

13TH DEPISA INTERNATIONAL CONFERENCE PROGRAM

28th-29th November,
2019
Sunflower Meeting
Room
Rex Hotel
Ho Chi Minh City
Vietnam

Welcome to the 13th International DEPISA

Conference and Workshop

2019 marks the tenth year of DEPISA. From the initial meeting of 18 educational professionals at the University of Sydney, Australia our meeting in Ho Chi Minh City, Vietnam is the thirteenth meeting of what we now know as DEPISA.

Our first meeting in Sydney in 2010 was funded through an Australian Leadership Awards Fellowship from the Australian Government and an International Development Fund Grant from the University of Sydney. Until 2019 meetings have been generously funded by members universities and it is appropriate that we acknowledge this contribution to the on-going development of our network of educational professionals in the regions:

- November, 2010 The University of Sydney, Australia
- June, 2011 Can Tho University, Vietnam
- December, 2011 Suratthani Rajabhat University, Thailand
- June, 2012 National University of Laos, Laos
- December, 2012 Universitas Negeri Jakarta, Indonesia
- June, 2013 Phranakhon Rajabhat University, Bangkok, Thailand
- December, 2013 Can Tho University, Vietnam
- June, 2014 Suatthani Rajabhat University, Thailand
- December, 2014 Universitas Negeri Jakarta, Indonesia
- June, 2015 Nakhon Pathom Rajabhat University, Thailand
- July, 2016 Nakhon Si Thammarat Rajabhat University, Thailand
- August, 2017 Daegu National University of Education, South Korea
- July, 2018 Phranakhon Rajabhat University, Bangkok, Thailand

Some earlier meetings of DEPISA were held in association with other international and national conferences organised by collaborating universities. In recent years DEPISA has matured to the extent that it is able to offer stand-alone conferences. This meeting in 2019 is the first to be fully funded through members contributions and it is very rewarding to know that DEPISA members are prepared to make a financial commitment to their continuing professional development.

In 2019 there are presentations by members from Thailand, Vietnam, Indonesia, Malaysia and South Korea. A special session on Sustainability and Global Citizenship will present papers which will form the basis of the second DEPISA research publication and members are invited to submit research papers on the topic for consideration.

2019 also marks publication of the first DEPISA research publication, 'An Integrated Constructive Alignment Approach to Course Design'. Grateful acknowledgement is made to members who contributed details of the own courses which were redesigned using a constructive alignment approach, some of who attended a workshop in Bangkok in November, 2017 and another in Sydney in November, 2018.

November, 2019

CONFERENCE PROGRAM

Day 1 Thursday 28th November, 2019

8.30 Registration

9.00 Opening and Welcome

Kevin Laws

9.30 Keynote Address

Professor Lesley Harbon

DEPISA, ASEAN and Climate Change: Whether We Like It or Not (Page 8)

10.30 Morning Tea

10.45 DEPISA Meeting – Planning for the future

11.30 Workshop

Vicki Grey

Preparing an Effective PowerPoint Presentation

12.00 Lunch

1.00 Ngoc Lan Thi Dang

The influence of Vietnamese culture on the advancement of women to academic leadership positions (Page 25)

1.15 Plenary session on Global Citizenship, Global Competence

Vo Phuong Quyen

Perceptions of global citizenship: A case study from the Mekong Delta, Vietnam (Page 35)

Kittiwan Sinthunava

Citizenship education and global citizenship (Page 22)

Prapassara Thanosawan

21st century skills and global citizenship: What can we learn from Thai university students (Page 31)

2.30 Afternoon Tea

2.45 Member presentations

- 2.45 Hanh Nguyen, Nam Nguyen & Huong Trinh
Reflective stories on initial teacher training curriculum, School of Education, CTU (Page 15)
- 3.00 Apinporn Satitpakeekul
Using constructive alignment to develop student teachers' learning management ability (Page 11)
- 3.15 Ifan Iskandar
Incorporating enquiry-based learning to develop research skills of students in an English education study program (Page 19)
- 3.30 Kannagi Subramaniam
Collaborative learning in pre-service teachers' professional development (Page 21)
- 3.45 Nurul Aryanti, Aria Septi Anggaira & Fachria Y. Marasabessy
Enhancing students' critical thinking skills through problem-based learning (Page 27)
- 4.00 Lee, Young-Ki, Choi, Kyung-Min & Son, Jang-Ho
Development of a green energy education module for elementary schools (Page 23)
- 4.15 Piyada Junwanna, Kasasorn Nuchprasop, Atcharawan Chanpensri & Kobkaew Boonboot
Enhancing freshmen's self-esteem through self-esteem enhancement activities (Page 29)

4.15 Questions and Discussion

Day 2 Friday 29th November, 2019

9.00 Member presentations (cont)

- 9.00 Duangporn Pasuwan
Teaching and learning strategies for nursing students in the subject: Health care assessment of pregnant women (Page 14)
- 9.15 Malinee Jumnian
Participatory management model of exercise activities among the elderly at a community level (Page 24)
- 9.30 Wanpen Waelveerakup
Using reflective teaching to create cohesion between the discipline and practice of community learning (Page 36)
- 9.45 Ahmad Jihadi bin Abu Samah
Malaysian trainee teachers' CPR knowledge and skills (Page 10)
- 10.00 Nguyen Trong Nguyen & Phan Viet Thang
Students' perceptions of learner autonomy and a model to boost learner autonomy (Page 26)

10.15 Questions and Discussion

10.30 Morning Tea

10.45 Member presentations (cont)

- 10.45 Agis Andriani, Faud Abdullah & Edi Suroso
Project-based learning: A breakthrough for heightening intercultural communicative competence in Indonesian EFL learners (Page 9)
- 11.00 Hesti Sulistyowati
Producing effective narrative writing through collaborative learning (Page 16)
- 11.15 Huynh Cam Thao Trang & Huynh Cam Diem Trang
Improving English listening skills for Vietnamese students in primary schools (Page 17)
- 11.30 Dian Herdiati
Cultivating character and developing IR 4.0 skills of primary school students using self-written songs (Page 13)

