**TENTATIVE PROGRAMME (DAY 1)**

**MONDAY 17 OCTOBER, 2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 – 9.30 a.m.</td>
<td>Registration</td>
</tr>
</tbody>
</table>
| 9.15 – 9.30 a.m. | Welcome Address  
Yg Bhg Datuk Dr Tan Chik Heok  
President, Tunku Abdul Rahman University College |
| 9.30 – 10.00 a.m. | Keynote Address & Official Opening  
Yg Bhg Datuk Prof Dr Asma binti Ismail  
Director General, Ministry of Higher Education |
| 10.00 – 10.30 a.m. | TEA BREAK                                                              |
| 10.30 – 11.15 a.m. | Chair: Dr Chook Ka Joo, Advisor, TIC 2016  
**Keynote Address 1**  
*The Context and Dynamic of the Entrepreneurial University*  
by Professor John Latham, Vice-Chancellor and CEO  
Coventry University, United Kingdom |
| 11.15 – 12.00 p.m. | Chair: Dr Chook Ka Joo, Advisor, TIC 2016  
**Plenary 1**  
*Internationalisation through Dual Awards*  
By Ms Kho Sok Kee &  
Assoc Prof Dr Ng Swee Chin  
Vice Presidents, Tunku Abdul Rahman University College |
| 12.00 – 12.25 p.m. | Room 1  
A1 Invited Paper 1  
Understanding the Learning Situation of Visually Impaired Students and Teaching Them Science  
by Jeongho Daniel Cha  
Daegu University, Republic of Korea  
R1 Chair: |
|               | Room 2  
B1 Invited Paper 2  
Innovative Learning Engagement for ESL Teacher Education Programme  
By Raja Shafinas Bt Raja Harun  
Universiti Pendidikan Sultan Idris, Malaysia  
R2 Chair: |
|               | Room 3  
C1 Invited Paper 3  
Exploring the impact of international student mobility on cross-cultural learning adaptation  
By Monika Foster, Edinburgh Napier University, United Kingdom  
R3 Chair: |
|               | Room 4  
D1 Workshop D1 (12-1pm)  
Engaging Students in Entrepreneurship Studies by Using Team-Based Learning in an Enterprise University  
By Peter Balan, University of South Australia, Australia |

*Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016*
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 12.25 – 12.50 p.m. | **A2** Practical Range of Ozone Concentration Simulation for Transmissive Gas Cells within 5 cm and 50 cm  
By Tay Ching En Marcus, First City University College, Malaysia |
|              | **B2** Students attitude on academic help seeking behavior  
By Umarani Jayaraman, Yenepoya University, India |
|              | **C2** Re-organizing doctoral education in urban planning in a globalizing context: focus on research  
By Alexandru-Ionut Petrisor & Tiberiu Constantin Florescu, "Ion Mincu" University of Architecture and Urban Planning, Romania |
| 12.50 – 1.15 p.m. | **A3** Enhance Students’ Concept Learning in Organic Chemistry through “Must-have” Quiz  
By Poh Wai Chia, Universiti Malaysia Terengganu, Malaysia |
|              | **B3** Using action research to examine the effects of innovative teaching aids in teaching volleyball skills during physical education class  
By Ngien-Siong Chin, Eng-Hoe Wee, Kong-Swee Ong, Garry Kuan & Hamsiah Abdullah Masni, Institute of Teacher Education Tun Abdul Razak Campus, Tunku Abdul Rahman University College, Sarawak Sports Corporation, & Universiti Sains Malaysia, Malaysia |
|              | **C3** Cynicism Toward Educational Change on Job Satisfaction of Teachers in an Educational District - Once Bitten, Twice Shy?  
By Joanne Sau-Ching Yim, Priscilla Moses & S C Choy, Tunku Abdul Rahman University College & Universiti Tunku Abdul Rahman, Malaysia |
| 1.15 – 2.15 p.m. | LUNCH  
**Chair: Dr Oo Pou San, Organising Chair, TIC 2016** |
| 2.15 – 3.00 p.m. | **Keynote Address 2**  
Holistic Education: Meaning, Contents and Implementation - Chung Yuan Christian University Approach  
By Dr Wan-Lee Cheng, Leader Elite Study in Taiwan, Chair Professor Chung Yuan Christian University, Taiwan  
**Plenary 2**  
By Dr John Wall, Head of School of Lifelong Learning and Education Waterford Institute of Technology, Ireland |
| 3.00 – 3.45 p.m. | TEA BREAK (POSTER PRESENTATION) |
| 3.45 – 4.15 p.m. | Parallel Sessions |
| 4.15 – 4.40 p.m. | **Room 1**  
**A4** Embedding digital literacies in curricula: Australian and Malaysian experiences  
By Rhian Morgan, Kathryn Meldrum, Sharan Bryam, Bronwyn Mathieson, Nooraida Yakob, Norizan Esa & Azidah Abu Ziden, James  
**Room 2**  
**B4** Learners’ Awareness Levels Questionnaire: A brief discussion on how the measurement tool is developed and validated  
By Yow Lin Liew & S C Choy, Tunku Abdul Rahman University College, Malaysia  
**Room 3**  
**C4** Invited Paper 4  
Developing a Framework for Effective Postgraduate Supervision  
By Gurnam Kaur Sidhu, Sarjit Kaur, Lim Peck Choo, Chan Yuen Fook, Lee Lai Fong & Leele  
**Room 4**  
A# Initial Considerations for Transnational Education Providers Regarding the Mapping of the East African Qualifications Framework to the European Qualifications Framework  
By Ciarán O’Leary, Tunku Abdul Rahman University College & Universiti Tunku Abdul Rahman, Malaysia |

*Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016*
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.40 – 5.05 p.m.</td>
<td>A5</td>
<td>Factors affecting university students’ satisfaction on online learning system</td>
<td>By Sharon Tan, Francis Chuah &amp; Hiram Ting, Tunku Abdul Rahman University College, University Utara Malaysia &amp; Universiti Malaysia Sarawak, Malaysia</td>
</tr>
<tr>
<td></td>
<td>B5</td>
<td>A Preliminary Investigation on How and Why Malaysian Hospitality and Tourism Management Students Learn</td>
<td>By S C Choy &amp; Tengku Elvirozta, Tunku Abdul Rahman University College, Malaysia</td>
</tr>
<tr>
<td></td>
<td>C5</td>
<td>Perceptions of Stress Among Female Teachers Enrolled in Postgraduate Programmes in a Malaysian University</td>
<td>By Daljeet Singh Sedhu and S. Chee Choy, Tunku Abdul Rahman University College, Malaysia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workshop D2 (4.40-5.40 pm) Ensuring Student Buy-in for Pre-Learning in Flipped or Team-Based Learning Classes</td>
<td>By Peter Balan, University of South Australia, Australia</td>
</tr>
<tr>
<td>5.05 – 5.30 p.m.</td>
<td>A6</td>
<td>Use of iPads for mastery of 21st century skills</td>
<td>By Emmy Jong, Sunway College Johor Bahru, Malaysia</td>
</tr>
<tr>
<td></td>
<td>B6</td>
<td>Invited Paper 5 A Comparison of Malaysian and American Learners’ Behaviour: The Mediating Role of Learners’ Awareness</td>
<td>By S C Choy, Jutta Street, Lorae Roukema, and Joanne Sau-Ching Yim, Tunku Abdul Rahman University College, Malaysia &amp; Campbell University, USA.</td>
</tr>
<tr>
<td></td>
<td>C6</td>
<td>Decision Making Behaviour of Malaysian Polytechnics Students and Its Relationship with Educational Choice</td>
<td>By J W Foo, &amp; J Hazri, Politeknik Kuala Terengganu &amp; Institut Pendidikan Tinggi Negara (IPPTN) USM, Malaysia</td>
</tr>
<tr>
<td>5.30 – 5.55 p.m.</td>
<td>A7</td>
<td>The Effects of Social Network on Student Learning Experience</td>
<td>By Ong Yuzhuang, Tunku Abdul Rahman University College, Malaysia</td>
</tr>
<tr>
<td></td>
<td>C#</td>
<td>Higher Education Policy Governing the Future Vocational Skills Development in the Hospitality Sector – An Example from Ireland</td>
<td>By Ralf Burbach, Dublin Institute of Technology, Ireland</td>
</tr>
<tr>
<td></td>
<td>C7</td>
<td>Development of Career Related and Teamwork Skills Using Service Learning in Undergraduate Architecture Education</td>
<td>By TamilSalvi Mari, Sujatavani Gunasagaran, &amp; Sivaraman Kuppusamy, Taylor’s University, Malaysia</td>
</tr>
</tbody>
</table>

