus.

Proposals may focus on one of four areas. Please consider which most accurately describes your session as choosing the wrong focus adversely impacts the reviewer ratings.

If your session:

* is based on classroom experience or meant to be applied directly to the classroom or work environment, it is practice- or pedagogy-oriented. Participants will learn concrete ways to do something (teach, grade, administer, write, create, etc.), then select this session focus.

* reports on your or your team's original research, including pedagogy- or policy-focused research, it is research-oriented. This research may be classroom- or action-based and may have implications for pedagogy, but the primary goal is to provide information rather than concrete applications.

* provides new perspectives by interpreting or reinterpreting existing theory, practice and/or research, it is conceptually-oriented.

* addresses policy issues and/or mandates, it is policy-oriented. It may analyze, propose, debate, or otherwise focus on policies or mandates that affect language teaching and learning.

Which session focus is most appropriate for your proposal?

_____ Practice- or pedagogy-oriented session

_____ Research-oriented session

☒ Conceptually-oriented session

_____ Policy-oriented session

Step 5. Select the session type.

This year we have added length options for panel discussions and presentations. Please review the session types to determine which best meets the objectives of your session.

Which session focus is most appropriate for your proposal?

_____ Dialogue (45 min.)

_____ Panel Discussion (75 min.)

_____ Panel Discussion (45 min.)

☒ Poster Session (1 hr., 45 min.)

_____ Presentation (30 min.)

_____ Presentation (45 min.)

_____ Teaching Tip (20 min.)

_____ Workshop (1 hr., 45 min.)

Step 6. Decide whether to grant permission to change the session type.

On occasion, convention program planners may request that a session type be changed, for example, from a presentation to a teaching tip. Would you be willing to consider a different format for your session, if asked? No changes will be made without your permission.

Would you consider a request to change the session type for your proposal?

☒ Yes

_____ No

Step 7. Decide whether to grant permission to record your session.

The Conferences Professional Council chooses a selection of sessions to audio record each year. If chosen, do you give permission for TESOL to record your session?

Do you grant permission for your session to be recorded, if selected?

☐v ☐ Yes

☐ No

Step 8. Indicate whether your session is related to the 6 Principles®.

Please let us know if your proposal is related to The 6 Principles® or The 6 Principles of Exemplary Teaching of English Learners®.

Is your proposal related to The 6 Principles® and The 6 Principles of Exemplary Teaching of English Learners®?

☐v ☐ Yes

☐ No

Step 9. Indicate the anticipated audience size.

This question is used to plan room assignments for dialogues, panel discussion, presentations, and workshops. If your proposal is a teaching tip or poster session, select "Not applicable."

Approximately how many people do you anticipate will attend this session?

☐ 50 or fewer

☐ 51-99

☐ 100-200

☐ 201-300

☐ 301-400

☐v ☐ Not applicable. This proposal is for a poster session or teaching tip.

Step 10. Compose the title, abstract, and session description.

Please note that this is the portion of the proposal which reviewers rate. Before you begin, review the guidelines for this portion of the submission, including sample proposals from previous years.

The Title

The title has special formatting rules and a maximum of 10 words.

Hedging in English and Vietnamese social scientific research articles

About GEIST International Foundation

Global Educators Initiative for Sustainable Transformation (GEIST) Foundation is established with the prime objective of improving Global Competence among Students and Educators Globally, especially State Alumni community. Founded in 2016, GEIST Foundation is going to be the largest platform of Community work by the State Alumni. GIF is a private and non-profit charitable organization.

GIF is a State Alumni centered organization where most of the team members have received their basic empowering ideas during their field experience at U.S.A under a U.S. State Department-sponsored program.

Right now, we are paying our key attention in the areas of English, Environment, Cross Culture, Women/Girls Empowerment, STEAM centered Learning, Nutrition & Leadership. We will work for Students, Educators & the Community. We have a deep understanding that through these activities all the collaborating countries will be benefitted and will be able to meet the Future challenge on Sustainability!

The members of GEIST are Academics, Researchers, Educators and Development Workers from countries such as Bangladesh, India, Nepal, Russia, Thailand, Turkey, Ukraine & Uzbekistan.

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