11.45 Questions and Discussion

12.00 Lunch

1.00 Member presentations (cont)

- 1.00 Dao Thi Hong Van, Nguyen Duy Khang & Ha Hoang Quoc Thi
Adapting textbooks to meet language learners' needs (Page 12)
- 1.15 Ivonne Frietche Panjaitan
Problems encountered by Thai students in reading English (Page 20)
- 1.30 Huynh Thi My Duyen
The effects of mind-mapping in teaching and learning vocabulary retention
(Page 18)
- 1.45 Soni Tantan Tandiana
DELL: Fostering the learning effectiveness in a translation and interpreting
classroom (Page 33)
- 2.00 Ratna Dewanti & Darmahusni
Collaborative learning to enhance reviewing skills (Page 32)

2.15 Questions and Discussion

2.30 Afternoon Tea

2.45 Member presentations (cont)

- 2.45 Piyalak Akkraratana, Supawan Lekvilai & Aditep Na
Development of a model of activities to enhance early childhood pupils'
English skills and attitudes (Page 30)
- 3.00 Pichart Kaewpuang, Patcha Domai & Kamonpat Jaiyeakyen
Using game-based learning to enhance English abilities in ASEAN Studies
(Page 28)
- 3.15 Thi Thanh Lan Tran & Huynh Anh Chi Thai
The internet as a factor in students' career choice (Page 34)

3.30 Questions and Discussion

3.45 Kevin Laws - Workshop on preparing your presentation for publication

4.00 Conference review

4.15 Presentation of certificates and photographs

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KEYNOTE PRESENTATION

DEPISA, ASEAN and Climate Change: Whether We Like It or Not

Lesley Harbon

lesley.harbon@uts.edu.au

University of Technology, Sydney
Australia

Abstract

On 20th September just past, millions of (mostly young) people in cities and towns across the world marched and protested for climate change awareness. A few days later on 23rd September a young Swedish schoolgirl named Greta Thunberg addressed the UN's Climate Action Summit in New York. She accused government leaders of failing young people and asked them how they dared to pretend that climate change can be solved with 'business as usual' and surface-level technical solutions. This paper brings the climate change awareness matter to DEPISA and suggests that DEPISA members may be instrumental in climate change awareness action: all through the lens of political ecology.

According to Vandergeest and Roth (p. 82), political ecology - "a field of study that approaches environmental issues through the lens of power relations" is at the forefront of action on climate change awareness. They indicate (p. 82) that "political ecologists are frequently trained in those social science disciplines that encourage substantial fieldwork in rural areas, particularly in anthropology and geography ...(rural) sociology, political science or ... development studies, environmental studies, social forestry and natural resource management". After all, DEPISA members live in ASEAN countries with hopes for a "clean and green environment for the region" (ASEAN Secretariat, 2012, p. 3).

DEPISA members, therefore, may well be working, according to the report, via "formal education, non-formal education, human resource capacity building, and networking, collaboration and communication" (ibid, p. 3) and find ourselves enmeshed in such conversations. That should jolt DEPISA members into action. But what does this actually look like?

We teach and research with undergraduate and postgraduate students in universities, where, according to Kirsop-Taylor and Appiah (2019, p. 1) students are concerned about "global climate catastrophe, the sixth global extinction event, rising waste and pollution, and general societal un-sustainability" resulting in "undergraduate students being increasingly concerned and engaged with the causes of, and finding the solutions to" such matters. DEPISA members may not be teaching political ecology, but may be working in contexts where we teach students involved with these matters, or with colleagues who run related activities. DEPISA members may be enabling access for students' deeper understandings through our English teaching, teacher preparation, research training, grant funding and collaborations in general. DEPISA members, I would argue, are part of the engagement with political ecology and in turn therefore, part of one small solution to climate change. This paper examines some case studies relevant for our joint consideration.

ABSTRACTS

Project-Based Learning: A Breakthrough for Heightening Intercultural Communicative Competence of Indonesian EFL Learners

Agis Andriani

agisandriani@unsilac.id

Fuad Abdullah

fuad.abdullah182@gmail.com

Edi Suroso

edysuroso@unsil.ac.id

Siliwangi University

Indonesia

Abstract

Recently, language teachers, linguists and researchers have acknowledged the notion of supporting learners to communicate with the speakers from diverse linguistic and cultural background in an intercultural world.

Hence, Intercultural Communicative Competence (ICC) (Byram, 1997) has become an indispensable component of student learning. However, teaching ICC to Indonesian EFL learners through project-based learning is still under-researched although learner-centered approach underlying such a teaching technique has been extensively applied (Jacobs & Renandya, 2016). This study was designed to investigate how learners' intercultural communicative competence could be heightened through project-based learning.

Twenty EFL learners of an Indonesian state university engaged in Kiraly's project-based learning activities (Kiraly, 2000). They prepared research reports based upon the activities they undertook and publicly presented their reports.

Data were analysed through *thematic analysis* (Braun & Clarke, 2006). The findings illustrated that the learners were able to (1) build knowledge of intercultural issues, (2) interpret and relate intercultural phenomena, (3) signify intercultural attitudes and beliefs, (4) expose intercultural awareness, (5) indicate intercultural sensitivity, (6) value people's diversities, and (7) promote critical cultural awareness.

The results of the study indicated that project-based learning enabled the learners to satisfactorily complete a project, coordinate with their teammates, communicate effectively, critically reflect on their findings, solve the emerging problems, and internalise intercultural insights.

Malaysian Trainee Teachers CPR Knowledge and Skills

Ahmad Jihadi bin Abu Samah

jihadi07@gmail.com

Teacher Education Institute, Tuanku Bainun Campus
14000 Bukit Mertajam, Penang
Malaysia

Abstract

Water Rescue (Life Saving) has been offered as an elective subject to trainee teachers throughout Malaysia since semester June 2017. Cardio Pulmonary Resuscitation (CPR) is a component of the Water Rescue syllabus. However, only five out of 27 institutes offer this subject due to a shortage of certified lecturers.

In this study, which focuses on CPR knowledge and skills, a quasi-experimental design utilizing a flipped learning approach was used. Concepts related to flipped learning developed by Mazur (1993) informed this study. These concepts were linked with Mayer's (2003) Cognitive Theory of Multimedia Learning (CToML), which found that learning using multimedia such as video, graphics, animation, audio, and texts produced more effective student achievement than just textual learning.

Schoology.com was chosen as the learning management system (LMS) for flipped learning purposes and provided the course content, videos of swimming for life saving techniques, videos of CPR theories and practice, forums, and quizzes related to the course. Students sat for a pre-test, intervention with LMS and hands on practice of CPR, and a post-test in order to measure their skills and knowledge. All students passed both the CPR skills and knowledge test.