End of Day 1
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 – 10.15</td>
<td><strong>Chair: Assoc Prof Dr Teh Geok Bee, Editorial Chair, TIC 2016</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Keynote Address 3</strong></td>
</tr>
<tr>
<td></td>
<td><em>Curriculum, Workforce and Digital Innovation in Higher Education</em></td>
</tr>
<tr>
<td></td>
<td><em>– How Will Universities Respond</em></td>
</tr>
<tr>
<td></td>
<td>by Professor Allan Evans, Provost &amp; Chief Academic Officer</td>
</tr>
<tr>
<td></td>
<td>University of South Australia, Australia</td>
</tr>
<tr>
<td>10.15 – 10.45</td>
<td>Tea Break</td>
</tr>
<tr>
<td>10.45 – 11.10</td>
<td>Room 1: Better Assessment Through Online Video: The Development of An</td>
</tr>
<tr>
<td></td>
<td>Assessment Productivity App By Gearoid O Suilleabhain, Cork Institute</td>
</tr>
<tr>
<td></td>
<td>of Technology, Ireland</td>
</tr>
<tr>
<td></td>
<td>Room 2: Invited Paper 7 Quality Control in Physical Education in Malaysia: Relooking at the National Strategy for Quality Physical Education By Eng Hoe Wee, Tunku Abdul Rahman University College, Malaysia</td>
</tr>
<tr>
<td></td>
<td>Room 3: Invited Paper 6 Designing Multidisciplinary Integrated Curriculum in Logistics and Supply Chain Management By Terrence Perera, Sheffield Hallam University, United Kingdom</td>
</tr>
<tr>
<td></td>
<td>Room 4: Designing Coursework for Decision Makers By Susan D’Aloia, Client Success Advocate, Blackboard</td>
</tr>
<tr>
<td>11.10 – 11.35</td>
<td>Room 1: Awareness of Safe and Responsible Use of ICT among students in a Malaysian University By Pek Hoon Er, Universiti Tunku Abdul Rahman, Malaysia</td>
</tr>
<tr>
<td></td>
<td>Room 2: The Effects of Cooperative Learning on Sciences-Related Subjects By Kent Hoo Ng, Sunway College Johor Bahru, Malaysia</td>
</tr>
<tr>
<td></td>
<td>Room 3: Diagnosing Higher Education on purposefulness: Introducing the Employability Development and Assessment Maturity Model (EDAMM) By Philippe Vande Wiele, Jean Louis Ermine and Vincent Ribiere, Bahrain Polytechnic, Bahrain, Telecom Ecole De Management, France &amp; IKI SEA - Bangkok University, Thailand</td>
</tr>
<tr>
<td>11.35 – 12.00</td>
<td>Room 1: Using Technology Acceptance Model to examine the usage of information and communications technology among Nursing Students By Shu Ling Yeoh, International Medical College, Malaysia</td>
</tr>
<tr>
<td></td>
<td>Room 2: Young novice entrepreneurs’ techniques of generating business ideas and evaluating entrepreneurial opportunities for new business ventures By Cheng Hock Yeoh, Tunku Abdul Rahman University College, Malaysia</td>
</tr>
<tr>
<td></td>
<td>Room 3: An Exploratory Study of a Teacher Development Programme for Literacy By Shazan Khan Omar, Wan Fadli Hazlan Wan Rosmadi, Berjaya University College of Hospitality, Malaysia</td>
</tr>
</tbody>
</table>

*Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016*
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 12.00 – 12.25 p.m. | A11 Students’ Acceptance of E-library System in Higher Learning Institution  
By Thong Hwee Liow, Tunku Abdul Rahman University College, Malaysia  
B10 Effectiveness of Cooperative Learning in Developing Linguistic Competence of College Students  
By Zaldy Maglay Quines, Jubail University College, Saudi Arabia  
C11 The use of online videos to support mathematics education for pre-service educators: How much “face” should I show?  
By Kevin Larkin, Griffith University |
|               | Room 5 Workshops  
D4 Workshop 4 (12.00 – 1.00 pm)  
Developing the capacity of critical thinking in learning  
By Ed Tew, The University of Winchester, United Kingdom |
| 12.25 – 12.50 p.m. | A12 Open Educational Resources (OER): A Malaysian Secondary School’s Perspective  
By Chee Keong Chong, Universiti Tunku Abdul Rahman, Malaysia  
B11 The Effects of Task Demand and External Stimuli on Learner’s Stress Perception and Performance  
By Yee Mei Lim, Aladdin Ayesh, Martin Stacey & Li Peng Tan, Tunku Abdul Rahman University College, Malaysia & De Montfort University, United Kingdom  
C12 Analysis of Course Content Structure and Critical Thinking in Strategic Management  
By Arifin Angriawan, Purdue University Northwest, USA |
| 12.50 – 1.15 p.m. | A13 Developing Early Multilingual Literacy Skills with Multimedia Mobile Storybook Reader  
By Kwee Teck See, Tunku Abdul Rahman University College, Malaysia  
B12 Patent Design Around Using Function Analysis and Trimming by Pre-University Students  
By Chee Sheng Keong & Kwai Kun Chong, Tunku Abdul Rahman University College, Malaysia  
C13 Governance Practices and Disclosure by Not-for-Profit Organisations: Effect on Individual Donating Decision  
By Amy Yeo, Tunku Abdul Rahman University College, Malaysia |
| 1.15 – 2.15 p.m. | LUNCH  
Parallel Sessions |
| 2.15 – 2.40 p.m. | A14 Innovations in teaching entrepreneurship in an Enterprise University  
By Peter Balan, University of South Australia, Australia  
B19 An Assessment of Preconceived Student Perceptions of Course Evaluation Formats  
By Michael L. Babuin, & Oscar Yoshishiro S. Santelices, Campbell University, USA & University of the Philippines, Quezon City, Philippines  
C14 Online Distance Learning: Ensuring Equivalency of Experience  
By David McClean & Toni Fisher, Robert Gordon University, United Kingdom |
| 2.40 – 3.05 p.m. | A15 Developing effective cultures  
B20 Effectiveness of Cooperative Learning Approach in Developing Critical Thinking Skills of Secondary Students  
By Evangeline Quines, Department of Education-Andarayan National High School, Philippines  
C15 Examination of the Cross Disciplinary Connection and Cross Disciplinary Integration of ESL and Music Pedagogies  
By Ran Whitley, Campbell University, USA |
| 3.05 – 3.30 p.m. | B16 How Does Inquiry-Based Board Games in Forming  
C16 Workshop 5  
D5 Workshop 5 (2.00-3.00pm)  
James Hamilton, Head of Learning Technologies and Systems at Navitas Learning and Teaching Services, Sydney, Australia |

*Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016*
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.30 – 4.00 p.m.</td>
<td><strong>Tea Break</strong></td>
</tr>
</tbody>
</table>
| 4.00 – 4.25 p.m. | **B16**  
MASTERINGENGINEERING®, An Online Homework, Tutorial And Assessment System, Facilitates The Engineering Professor In Evaluating The ABET Learning Outcomes For His Course  
By Boon Chai Ng, Andrews University, Michigan, USA  
**B22**  
Effectiveness of Scientific Visualizations in Pre-University Chemistry Education in Malaysia  
By Jia Ying Tham, Sunway College Johor Bahru, Malaysia  
**C17**  
Critical perspectives on affect in mathematics education and mathematical identities  
By Peter Grootenboer & Kevin Larkin, Griffith University, Australia |
| 4.25 – 4.50 p.m. | **B17**  
Digital Gender in Educational Robotics: Expression of Male & Female Forms in Anthropomorphic Entities  
By Andrew Chiou, Central Queensland University, Australia  
**B23**  
The Reflective Thinking Questionnaire for Teachers: Development and Preliminary Validation  
By Lee Mun Yee, Tunku Abdul Rahman University College, Malaysia  
**C18**  
The Students’ Perception of using the Computer-assisted Concept Mapping Strategy in Learning Probability and Statistics  
By Hsueh Yan Leong, Sunway College Johor Bahru, Malaysia |
| 4.50 – 5.15 p.m. | **B18**  
Investigating design factors/scaffolds to improve knowledge building and creative outcomes in Robotics and Automation  
By Jer Vui Lee, Universiti Tunku Abdul Rahman, Malaysia  
**C#**  
Micro-learning - adopting digital pedagogies to facilitate technology enhanced teaching and learning for CPD  
By Darragh Coakley, Roisin Garvey and Íde O’Neill, Cork Institute of Technology, Ireland  
**C19**  
Students’ Perceptions of the Event Management Programme in a Malaysian University  
By Lai Khuan Yap, Tunku Abdul Rahman University College, Malaysia |
| 5.15 – 5.45 p.m. | **Closing Commentary**  
**Title XXXXX**  
By Susan D’Aloia  
Client Success Advocate, Blackboard  
**End of Day 2** |
POSTER PRESENTATIONS:

P1: Infusion of Thinking Skills With Problem-Based Learning Approach Into Graphic Design Teaching Instruction At UTAR, Su Cheong Wong, Universiti Tunku Abdul Rahman, Malaysia

P2: Are We Doing it For Malaysians: A Fundamental Study on Generation Cohorts and Education System Design, Hiram Ting, Sharon Tan & Ernest Cyril de Run, Institute of Borneo Studies, Universiti Malaysia Sarawak, Tunku Abdul Rahman University College & Universiti Malaysia Sarawak, Malaysia

P3: Adaptation Of Ron Kaufman’s Sis Levels Of Service Mindset in Teaching, Vivien Wee, Sunway College Johor Bahru, Malaysia

P4: The Use Of Blogs To Improve Tertiary Esl Students’ Writing Abilities Via Collaboration, Prashena Nair Prebakarran, Tunku Abdul Rahman University College, Malaysia


P6: Political Participations Among Youth: The Analysis Of Protests In University UKM 2014-2016, Roslizawati Binti Taib, Tunku Abdul Rahman University College, Malaysia

P7: Minority Christians’ Perspective Towards Religious Issues, Benny Thomas Vivian, Tunku Abdul Rahman University College, Malaysia

Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016
Workshop D1
Engaging Students in Entrepreneurship Studies by Using Team-Based Learning in an Enterprise University

Peter Balan OAM, Senior Lecturer, School of Management, University of South Australia
North Terrace, Adelaide, South Australia, Australia
peter.balan@unisa.edu.au

Abstract
Experience for yourself how Team-Based Learning (TBL) engages students in entrepreneurship studies! This well-established teaching method draws on theory and empirically-grounded practice. Students commit to their own learning and preparation. They are motivated to engage in give-and-take discussion in teams and in the classroom, and the educator’s role is to help to consolidate learning. This method engages students, is effective in larger classes, and has a positive impact on learning. The presenter has implemented TBL in more than 20 undergraduate entrepreneurship classes, and is an accredited TBL trainer and mentor.