Future study should be made on CPR self-efficacy and water rescue techniques. A study involving collaboration with LSSM, the Malaysian Defense Force and the Ministry of Health in producing teachers' trainers as well as teachers who have the Basic Trauma and Life Support Trainer Certificate should be proposed at the highest level in the future.

Using Constructive Alignment to Develop Student Teachers' Learning Management Ability

Apinporn Satitpakeekul

aporn_2006@yahoo.com

Faculty of Education

Nakhon Si Thammarat Rajabhat University

Thailand.

Abstract

Preparing the lessons and courses for student teachers is a complicated task for lecturers. Lecturers should have a deep understanding of content as well as how to implement activities which will facilitate the learners' understanding of the content.

Constructive Alignment is a theory of instructional design which proposed by Biggs (1999). It is similar to Tyler's (1949) instructional design approach in which the teacher sets the intended learning outcomes, then designs assessment tasks and teaching and learning activities so that each of these elements is in alignment.

A Constructive Alignment approach was used in teaching 87 second year student teachers lesson planning in a Learning Management course in order to study their learning outcomes and their learning management ability. The Plan, Act, Observe and Reflect cycle of action research (Kemmis, 1988) was used while students developed six lesson plans. A learning achievement test and self-evaluation form were used to collect data. Descriptive statistics and content analysis were used in data analysis.

The results indicated that the participants met the learning outcomes and improved their planning by 21.5% and 26.3%. Their reflections indicated that they had gained knowledge, higher ability in lesson preparation and teaching practice, and also developed positive attitudes towards the teaching profession.

The results confirmed that Constructive Alignment can be applied for teaching success and to enhance students' learning.

Adapting Textbooks to Meet Language Learners' Needs

Dao Thi Hong Van

dthvan286@gmail.com

Center for Foreign Languages

Can Tho University

Vietnam

Nguyen Duy Khang

khangmekong2017@gmail.com

Vinh Long Commuity College

Vietnam

Ha Hoang Quoc Thi

hhqthi@ctu.edu.vn

Can Tho University

Vietnam

Abstract

Textbooks have been one of the most important elements in the teaching process (Gak, 2011) because of the way they have influenced curriculum design, lesson content, and learners' outcomes in language courses. However, to meet learners' various competences and needs as well as stimulate learners' curiosity, some changes may need to be made to set textbooks because of the inclusion of inappropriate material or the use of nonauthentic tasks, inappropriate level of teaching contents, or consideration of learners' background knowledge or previous experience (Malisew, 2017 and Gak, 2011).

This research investigates ELF teachers' practices in adapting textbooks in a number of English language centers in the Mekong Delta, Vietnam.

A descriptive study with classroom observation and interviews was conducted to find the practicality of language teachers' textbook adaptation. All collected data from 50 EFL teachers were coded, framed, and analyzed using Nguyen's (2018) unfolding matrix as a method for qualitative data analysis.

The results revealed some mismatches between teachers' expectations and their actual practices. Although teachers admitted that coursebook activities can cause a feeling of boredom in learners, not all of them made any modifications. In contrast, learners indicated that they had a positive reaction to the way their teachers had adapted the textbook and activities.

The findings indicate that creative and effective adaptation of current EFL textbooks and the development of alternate learning activity strategies can better meet learners' needs and their performance.

Cultivating Character and Developing IR 4.0 Skills of Primary School Students Using Self-Written Songs

Dian Herdiati

dianherdiati1263@gmail.com

Universitas Negeri Jakarta
Indonesia

Abstract

It is Character that makes human beings human. The rapid and continuous advancement of information and communication technology resulting in Industrial Revolution 4.0 diminishes nations' borders, but places threats on moral behaviour. Character has to be consistently cultivated and developed along with the competencies to work in the age of IR 4.0. The place of character development in the Indonesian school curricula is currently being acknowledged as an essential ingredient (Nasir, World Education Forum, 2018).

The World Economic Forum (2016) identified 21st century skills, such as problem-solving, communicating, evaluating and knowledge transferring, collaborating in a team and character qualities such as adaptability, persistence and empathy as essential for all individuals now and in the future (Chief Economist Office, 2017).

This classroom action research study aimed to explore the using self-written songs to cultivate character and IR 4.0 skills of primary school students and was conducted at SDN Pisangan 01 Rawasari, Jakarta Pusat.

The students individually composed their own songs and practiced them individually. They then practiced singing the songs in a group of three, and finally they select group representatives to perform the songs to find out the best singer in the class.

Data collected consisted of the students' opinions and actions indicating character and skills. Observation sheets, questionnaire, and interview were employed to collect the data. The data was analysed by matching the responses and acts with the indicators of the character and the skills.

The students acknowledged the importance of cooperation, being polite and respectful to each other, tolerance of those with different abilities and talents, discipline and responsibility, competitiveness, and accepting the decisions of the group.

Teaching and Learning Strategies for Nursing Students in the subject: Health Care Assessment of Pregnant Women

Duangporn Pasuwan

duangprnaaw@hotmail.com

Faculty of Nursing
Nakhon Pathom Rajabhat University
Thailand

Abstract

Health care assessment of pregnant woman is an important role for nurses which needs a thorough practice. Regular prenatal check-ups in an Antenatal Clinic helps the medical practitioner identify the potential health problems of an expectant mother. At the Antenatal Clinic nursing students have the chance to assess and evaluate the different gestation stage and the health condition of pregnant women.

At Nakhon Pathom Rajabhat University, the percentage of nursing students who passed the exam for this subject was very low. Nursing Instructors were required to create and organize an effective learning strategy for this topic in order to assist their students to gain an understanding and application of this particular topic during a practicum in the affiliated hospitals.

A literature review indicated that incorporating simulations in the classroom can be an effective way to improve student knowledge. (Walters, Potetz & Fedesco, 2017).

Learning activities demonstrating the nursing procedures involved in inspection, palpation and auscultation methods of pregnant women were developed by the Nursing Instructor. Medical scenarios and simulations involving the assessment of pregnant women were developed. Nursing students were instructed in pairs and were required to submit a video recording demonstrating Leopold's Maneuver and Abdominal method of assessment of pregnant women. Students were evaluated by their respective instructors based on their performance and the ability to answer relevant questions.

Reflective Stories on Initial Teacher Training Curriculums of the School of Education, Can Tho University, Vietnam

Hanh Nguyen

nthhanh@ctu.edu.vn

Nam Nguyen

nhnam@ctu.edu.vn

Huong Trinh

thihuong@ctu.edu.vn

School of Education
Can Tho University
Vietnam

Abstract

The School of Education, Can Tho University is in the process of re-designing the initial teacher curriculum (ITC). Jensen (2012) recommended that curriculum reform should change teachers' thinking from 'what' students should learn to 'how' they learn. Research by Nguyen Minh Thuyet (2018), Nguyen Van Duong (2018) suggested the steps in curriculum design.

According to Bokdam and Ende (2014) reforms in initial teaching education programs in Europe can help overcome the following classroom challenges encountered by teachers: dealing with heterogeneous groups and pupils with special educational needs; dealing with parents; and increasing specific competences and skills such as is involved in teaching ICT and foreign languages. Initial teacher education in Singapore has a strong emphasis on practical skills and student learning and ICT programs are based on learner-centred values; teachers having high standards and a strong drive to learn in view of rapid changes in taking place in education, and to being responsive to students' needs; and teachers' commitment to their profession through active collaboration and striving to become better practitioners (Tan et al. (2017).

In Vietnam, MOE (2018) has promulgated a new teacher standards and new General Education programs. This is a good chance for us look back our ICT programs at CTU. In this paper, we tell our reflective stories. We have attempted to answer the following research questions: (1) What have we learned from ICT process? and (2) What do we have to do to upgrade our ICT programs to meet societal requirements.

Data, including minutes of group discussions and two reflective stories of two managers of Language and Literature Education and Primary Education Departments, were collected and utilized in this qualitative analysis.

Producing Effective Narrative Writing Through Collaborative Learning

Hesti Sulistyowati

kikhantz@gmail.com

IPB

Indonesia

Abstract

Those who learn English as their second language find it difficult to produce a piece of writing. Teachers encounter many issues and challenges when encouraging their students undertake writing tasks. The focus of this observational study was to understand how collaborative learning might assist students to produce an accurate piece of writing.

In order to produce accurate writing students must understand the structure and written expression of the English language, as well as the appropriate vocabulary. Of the several forms of writing in English narrative writing is very important. According to Barbara Mariconda, a piece of narrative writing is a story about a character who encounters a problem or has an adventure or a significant personal experience.

A workshop was used to assist 30 students in the development of their narrative writing. The participants were first given a KAU chart to determine their prior knowledge of narrative writing, and then they were placed into groups of 2 to share their knowledge. After that the students were actively involved in the stages of writing a narrative, through their participation in brainstorming, planning and prewriting, writing an introduction, writing a draft, writing a conclusion, and revising their work. In each stage, the participants always worked in groups of two or more to share their work. In the stage of revising, each student wrote their completed narrative on display and a gallery walk was conducted. During the gallery walk, each student was encouraged to look at his/ her friend's work and give comments and suggestions to improve their writing.

Through careful observation it was found involving students in collaborating with others could stimulate their interest and assist in the production of a quality piece of writing. Moreover, it was found that the greater their knowledge of structure and written expression the better the quality of work they could produce.

Improving English Listening Skills for Vietnamese Students in Primary Schools

Huỳnh Cẩm Thảo Trang

hcttrang@dthu.edu.vn

Dong Thap University

Vietnam

Huỳnh Cẩm Diễm Trang

diemtrangtrungvuong@gmail.com

Bùi Thị Xuân Primary School

Dong Thap

Vietnam

Abstract

As teaching English in Vietnamese primary schools becomes more important many experts have conducted research to find how to teach English to young learners effectively. However not many primary school students can speak English well. This is partly due to the testing system which only measures grammar and vocabulary knowledge, not language competence. In addition, English listening and speaking skills are not an important requirement in all national examinations.

This research study investigates the realities of teaching and learning English and examines the effectiveness of some experimental methods of improving English listening skills for Grade 5 students. These methods included 1) using various and flexible techniques in the three steps of each listening period, 2) training the students' concentration, 3) improving word emphasis and sentence intonation for students, 4) improving the use of difficult words and standard pronunciation for students, 5) using language games in listening periods, 6) encouraging students to speak English after listening, 7) using teaching visual aids, and 8) using e-learning lesson plans in some listening periods.

These experimental methods were used with 33 students in Class 5/4 Bùi Thị Xuân Primary School between September 2016 to May 2017. The data used in the study are the results of the pre-test (9/2016) and the post-test (5/2017). The two tests share the three identical topics: My Family, My School, The World Around Us and the three kinds of questions: Listen and complete, Listen and tick True or False, Listen and number.

In the post-test the number of Very Good students increased from 3 to 20, the number of Good students increased by one, the number of Average students was reduced and the number of Weak students was zero.

The Effects of Mind Mapping in Teaching and Learning Vocabulary Retention

Huynh Thi My Duyen

huynhduyenus@gmail.com

Tay Do University

Vietnam

Abstract

Explicit teaching of some vocabulary has frequently been used as a method to avoid student misunderstanding when teaching English. This raises a question of what other alternative methods could be employed in vocabulary teaching and learning. Mind mapping has been suggested as a means to improve factual memory as well as the memory of individual words (Buzan, 1979). This research aimed to find out the effects of mind mapping on improving high school students' vocabulary retention and their attitudes towards the use of this method.

Mind mapping has been used as a learning tool that can foster memory thanks to its visual, radial and organizational properties (Nada et al, 2008). There is, however, very little evidence from research in the educational contexts of the benefits of the use of mind maps (Tattersall, 2007), especially their benefits for enhancing memory in language learning or increasing vocabulary retention.

An research design using a two-group pre-test and post-test study was conducted with 41 11th grade students in a high school in the Mekong Delta of Vietnam. The instruments utilized in this study consisted of two vocabulary knowledge scale tests and a questionnaire on students' attitudes towards mind mapping to collect both quantitative and qualitative data.

The results indicated that the students in the mind mapping group outperformed those in the control group in terms of retaining knowledge of words. The results also demonstrated that students in the mind mapping group had positive attitudes towards mind mapping. This suggests that mind mapping can improve high school students' vocabulary retention and can be welcomed by these learners.

Incorporating Enquiry-Based Learning to Develop the Research Skills of Students in the English Education Study Programme

Ifan Iskandar

ifaniskandar@unj.ac.id

Universitas Negeri Jakarta
Indonesia

Abstract

Research skills are undeniably required to be demonstrated by university graduates. Research skills are instrumental for students to compete for the future employment or subsequent studies (Willison, 2012).