Rationale for this workshop
Entrepreneurship is a complex field of study, and entrepreneurship education needs to be learner-centred (Jones and Iredale 2010) in order to foster engagement that will help to achieve learning objectives (Coates 2009).

Team-Based Learning (TBL) is a strategy for collaborative learning using student teams that are fixed for the duration of the course. Students learn prescribed course materials in advance of a teaching session. At the start of the teaching session students take an individual multiple-choice test on the prescribed content, followed by completing the same test as a team, using "scratch and win" cards to provide immediate feedback. This creates a motivational framework that encourages team interactions and productive individual and team learning (Michaelson and Sweet, 2008).

The test process for individuals and teams is followed by application exercises where student teams work on the same specific and significant problems and report their decisions simultaneously; this provides the basis for classroom discussion and elaboration. TBL also includes mechanisms for students to provide feedback on the contribution of their team members to teamwork. There is support for the value of TBL in engaging students (Balan and Metcalfe 2012; Kelly et al. 2005) and it has been found to achieve improved learning outcomes (Fatmi et al 2013, Tomcho and Foels 2012).

Important aspects of engagement with TBL have been identified, and these have enabled the refinement of this teaching method for entrepreneurship students (Balan and Balan-Vnuk, 2013). These aspects are highlighted in this workshop.
Workshop D2

Ensuring student buy-in for pre-learning in Flipped or Team-Based Learning classes

Peter Balan OAM, Senior Lecturer, School of Management, University of South Australia
North Terrace, Adelaide, South Australia, Australia
peter.balan@unisa.edu.au

Abstract
Experience for yourself how to get student buy-in and engagement with teaching methods that expect students to pre-learn materials before a classroom session. In this interactive session, you are taken through the first session of a course that comprises exercises to help students identify for themselves their learning responsibilities and learning contracts. This session engages students in entrepreneurship courses, and gets effective student buy-in to a pre-learning teaching method (in this case, Team-Based Learning).

Rationale for this workshop
“Flipped learning” is becoming increasingly popular as a teaching method across a range of disciplines. It shares similarities with Team-Based Learning (TBL); both are forms of active learning, where students “do meaningful learning activities and think about what they are doing”, and where core elements are “student activity and engagement in the learning process” (Prince 2004, p.223). These are also student-centred learning approaches that lead to a deeper approach to learning by students (Marton & Säljö 1997). Both methods require students to pre-learn course materials before classroom sessions during which course content is developed and applied through a range of individual and team activities. (The main difference is that TBL provides a useable framework for in-class learning activities.)

Student “buy-in” and engagement is important, as students often experience a “culture shock” when they have only experienced traditional lecture delivery, and do not expect to be asked to work with material that has not been already presented in lectures.

The literature does not provide structured guidelines on approaches for educators to obtain student buy-in and engagement with either of these methods (that contrast with student expectations and experience of lecture-only course delivery). Also, problems experienced by students with these teaching methods are addressed only in a cursory manner in the literature. The presenter has published a paper describing this workshop (Balan, Clark and Restall, 2015). It presents a structured framework for starting a pre-learning class. The framework is anchored in good educational theory and practice, and provides an approach that addresses documented difficulties and problems experienced by students.
Workshop D3

Designing Coursework for Decision Makers

Susan D’Aloia
Client Success Advocate, Blackboard

Goal for Participants: Participants will synthesize how current in class lecture topics can be remediated into online activities using Blackboard’s tools. Teacher centric and Learner centric principles will be explored so to empower decision-making.

We will use the Hybrid-Learning Toolkit, which asks participants to identify with up to eight learning events as they align with specific teaching and learning verbs. Conventional and more in depth practices of flipped learning will be explored.

Participants must bring in specific learning objectives from their courses and have access or first hand knowledge of current course materials.

Dr. Susan D’Aloia is an interdisciplinary educator and program developer who has worked as a consultant and trainer in the United States, Latin America and Asia. She has worked with public and private schools, non-traditional learning institutions and multiple colleges and universities. Susan has taught over 1,000 hours of fully online and blended learning instruction as well as serving as a Department Head and an Associate Director. She maintains a passion for digital remediation of content and processes, and working with the educators who continue to maintain and innovate learning.
Workshop D4

Are we ready for 21st Century Learning?

James Hamilton
Head, Learning Technologies
Navitas
james.hamilton@navitas.com

Current models of higher education are being challenged by a massive increased demand for a skilled global workforce, generational shifts in behaviour and influence and increased funding challenges. At the same time, teachers and learners are demanding better experiences from their institutions. These demands are for rich, personalised and social learning that use technology to create new kinds of delivery models that engage the student beyond the traditional classroom and into the workplace. It is clear that what has worked in the past will not work in the future.

How well prepared are our learning technologies to respond to these challenges? And how prepared are our teachers and students?

This workshop will provide an opportunity to consider how ready we are for 21st century learning by considering the dimensions of the Next Generation Digital Learning Environment proposed by EDUCAUSE (Brown, 2015). We will use interactive online tools to develop an understanding of our current state and the steps that we need to take to prepare ourselves for rapidly changing education environment perched on the edge of a massive technology shift.

Participants should bring a smartphone or laptop that is has an internet connection.

James Hamilton
James is the Head of Learning Technologies and Systems for Navitas, a leading global education provider that delivers an extensive range of educational services to over 80,000 students through more than 120 institutions in 31 countries. In this role he is responsible for leading the development and implementation of a global vision for learning technologies across the whole organisation to position Navitas as a leader in technology-enhanced learning.

James is an accomplished learning technologies leader. His background as an educator and a technologist gives him insight into the importance of agile and design thinking approaches to the design of sustainable and compelling digital learning experiences for students. His particular interest is in the use technologies that implement and support open standards and architectures to foster interoperability and integration between tools that support data-driven and personalised learning.

Prior to joining Navitas James led learning technologies at a major metropolitan university and was responsible for the design, implementation and operation of one of the largest elearning ecosystems in Australia.
Workshop D5

Developing the capacity of critical thinking in learning

Ed Tew, The University of Winchester, United Kingdom

Intended Audience: Faculty who teach in various disciplines and would like to share their experience in promoting critical thinking in the classroom.

Overview:

Critical thinking is a key competency and relevant to all level of learning. It can be used in a wide range of situations, context and in everyday life. The capacity to recognize an argument, evaluate and analyse a critique of arguments in order to formulate your own stance is essential skill that all students require.

Objectives:
1. To explore and understand critical thinking
2. To explore a list of approaches to encourage students to think critically
3. To establish research collaboration among the participants

Ed Tew Ph.D., MA, ACMA, GCM, FHEA is a Senior Lecturer in the Department of Accounting, Economics and Finance at Winchester Business School. Ed’s specialist interests include management accounting and accounting education. Ed is also interested in qualitative research methodology.
**Workshop D6**

**Best Practices for Teaching Undergraduate Research**

Irene Tan, Berjaya University College of Hospitality (BUCH), Kuala Lumpur, Malaysia

**Introduction**

In a diploma and or undergraduate curriculum, the inclusion of research methods courses have become the norm and more so for the latter. It can be quite intimidating for undergraduate students to embark on a research project individually. Hence, some lecturers may require students to design group research proposals. On the other hand some lecturers may require a complete research project. Teaching and managing the learning of the research components to ensure that the students achieve the intended learning outcomes is challenging. However, there are best practices that can be discovered and identified to enhance students’ learning of and about research.

**Objectives**

The purpose of this workshop is to present Chickering and Gamson's (1987) seven best practices for undergraduate teaching and to align it with the delivery of teaching a research class at the undergraduate level to ensure a student-centred learning approach. Specifically, the following best practices will be articulated and discussed:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning

In addition, a model of utilizing a group project to build individual and group learning skills through assignments will be shared.

Irene Tan, B.A. (Hons), University of Malaya, Dip. Ed. (TESL), University of Malaya
M.A. (TESOL) University of Northern Iowa (UNI), USA, M.A.E. (Educational Psychology), UNI, USA
Ed.D (Educational Leadership), UNI, USA

AP Dr. Irene is the Head, Centre for Teaching and Learning at BERJAYA University College of Hospitality (BUCH) in Kuala Lumpur. As the person-in-charge of teaching and learning, she leads the professional development programs for academic staff and is directly responsible for developing and implementing university wide academic programs for new and current students. Her professional interests include research in teaching and learning, internationalizing higher education, comparative education, college student development, and leadership issues. She is currently supervising master’s thesis.

Professionally, she is committed to the development of the understanding and implementation of qualitative methodology as a former President and current committee member of Qualitative Research Association Malaysia.
Workshop D7

Every child a scientist: student-centred approaches to active learning in science

Emily Perry, Sheffield Hallam University, United Kingdom

Workshop objectives: (limit to 24 pax)

- To explore the benefits of enabling students to act as scientists in their learning
- To illustrate successful projects and teaching strategies which support students to act as scientists
- To share and collaboratively develop further ideas for authentic student research

Workshop description:
In the Centre for Science Education at Sheffield Hallam University, we lead national and international projects which enable students to learn science through active, student-centred, inquiry-based approaches to learning. We work with teachers and scientists to develop these approaches, so that they are authentic, contextually appropriate and successful in developing students’ skills and understanding. In this workshop we will explore the benefits of enabling students to act as scientists at all stages of their learning in science. We will illustrate these benefits by drawing on our own experiences of developing active approaches to learning science, and discuss some of the challenges which can be faced in this style of learning. Participants will share their own experiences and ideas about student-centred and inquiry-led learning in science, and we will work together to develop further ideas for authentic student research projects.