This study investigates the use of an enquiry-based learning (EBL) approach in a research methodology class designed to develop students' knowledge and skills to conduct research. The participants were enrolled in the English Education Study Programme of Universitas Negeri Jakarta

Generic research skills such as critical thinking, analytical thinking, information retrieval and evaluation, and problem solving and information literacy are essential elements of research skills (Ewing et.al, 2002; Gilmore and Feldon, 2010; Julien, 2012; and Andersen, 2015). In this project these skills were designed to be acquired through the use of enquiry-based learning utilising a model containing seven key components of EBL as by identified by Chow and friends in 2008.

The students were required to undertake several tasks and to report their findings in the conventional style of Introduction, Method, Result, and Discussion. After submitting a task report, the report was discussed and the students completed a questionnaire on pertinent research skills. They were then required to revise their research reports. The students' mastery of the research skills was measured by collecting and analysing the documents of their task reports.

After completing two tasks, the skills pertaining the Introduction of a research report, including finding and collecting relevant information using multiple resources to complete the tasks had been acquired by develops 80 percent of the students. The critical thinking and analytical skills of the students were also found to have improved and the students were enthusiastic about reporting and revising their tasks.

Problems Encountered by Thai Students in Reading English

Ivonne Frietche Panjaitan

jasminewhite2@hotmail.com

Wangklai Kangwon Campus

Rajamangala University of Technology Rattanakosin

Thailand

Abstract

Thai language, in common with other Asian languages, uses its own characters in writing words which are completely different languages which use Roman Alphabets. Thai also uses a different phonological system. This causes problems for Thai students when learning English, particularly in reading aloud and listening comprehension.

This research focused on reading classes in Rajamangala University of Technology Thailand and aimed at identifying problems encountered by the students when reading aloud, and how self-assessment and feedback may be used to assist students.

Data were derived from the students' self-assessment of reading in which they were assigned to record their reading aloud. A phonetic transcription of some key words from the recorded texts was made and used in the self-assessment. Further, data were compared to that derived from a summative test. In comparing the data from both measurements, Pearson Product Moment was applied to determine the correlation. The research revealed (1) the correlation of scores from the self-assessment and that of lecturer's summative test was high, (2) most Thai students encountered severe problems in reading aloud, (3) self-assessment followed by teacher's feedback was effective to overcome many of the problems.

Collaborative Learning in Pre-service Teachers' Professional Development

Kannagi Subramaniam

kannagi29365@gmail.com

Institute of Teacher Education
Campus Tuanku Bainun
Bukit Mertajam, Penang
Malaysia

Abstracts

Collaborative learning has been linked with the production of high quality and competitive student teachers.

This qualitative research study focused on collaboration action research. The objective of this case study was to analyse the impact that the collaborative planning, implementation, and evaluation of classroom projects, enhanced the students' professional development in a social science program.

Twelve pre-service art teachers were selected as participants of the study. Data were collected through interviews, classroom observation and journal writing.

The findings of this result showed that a collaborative learning was a most effective learning style for student teachers.

In addition, preservice teachers who used a collaborative learning approach helped them improve their teaching skills, professional knowledge and attitude.

Citizenship education and global citizenship

Kittiwan Sinthunava

sinthunava@gmail.com

Phranakhon Rajabhat University
Faculty of Management Science
Phranakhon Rajabhat University
Thailand

Abstract

The new environment of higher education around the world requires understanding on the issue of multiculturalism and knowledge transfer between international universities and local universities. In this way new cultural information and understanding is continuously flowing and adding into the world knowledge (Bennis, 2012). Phranakhon Rajabhat University (PNRU) has been driven by globalization and the technological revolution (O'Connell, 2014). Local communities and workplaces around Thailand have expected more from the PNRU to address the needs of their members, preparing them for the global citizenship. PNRU has increased its contact with international universities during the last 20 years, especially at the post-graduate level. The University of Missouri St. Louis (UMSL) and PNRU have been developing the exchange of staff and students' programs together since 2009. The main focus of this study was to understand the cross-cultural differences of exchange students from PNRU and UMSL and develop an understanding of citizenship education for successful exchange program. The phases of the CIPP model developed by Stufflebeam (2000, 2003) were used to collect and analyse data

The study focused on: (a) How have students' social skills and desired learning outcomes been impacted by the concept of 21st century global citizenship? And (b) how this does this change their citizenship education and global citizenship professional practical knowledge? It was expected that the results will encourage an active learning on citizenship education, the expansion of professional knowledge on global citizenship, and the participants' professional growth among PNRU and UMSL.

Twenty staff members and Ph.D. students from PNRU and UMSL were involved in this study. A qualitative research method was applied through observation, in-depth interviews, and focus groups, following the phases involved in the CIPP model. The findings revealed that the important skills developed by students were English communication skills, and the 4S model which is composed of (1) **Study** and understanding the history of other cultures, (2) **Space** as providing space for other cultures and accept the idea of individualism, (3) **Strategies** for collaborative working with other cultures and (4) **Start** the good relationships with other cultures can be used in the citizenship education and practices on the knowledge of global citizenship at the higher education institutions as PNRU and UMSL.

Development of a Green Energy Education Module for Elementary Schools

Lee, Young-Ki

saramsmell@hanmail.net

Choi, Kyung-Min

lovenb@hanmail.net

Son, Jang-Ho

jhson@dnue.ac.kr

Daegu National University of Education
South Korea

Abstract

This study, focused on green energy (eco-friendly energy) education, was carried out to improve the efficiency of energy education for elementary school students.

As human civilization advances energy has become indispensable to us. Through energy our society has developed continuously, and in order to maintain our developed society, energy became essential. Over time energy has brought material wealth to humankind, and humanity has steadily become more dependent on energy.

Under such circumstances, the emerging task is that we must solve several resource and environment related problems which occur as a result of the increasing demand for and use of energy. Knowledge of energy sources and their impact has led to an active demand for energy education at the elementary school level. In this study nine easy to understand types of Green Energy were classified and summarized at the elementary school students' level of understanding.

When teachers at a school are planning environmental education and energy education, teaching a lot of content to students in the allotted time is difficult. Also, depending on the school environment and the students' ability levels, content must be adjusted appropriately.

The green energy module developed in this study serves as a guide for green energy education for elementary school teachers. When a teacher at a school needs to create lesson plans for energy related education the educational content which should be included is outlined in the green energy module which has been developed.