Workshop presenters:
The presenters of this workshop are drawn from the Centre for Science Education, part of the Sheffield Institute of Education at Sheffield Hallam University. The Centre for Science Education was established more than thirty years ago and has an international reputation in the field of STEM education. Our aim is to improve outcomes of all learners through improved access to and engagement with science and STEM-related careers. We lead national and international STEM education programmes, focusing on curriculum and pedagogical design and development, the professional learning of STEM teachers, public and employer engagement in STEM, widening participation to traditionally under-represented groups, and research in science education. Our staff engages with teachers throughout their careers from initial teacher education to postgraduate study and research. In our international work, we have a particular focus on South-East Asia and also work with numerous partners in the EU, alongside work in West Africa and the Middle East.

The team is led by Dr Emily Perry, head of funded knowledge exchange for the Sheffield Institute of Education. Emily’s interests lie in active learning through practical work and enquiry, teacher professional learning and in developing innovative ways of teaching chemistry. Her qualifications include an MA in Education and a PhD in chemistry. She was a chemistry teacher for ten years, working in the UK, Brazil and Hong Kong, and is a Fellow of the Royal Society of Chemistry.
Plenary 2


by Dr John Wall, Head of School of Lifelong Learning and Education Waterford Institute of Technology, Ireland

Abstract

The demands on employees and managers in the workplace are considerable, both in terms of time commitments at work and the range of skills necessary to execute their jobs effectively. Conventional designs of educational programs are usually based on implicit instructional design approaches that look equally at all learners. However, research indicates that learning is a complex activity involving a number of different aspects. Using technology to deliver and support learning adds another layer of complexity. Much of the research into deploying e-learning initiatives suggests that it is a complex undertaking and that educational institutions are at various stages in the development and deployment of technology-facilitated initiatives. A review of these drivers, with particular reference to initiatives in an Irish context is presented. In a challenging economic environment, some of the key strategic leadership challenges that institutions must address are presented. A number of management challenges are outlined that academic leaders must address in delivering the curriculum using technology. A proposed structure for deploying blended learning coupled with a model for educational managers to embrace in their strategic organisation of technology in delivering the curriculum is presented.
INTERNATIONAL PANEL OF PEER REVIEWERS

Prof Alistair McCulloch  
Professor, Head, Research Education, Learning and Teaching Unit, Research & Scholarship, City East Campus, University of South Australia, Australia

AP Dr Denise Beutel  
Associate Professor, School of Cultural and Professional Learning, Faculty of Education, Queensland University of Technology, Brisbane, QLD.

Dr Gavin Sanderson  
Senior Lecturer, Learning and Teaching Unit, Teaching & Learning Services, City West Campus, University of South Australia, Australia

Dr Shaun Sydney Nykvist  
Senior Lecturer, School of Curriculum, Queensland University of Technology

Professor David McClean  
Robert Gordon University

Professor Christopher O’Neil  
Robert Gordon University

Dr Christine McDonald  
Science educator in the School of Education and Professional Studies, and Griffith Institute for Educational Research at Griffith University

Prof Parlo Singh  
Research Professor, Griffith University for Education Research

Dr Ralf Burbach  
Assistant Head of School of Hospitality Management and Tourism, Dublin Institute of Technology

Dr Tina Bass  
Deputy Head of Strategy and Applied Management, Faculty of Business, Environment and Society, Coventry University

Dr Panagiotis Andrikopoulos  
Associate Head of Economics, Finance and Accounting (Applied Research), Coventry University

Dr Gearoid O’Suilleabhain  
Head of Department of Technology Enhanced Learning, Cork Institute of Technology

Dr Breda Kenny  
Head of Hincks Centre for Entrepreneurship Excellence, Cork Institute of Technology

Dr Stephen Cassidy  
Dean of Academic Quality Enhancement and Acting Dean of Graduate Studies, Cork Institute of Technology

Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016
Dr Neil Mitchell  Senior Lecturer, School of Electronics, Electrical Engineering and Computer Science, Queen’s University of Belfast

Prof Maricar S. Prudente  Professor, De La Salle University, Philippine

Dr Christine C.M Goh  Professor, Dean, Graduate Studies & Professional Learning, MIE/NTU, Nanyang Technological University, Singapore

Prof Prithwi Raj Subramaniam  Professor, Department of Health Promotion and Physical Education, Ithaca College, New York, US

Dr Alexandru-Ionuţ Petrişor  Assistant Professor, Faculty of Urbanism, "Ion Mincu" University of Architecture and Urbanism, Bucharest, Romania

Dr Kristen Moran  Assistant Professor of Education, Campbell University

Dr Boris Abbey  Lundy Chair of the Philosophy of Business, Lundy-Fetterman School of Education, Campbell University

Dr Yen-Ping Kuo  Chair and Professor of Microbiology & Immunology, Assistant Dean of Curriculum, Jerry M. Wallace School of Osteopathic Medicine, Campbell University

NATIONAL PANEL OF PEER REVIEWERS

AP Dr Nor Azmi Bin Mostafa  Associate Professor, Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Perak

AP Dr Raja Nor Safinas Binti Raja Harun  Associate Professor, Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Perak