Participatory Management Model of Exercise Activities among the Elderly at a Community Level

Malinee Jumnian

malinee2014@outlook.co.th

Faculty of Nursing
Nakhon Pathom Rajabhat University
Thailand

Abstract

As people age the importance of physical exercise becomes greater because exercise can prolong life and facilitate greater enjoyment through better fitness. However, it is important that physical exercise to improve health should be undertaken regularly (Bureau of Health Promotion, Department of Health, Ministry of Public Health, 2562). It is recommended that physical activities should be undertaken five days a week.

In many communities there is usually only one exercise leader and when that person is out of the community on other duties physical exercise activities among the elderly are neglected

Sixteen second year nursing students enrolled in Community Nursing Practicum I were assigned to be involved in health promotion activities in a community for eight weeks in January to February 2019. The aim of the program was to work with the elderly in the community to provide them with the knowledge, skills and confident to undertake physical exercise when the community exercise leader was absent. A participatory management model was considered to be an appropriate way to achieve this aim.

Focus group discussions and in-depth interviews were conducted to determine why the elderly did not exercise when the leader was absent. Data were analyzed and a participatory management model for regular exercise activities was developed to facilitate continuity and sustainability

The results showed that after using the participatory management model in the exercise activities among the elderly in the community the elderly who came to participate in exercise activities accepted each other better and once everyone had been trained to be an exercise leader they could design an activities plan and manage group exercise activities.

The Influence of Vietnamese Culture on the Advancement of Women to Academic Leadership Positions

Ngoc Lan Thi Dang

ngoclandang72@gmail.com

Vietnamese-German University
Vietnam

Abstract

Women in Vietnam in general and women in academia in particular are underrepresented in key leadership positions. This study sought to explore and describe lived experiences of women who attained leadership positions in higher education and how the Vietnamese culture of gender influenced their career path.

Although the Vietnamese Gender Equality Law and the Constitution clearly confirm that women and men are equal in all rights and responsibilities, the ideology of valuing men and disparaging women still exists in today's Vietnamese society (Vu, 1997). This ideology is deeply rooted in Confucianism which has confined women's role to domestic responsibilities and excluded them from various types of social work and activities. As a result, women are most of the time underrepresented in positions of influence and power in all spheres of life. Even though women have equality by law, they are not yet equal in reality (Khuat, 2004; Non-Governmental Organizations in Viet Nam, 2006; Viet Nam Women's Union, 2005).

In this study data were collected by multiple methods, including in-depth interviewing, life history, and document analysis (Glesne, 2006; Maxwell, 1998; Reinharz, 1992). In-depth interviews were conducted with 30 mid-level women leaders from six universities and colleges located in the three main regions in Vietnam (North, South and Centre), and documents on institutional organizational structure, promotion and appointment were reviewed. The data were then analyzed by embracing the different steps of phenomenographic analysis (Marton, 1981, 1994; Orgill, in press).

The research results show a gap between gender equality policies and gender practices. Moreover, traditional Vietnamese culture, which is still heavily influenced by Confucian and feudal ideologies continues to affect adversely men's and also women's perceptions of women's roles, status, and forms of participation in different spheres of life. Although the women under study had subtle desires to become leaders, none of them developed strategies to move up their career ladder or to hold senior leadership roles. Rather, they all became leaders 'unintentionally'. This study offers several suggestions for improving gender policies and practices, theories, and future research on women and leadership in academia.

Students' Perceptions of Learner Autonomy and a Model to Boost Learner Autonomy

Nguyen Trong Nguyen
nguyenb1407364@gmail.com

Pacific College
Vietnam

Phan Viet Thang
vietthang@ctu.edu.vn

School of Foreign Languages
Can Tho University
Vietnam

Abstract

Learner autonomy has interested scholars for over the last three decades due to its benefits for individuals' empowerment. Similar to other Asian learners, Vietnamese university freshmen, influenced by the formerly developed passive learning style, are facing obstacles when attending higher education (Tran, 2013). This study aims at examining freshmen's levels of perception about their learner autonomy and the extent to which autonomous learning-oriented group work helps facilitate learner autonomy

Holec's (1981, p. 3) identified five important elements in developing learners' autonomy by encouraging students 'to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition, and to evaluate what has been acquired'. Furthermore, it is essential for the learners to participate in a wide learning community involving questions and discussions. In association with collaborative learning, Palfreyman (2018) claimed that group work is also in relation to learner autonomy.

The researcher used a group-learning model with 55 first-year English language teacher students. In addition, a 46 Likert-scale questionnaire, based on Holec's suggested elements, was used to collect data on students' level of perception before and after the group-work intervention.

Comparison between the pre- and post-questionnaire results indicated that the group-learning model positively influenced learner autonomy especially determining objectives, defining contents, selecting methods, and evaluating what has been acquired.

From the results, the researchers suggest that the teacher roles of instructor, monitor, facilitator, and feedback provider be given greater emphasis rather than the role of teacher as a classroom leader.

Enhancing Students' Critical Thinking Skills Through Problem-Based Learning

Nurul Aryanti

aryantinurul479@gmail.com

Sriwijaya State Polytechnic
Indonesia

Aria Septi Anggaira

ariasepti@yahoo.co

IAIN Metro
Indonesia

Fachria Y. Marasabessy

chaldy10@yahoo.com

Khairun Ternate University
Indonesia

Abstract

Many researchers claim that speaking is one of the most difficult skills for students to learn. In the speaking class, many students are unable to speak and express what they think critically. To address this issue a research project was conducted using a problem-based learning model.

This research was a collaborative classroom action research aimed at finding out whether the use of Problem-Based Learning could improve the students' critical thinking skills in speaking in the subject, Professional Speaking.

Thirty-eight students in the 2nd semester of IAIN Metro-Lampung participated in this research project. Data were collected by using speaking tests, observation checklists and field notes, then analyzed by using percentage formula for the quantitative data (the students' pretest scores and posttest scores). The approach advocated by Miles and Huberman (1994) for data reduction, data display and data conclusion was used for the qualitative data.

The result of the research showed that the use of Problem-Based Learning in teaching professional speaking could improve the students' critical thinking skills. In the speaking process, the students were not only more motivated, but also more active in doing the tasks both individually and in group discussion. In short, Problem-Based Learning improved students' critical thinking skills in speaking.

Using Game-based Learning to Enhance English Abilities in ASEAN Studies

Pichart Kaewpuang

pichartkwpng10@gmail.com

Patcha Dokmai

Kamonpat Jaiyeakyen

College of Teacher Education
Phranakhon Rajabhat University
Thailand

Abstract

All pre-service social studies teachers in the College of Teacher Education have low standards of English language usage. Their abilities were at the Elementary and Intermediate level based on the Common European Framework of Reference for Languages. Hence, the researchers considered the need to improve the English language abilities of these students.

This research project was designed to answer: Does game-based learning affect the English abilities of pre-service social studies teachers? The objective was to compare English abilities of pre-service social studies teachers before and after using game-based learning in ASEAN studies.

Game-based learning can be used for both entertainment and language learning (Meyer, 2013). Games can be beneficial for the students especially when they become less motivated and tired of serious discussions (Amrullah, 2015).

The experimental design of this study was a single group pretest-posttest model. The samples were 30 pre-service social studies teachers. The research instruments consisted of game-based learning daily lesson plans, and an English abilities test. The duration of the experiment was eight weeks.

Data were analysed by using arithmetic mean, standard deviation and t-tests. The results found that English abilities of pre-service social studies teachers after using game-based learning in ASEAN studies was higher than before the experiment with a statistical significance level of .05.

It is recommended that instructors who wish to implement the research results of this study should divide the learners into mixed-ability groups to enhance higher game-based learning effectively. In term of recommendation for further research, researchers should study the pre-service teachers' satisfaction in learning management with game-based learning to improve the game-based learning steps.

Enhancing Freshmen' Self-esteem through Self Esteem Enhancement Activities

Piyada Junwanna

Piyada.junwanna@gmail.com

Kasasorn Nuchprasop

Atcharawan Chanpensri

Kobkaew Boonboot

College of Teacher Education
Phranakhon Rajabhat University
Thailand

Abstract

Our research question is: Can freshmen's self-esteem be enhanced through Enhancement Activities? University life is a challenge for students in their first year of study. Everything is new and students' life-styles need to be adjusted. It's all about finding the right balance between university commitments and social life. Negative challenges can lead to students having low self-esteem which can adversely affect their academic achievement. In this study the researchers believe that activities can be designed and implemented to enhance freshmen's self-esteem.

Self-esteem is an important factor and can strengthen the likelihood of good academic achievement in students (Sirin and Rogers-Sirin, 2004). Behavioral theory claims that students who have high self-esteem think of themselves in a positive way. They are respected, believe in themselves, are able to express their opinions, and are not afraid of creating new things (Branden, 1985).

One hundred freshmen at Phranakhon Rajabhat University in the academic year 2019 were the subjects of this study. Research instruments were a self-esteem test, self-esteem activities for freshmen, and a self-esteem program evaluation form. The obtained data were analyzed in terms of percentage, standard deviation, and t-test.

The result showed that the six experientially-based activities that were developed and implemented can enhance self-esteem for freshmen. After the experiment, the scores of self-esteem of freshmen who participated in the activities were significantly higher.

The researchers recommend that the self-esteem training activities need to be repeated and followed up many times to make this training activity effective in the long term.

Development of a Model of Activities to Enhance Early Childhood Pupils' English Skills and Attitudes

Piyalak Akkraratana

jamiejeabb@gmail.com

Supawan Lekvilai

Aditep Na Phatthalung

College of Teacher Education
Phranakhon Rajabhat University
Thailand

Abstract

Acquiring English listening and speaking skills is vital and challenging for non-native English speakers (Asmali, 2017). Models of effective activities need to develop to enhance these skills for more effective learning (Kayi, 2006). The research question for this study was: Do the Model of Activities which was developed lead to an enhancement of English skills and attitudes towards English language learning for student teachers in an early childhood education program?

An integrated model of fundamental learning approaches to English language learning and theories of early childhood education was developed based on Constructivism by Vygotsky, Total Physical Response by Asher, and Affective Filter Hypothesis by Krashen. The model that was developed consisted of five activity steps and included the 5Ps: Pronunciation, Program, Purpose, Pleasure, Peer Involvement

Participants in the study were sixty, third year early childhood student teachers. Data were collected through English language skills tests, an attitude observation form, and video assignments. A one group pretest posttest research design was used, and the mean, standard deviation, and dependent sample t-test calculated. The results indicated that the model of activities developed contributed to the improvement the English skills of the student teachers. Students' attitudes towards learning English also improved after the experiment.

It is recommended that model of teaching should not rely on just 1P but all 5Ps for the model to be most effective. For example, fun activities will work best with purpose and peer involvement.

21st century skills and global citizenship: What can we learn from Thai university students

Prapassara Thanosawan
mthano@gmail.com

Independent Researcher
Thailand

Abstract

The complexity of the digital domain and technology disruption in the 21st Century is a main issue that the Thai Government has been addressing in its education plan. Global citizenship is an attribute amongst many characteristics pertaining to globalisation. Studies have advocated the need to develop the concepts of global citizenship in university graduates.

Global citizenship is a contentious concept since citizenship has traditionally conveyed membership of a nation-state. Legally, citizenship bestows an individual with a sense of belonging to a political community.

However, the public perception is generally positive towards global citizenship education. This study investigates the basic qualities of global citizenship of undergraduate of Srinakharinwirot University in 2018. Participants are 289 undergraduates students from various faculties of Srinakharinwirot University. Results show that students have high perception of global citizenship with high score in all global citizenship modules. Recognise Perspectives is the highest rated item followed by Investigate the World, Take Action, and Communicate Ideas. When juxtaposed with the 21st century skills, students were found to have high level of awareness of the globalised world and its issues while communication skills were the lowest.

Collaborative Learning to Enhance Reviewing Skills

Ratna Dewanti and Darmahusni

rdewanti@yahoo.com

State University of Jakarta
Indonesia

Abstract

Students of the Masters Program of English Language Education of State University of Jakarta are required to write journal article reviews as part of their thesis requirements. When the students presented their reviews to their lecturers and peers it was found that what they presented were not reviews but summaries instead. For that reason, this study was designed to investigate how to enhance the students' reviewing skills.

Research by Wolmarans (2000) indicates that co-operative learning can do more to promote higher achievement than competitive and individualistic learning does. Collaborative work allows for classrooms to be more cooperative than competitive. Deutsh (2000) and Hakkinen (2002) agree that collaborative learning is still beneficial in this digital era. Based on these ideas it was thought that a powerful learning and communication environment could be created by combining collaborative learning ideas with networked technologies.