Prof Dr Gurnam Kaur A/P Gurdial Singh  Faculty of Education, Universiti Teknologi MARA, Malaysia

AP Dr Pauline Goh Swee Choo  Associate Professor, Faculty of Education and Human Development, Universiti Pendidikan Sultan Idris, Perak

Prof Dr Ewe Hong Tat  Professor, Vice President, Universiti Tunku Abdul Rahman

(\textit{the late}) AP Dr Teh Chee Seng @ Elvis Teh Chee Seng  Associate Professor, Vice President (Student Development & Alumni Relations) Faculty of Arts & Social Science, Universiti Tunku Abdul Rahman

Dr Cheah Phaik Kin  Assistant Professor, Department of Public Relations, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman, Perak

\textit{Tentative programme subject to final acceptance of paper \& registration of presenters at TIC 2016}
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Priscilla Moses</td>
<td>Assistant Professor, Deputy Dean (R&amp;D and Postgraduate Programme, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman</td>
</tr>
<tr>
<td>Ms Saraswathy Thurairaj</td>
<td>Lecturer, Faculty of Creative Industries, Universiti Tunku Abdul Rahman</td>
</tr>
<tr>
<td>Dr Siew Pei Hwa</td>
<td>Assistant Professor, Faculty of Creative Industries, Universiti Tunku Abdul Rahman</td>
</tr>
<tr>
<td>Dr Lee Jer Vui</td>
<td>Assistant Professor, Lee Kong Chian Faculty of Engineering &amp; Science, Universiti Tunku Abdul Rahman</td>
</tr>
<tr>
<td>Mr Paul Ang Ban Hock</td>
<td>Senior Lecturer, Faculty of Creative Industries, Universiti Tunku Abdul Rahman</td>
</tr>
<tr>
<td>Dr Suraini Binti Mohd Ali</td>
<td>Lecturer DS52, Faculty of Major Languages Studies, Universiti Sains Islam Malaysia, Negeri Sembilan</td>
</tr>
<tr>
<td>Dr Anushia Inthiran</td>
<td>Lecturer and Course Coordinator Master of Business Information Systems (MBIS) Monash University Malaysia</td>
</tr>
<tr>
<td>Dr Noor Saazai Bt Mat Saad</td>
<td>Senior Lecturer, Faculty of Major Languages Studies, Universiti Sains Islam Malaysia, Negeri Sembilan, Malaysia</td>
</tr>
<tr>
<td>Prof Dr Chan Yuen Fook</td>
<td>Professor, Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia</td>
</tr>
<tr>
<td>Prof Dr Gurnam Kaur A/P Gurdial Singh</td>
<td>Professor VK7, Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia</td>
</tr>
<tr>
<td>AP Dr Izaham Shah Bin Ismail</td>
<td>Associate Professor, Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia</td>
</tr>
<tr>
<td>Dr Malini A/P N G Ganapathy</td>
<td>Teacher DG 44, School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang</td>
</tr>
<tr>
<td>Dr Tan Wee Hoe</td>
<td>Senior Lecturer, Faculty of Art, Computing &amp; Creative Industry, UPSI</td>
</tr>
<tr>
<td>Mr Low Wai Leon</td>
<td>Centre for Pre-University Studies, TAR UC</td>
</tr>
<tr>
<td>Dr Cheng Sau Keng</td>
<td>Faculty of Social Science, Arts and Humanities, TARUC</td>
</tr>
<tr>
<td>Dr. Lai Chooi Seong</td>
<td>Faculty of Social Science, Arts and Humanities, TARUC</td>
</tr>
<tr>
<td>Ms. Chan Eang Teng</td>
<td>Faculty of Social Science, Arts and Humanities, TARUC</td>
</tr>
</tbody>
</table>

*Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016*
Dr Cecilia Chai Ming Sing  Faculty of Social Science, Arts and Humanities, TARUC

Dr. Tang Mui Joo  Faculty of Social Science, Arts and Humanities, TARUC

Dr Halimatun Saadiah Abdul Manap  Centre for Nation Building and Languages, TAR UC

Dr Marzita Mohamed Noor  Centre for Nation Building and Languages, TAR UC

Assoc Prof Dr Amy Yeo  Faculty of Accountancy, Finance and Business, TAR UC

Assoc Prof Dr. Kwek Choon Ling  Faculty of Accountancy, Finance and Business, TAR UC

Ms. Chen @ Chong Sheau Huey  Faculty of Applied Sciences and Computing, TAR UC

Dr Lim Teck Hock  Faculty of Applied Sciences and Computing, TAR UC

Assoc Prof Dr. Wee Eng Hoe  Faculty of Applied Sciences and Computing, TAR UC

AP Dr Choy Siew Chee  Head, Perak Branch , TAR UC

Assoc Prof Dr. Janice Toh Guat Guan  Head, Penang Branch , TAR UC

Tentative programme subject to final acceptance of paper & registration of presenters at TIC 2016