Eighteen students enrolled in an Applied Linguistics class in the Master Program of English Language Education Program in State University of Jakarta in 2018 participated in this study. Data were obtained by assigning the students to complete writing tasks and then present their efforts to lecturers and peers. Initially the students worked individually, and later collaboratively.

The data were analysed using theories of how to review academic articles. The results revealed that collaborative learning improved the reviewing skills of the students.

The results of this study suggest that in the digital era collaborative learning may still play a pivotal role to help students to achieve their learning goals.

Digital English Language Learning: Fostering the Effectiveness of Translation and Interpreting Class

Soni Tantan Tandiana

sonitantantandiana@gmail.com

Siliwangi University
Indonesia

Abstract

The development of new technologies, specifically social media, is resulting in the emergence of new forms of interaction ‘where translation is playing an important role’ (Munday 2016, p. 317). The application of computer-aided techniques into translation teaching has resulted in the reform of translation teaching (Guan, 2016: 177-191).

This study investigated how Digital English Language Learning (DELL) could be utilized to foster the effectiveness of learning in a translation and interpreting class.

The communicative goals of Computer Assisted Language Learning necessitates a responsiveness to learners’ needs and interest and the use of interactive, authentic language (Beale, 2002; Finocchiaro & Brumfit, 1983). Integrating such digital tools as mobile phone, computer, and the internet link assists in meeting these goals.

Action research was employed as the research method. Research participants were members of one class of thirty students from an English Education Department in a university in Indonesia. Data were collected through interviews and performance tests. Larson’s translation assessment criteria of correctness, clearness, and naturalness (Larson, 1984) were used to analyze data.

Utilizing DELL enhanced teaching effectiveness in the translation and interpreting class. Implementing Machine Translation and the use of the internet to search for various text resources, to download e-books and search research journals, and to publish the results of the class projects created a good learning atmosphere. DELL provided the media for translation and interpreting performance assessment. Applying inquiry learning through DELL assisted the students to become autonomous learners and more motivated to learn. It made them active learners, hence their learning engagement was improved.

**The Internet as a Factor in Students' Career Choice:
A Case Study Involving High School Students in Ho Chi Minh City and
Bien Hoa City**

Thai Huynh Anh Chi
anhchi.geo@gmail.com

Tran Thi Thanh Lan
thanhlan.tm@gmail.com

IRED Institute of Education
Vietnam

Abstract

The emergence of the Internet has had significant impacts on most aspects of social life. This study investigates one impact.

Because of the ease of obtaining information, it is appropriate to explore how the Internet helps students make their career plans independently of other traditional sources of information and to understand the position of the Internet in relation to other sources of information.

Four hundred high school students from four high schools in Ho Chi Minh City and Bien Hoa City participated in this mixed methods study. All students completed a questionnaire survey and 24 participated in focus group discussions. Quantitative data were analysed using SPSS 16.0 software. The focus group discussions were transcribed verbatim and thematic coding was applied.

The results confirm that the Internet has comparatively 'empowered' students and helped them to be autonomous in their career decisions. However, the Internet primarily plays the role of providing generic information rather than determining a specific future career. The main factor influencing the career choice process is interpersonal communication rather than one for mass communication.

Perceptions of Global Citizenship: A Case Study from the Mekong Delta

Vo Phuong Quyen

vpquyen@ctu.edu.vn

Huynh Trang Thu

thub1606185@student.ctu.edu.vn

School of Foreign Languages

Can Tho University

Vietnam

Abstract

The forces of globalization have placed universities around the world in a leading position to engage their students as citizens who have awareness, concerns, rights and responsibilities of the global community (Thanosawan & Laws, 2013; Schutte et al., 2017). Such engagement is not only designed to enhance students' global perspectives so as to contribute to a more peaceful, environmentally secure world (Jorgenson, 2012) but also to ensure their national security and greater employment opportunities (Perry et al, 2013).

In Vietnam, global citizenship education (GCE) is addressed through the government strategic goals of developing sustainable and high-quality human resources for the country (Nguyen, 2017). Despite the importance of GCE, few studies have investigated global citizenship from the views of undergraduates and university lecturers. This study is aimed to explore the ways in which students and lecturers perceive global citizenship.

The study was conducted in one public university in the Mekong Delta. Two hundred and fifty students and eight lecturers involved in two foreign language programs participated in the research. The study employed a qualitative case study approach and utilized data collected from a questionnaire adapted from Boix and Jackson's (2013) framework for global competence and semi-structured interviews adapted from Bosio and Torres' (2019) GCE interview series. Data were then analysed using the tools of descriptive statistics on the Statistical Package for Social Sciences (SPSS), version 20 and qualitative content analysis.

Initial findings revealed that the participants shared different perceptions of global citizenship. The findings also highlighted the need to give greater emphasis to developing an awareness of global citizenship among the undergraduates involved in foreign language programs.

Using Reflective Teaching to Create Cohesion between the Discipline and Practice of Community Nursing

Wanpen Waelveerakup

wanpenw@webmail.npru.ac.th

wanpenw123@gmail.com

Faculty of Nursing

Nakhon Pathom Rajabhat University

Thailand

Abstract

During their course community nursing students work closely with a nurse instructor to ensure their practices are of a professional standard which are safe and will result in the patients' healthy development. However, young generation nursing students have some issues regarding the cohesion between discipline and practice.

Problem-based learning has been identified as one way to facilitate greater cohesion between the discipline and practice of nursing (Williams, 2004). Additionally, reflection is the necessary bridge in the learning process that takes place when a student is involved in a service-learning experience (Sloan et al., 2019). Therefore, to facilitate greater cohesion between the discipline and community practice of nursing students reflective teaching was applied in this study.

Fifteen second-year nursing students enrolled in Community Nursing Practicum I participated in this study. They stayed in a host's house at the selected community and were involved do health-promotion with individuals, older persons, families, and community residents. The program lasted for four weeks during which time students undertook community health work combined with the reflective teaching process. They were involved in maintaining a critical incident journal, writing reflective essays, undertaking directed readings, and discussing in small groups.

Data were collected through observing students' reflections and practices, and then a thematic analysis was used to identify themes that arose.

It was found that through reflective teaching, learners can achieve a deeper understanding of nursing as a discipline, the relationship of nursing to patients needs and the cohesion between the discipline and practice of nursing.